

# IMPACT OF ECONOMIC MELTDOWN ON THE STAFF OF COLLEGES OF EDUCATION IN SOUTH-SOUTH GEO-POLITICAL ZONE OF NIGERIA

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## **Abstract**

*Work is important to us for many reasons. Besides providing us with income, it contributes to our mental and emotional well-being. Work satisfies the human desire to be a productive member of society and to have a purpose in life. It also engenders within us a measure of self-respect. Hence even some who have more than enough money to care for their needs or who are eligible for retirement, prefer to continue working. Yes, work is so important that the lack of it usually invites serious social problems. In several countries many people are forced to support themselves by hard physical work for long hours at an exhausting pace, perhaps even doing a dangerous job for little pay. Until recently many in other lands were certain that once hired by a large company or by a state-run department, they would have a secure job until retirement. But today there no longer seem to be businesses or corporations that are able to offer desirable employment and security at any level. Why? This is as a result of economic meltdown in Nigeria. This paper x-rays the impact of economic meltdown on the staff of colleges of education in south-south geo-political zone of Nigeria.*

## **Introduction**

The right to education has been enshrined in a number of international treaties and is regarded as a fundamental social, economic and cultural right. Access to education particularly schooling is a mechanism through which all people can integrate into mainstream society and a means through which they can exercise social, economic and cultural rights. According to Christies (1991), education produces knowledge, skills, values and attitudes. It is essential for civic order, citizenship and for sustainable economic growth and development and reduction of poverty. Education is also about culture; it is the main vehicle for disseminating the accomplishments of a group of people. It encompasses general skills such as language, science, mathematics and communication that provide the foundation for further education and training. Education also includes the development of values and attitudes necessary for meaningful contribution and participation in civic life. These multiple purpose makes education a key area for human rights in all countries. In fact, the right to education is accepted

internationally and enshrined in major international conventions and many national constitutions including our own (Nigerians) constitution. It therefore, becomes a very disturbing phenomenon, to observe that staffs of colleges of education in Nigeria are stressed out in their quest to give service. The standard is falling down at an alarming rate, thereby, negating the noble objectives of this services rendered by the staff of college of education in Nigeria. It is a fact that a multiplicity of factors contributed to this deterioration of standards. However, it is this writers' contention that the economic meltdown the country was experiencing was the main cause of falling standards in the education sector. This hypothesis or conjecture had to be empirically tested and this is exactly what the research project set out to do.

### **Statement of the problem**

The study sought to explore the impact of economic meltdown on the staff of colleges of education in south-south Geo-political zone in Nigeria.

### **Purpose of the study**

The study sought to establish the impact of the economic meltdown on the staff of colleges of education in south-south Geo-political zone in Nigeria through scientifically analyzing all variables at play.

### **Research Objectives**

The study intends to:

- Expose the magnitude of the impact of the economic meltdown on the staff of colleges of education in south-south Geo-political zone in Nigeria.
- To conscientise stakeholders about the urgency of mobilization of resources for the resuscitation of their welfare.

### **Research Questions**

- To what extent has the economic meltdown in Nigeria affected staff socially and economically?
- How has the economic situation affected the provision of teaching and learning resources?
- What rescue measures can be adopted to mitigate the effects of the meltdown on staff?

### **Significance of the Study**

The importance of this study lies in that it seeks to establish the impact of the economic meltdown on the staff of college of education in south-south Geo-political zone in Nigeria. It is hoped that the results so obtained from this empirical process will provide tangible evidence to key stakeholders so as to address the crisis in the education system in a collective and collaborative manner. It is also envisaged that the results may be used to engage cooperating partners and funding agencies who might wish to positively intervene to address some of the pressing problems.

### **Limitations of the Study**

The decisions about the limited number of schools used naturally limits the feasibility of this study. Whilst it is quite possible for the perceptions of a small number of colleges of education staff to be representative of many of their colleagues' perceptions in their locality,

the same cannot be said with any great confidence with regard to the perceptions of the rest of the colleges of education in Nigeria in general.

### **Delimitations of the Study**

The research confined itself to challenges posed by the decline of the Nigerian economy. Views from academic and non-academic staff were solicited. Views from other key stakeholders like government, parents and students were not sought by the study.

### **Literature Review**

#### **Response to economic and social effects**

##### **Main variables affecting staff**

How some countries have coped with the experience of economic meltdown

#### **Response to economic and social effects**

According to Samoff (1994) several responses to financial constraints are possible:

- To cut or reduce spending either across all expenditure categories or selectively; affecting some activities more than others; access to and quality of education services are likely to decline.
- Expenditure reduction has taken many forms e.g. reduction in spending on supplies and stationery – reduced expenditure on instructional personnel, generally the largest portion of the education budget.
- Least common has been an absolute reduction in teachers' salaries. Most common has been a freeze on teachers' salaries, effectively reducing them through inflation.
- The staff-student ratio has been increased by increasing class sizes and by requiring instructional personnel to lecture more than stipulated requirement by national commission of college of education (NCCE).
- Lower paid instructional personnel have been employed both officially by hiring staff with less training and experience and thus lower salaries; unofficially paying some staff less than the regular salaries.
- Reduce expenditure on construction, maintenance and student support.
- Formerly disdained unregistered back street colleges and semi-formal apprenticeships are increasingly accepted as legitimate alternatives to registered education and training programmes.

#### **Main Variables Affecting College Of Education Staff**

Kothan (1990) states that the effects of crisis and adjustment policies on household incomes represent a complex web of interrelationships among many factors, including:

- The level and distribution of employment (e.g. between academic staff and non-academic staff).
- The real wage level, which fell sharply in real terms in terms of economic crisis.
- The price of food and other essentials, which has in many cases risen as a result of adjustment policies.
- The cost of transport, energy, health and other social services, which have also risen as a result of withdrawal of subsidies.
- The policy towards user charges in education, training and other social services. In many countries there is now an explicit or implicit policy of shifting more of the cost of social

services from the public treasury to the consumers of those services both directly (e.g. fees) and indirectly (e.g. making parents, responsible for providing their children's textbooks and other instructional materials).

### **How Some Countries Have Coped with the Experience of Economic Meltdown**

In a comparative study of five countries that went through economic challenges, Gilborn and Marais (2001) came up with the following conclusions. (The countries are Brazil, Costa Rica, Hungary, Senegal and Tanzania).

- Families accepted an increasing share of the cost of education.
- The crisis had adverse effects on education, in terms of both access and quality, but the high priority given to the sector by government and by households has provided some shelter for investment in human capital.
- Reallocation of resources has taken place among levels of education, among different types of expenditure, and among different levels of government, for example in Costa Rica, Senegal and Tanzania, structural adjustment involved reallocation of resources among primary, secondary and higher education.
- Most countries have imposed budget cuts or allocated resources in ways which not favour higher education.
- The balance between public and private finance has shifted. All countries respond to the constraints on public expenditure by shifting some financial burdens to families and to enterprises, despite the fall in real incomes and profits that economic crises entailed.
- Alternatives to improve resource use have had limited success. Cost per student has certainly risen. More often, the results are cuts in expenditure rather than conscious attempts to improve efficiency.
- Quality and success rates have declined. Most other case studies also conclude that the effects of budget cuts can be seen in declining quality in terms of low staff morale and reduced expenditure on books and materials. In many cases, school success rates have also declined as repetition and attrition rates have increased in tertiary institutions of learning.

### **Research Methodology**

The study used the quantitative methodology and made use of descriptive survey. According to Miles and Huberman (1984) "... a survey is a method for collecting information from a sample of people by the administration of a questionnaire. The population consisted of 550 academic and non-academic staff of colleges of education in south-south geo-political zone. Simple stratified and proportional random selection procedures were used to get the sample. A questionnaire which contained more close ended questions and a few open-ended questions was used to collect data. Questionnaires were sent to the eleven colleges of education in south-south Geo-political zone in Nigeria. Data from close-ended questions were computer analyzed using the Statistical Package for Social Science (SPSS) version 23.

For the open-ended questions the tallying system was used to determine the frequency of common responses. These were then quantitatively analyzed to determine the pattern of qualitative responses.

**Findings and Discussion**

Findings for this paper are presented using tables, described and discussed. The section begins with the presentation, description and discussion of demographic data.

**Respondents were distributed by Gender as shown by table 1 below (N=550):**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	324	58.9
Female	226	41.1
<b>Total</b>	<b>550</b>	<b>100</b>

The majority of respondents in the sample were male. This was to be expected as there were more males than females in the lecturing population of Nigeria particularly in the higher institutions of learning where a sizeable number of respondents were drawn. The figures also represent the national composition of the population of the country.

Respondents were also distributed by the nature of appointment as indicated in table 2 Below (N=550):

<b>Nature of appointment</b>	<b>Frequency</b>	<b>Percentage</b>
Academic	219	39.8
Non-academic	330	60.8
Non-regular staff	1	0.2
<b>Total</b>	<b>550</b>	<b>100</b>

The data reveals that the majority of respondents were non-academic staff constituting 330 staff, representing 60.8% of the sample. Those who are academic staff make up 39.8% of the sample.

Respondents were also distributed by age in years which translate to length of service one have to spend working in the education system as shown in tables 3 below (N=550). Academic staffs retire at age 65 while the non-academic staff is 60 years.

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
25 –29 years	52	9.5
30 – 34 years	107	19.5
35 – 39 years	105	19.1
40 – 44 years	133	24.2
45 - 49years	83	15.1
50 and above	70	12.7
<b>Total</b>	<b>550</b>	<b>100</b>

Table 3 indicates that the majority of respondents, 286 staff representing 52% heading towards retirement. This means more stress on the already tired staff. Only 48% are below 40 years of age. This indicates that while many staff are moving toward retirement, no replacement is in sight, more stress for the few staff.

**Table-4: composition of respondents by highest Educational qualification (N=550)**

<b>Educational Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Primary Education	56	10.2
Secondary Education	149	27.1

Tertiary Education	345	62.7
<b>Total</b>	<b>550</b>	<b>100</b>

The demographic characteristics for the respondents by highest educational qualifications are summarized in table 4. Quite a significant number of respondents (62.7%) in the sample have tertiary educational qualification. Those who hold less qualification constitute 37.3% of the sample.

**Table-5. Composition of respondents by category of educational institution (N=550)**

Institution	Frequency	Percentage
Federal institution	150	27.3
State institution	400	72.7
<b>Total</b>	<b>550</b>	<b>100</b>

As table 5 depicts, most of the respondents (72.7%) came from state institutions while only 27.3% are from the federal institutions. This ownership pattern is responsible for the neglect of the staff.

**Table: 6: indicate marital status of respondents:**

Marital status	Frequency	Percentage
Married	333	60.5
Single	61	11.1
Divorced/Separated	95	17.3
Widow/Widower	61	11.1
<b>Total</b>	<b>550</b>	<b>100</b>

Table 6 shows that majority of the respondent are married with responsibilities to care for. If they denied of comfort from work place, they perform their service duties with sighing. The system will be negatively affected and the economy slow down.

## Results

Table 7: The mean rating scores and standard deviation SD of the perception of respondents on the extent economic meltdown in Nigeria affected staff of college of education in south-south geo-political zone is depicted in the table below.

	Mean x	Standard deviation SD	Decision
1.	2.84	1.000	Agreed
2.	2.91	0.871	Agreed
3.	2.95	0.839	Agreed
4.	2.22	1.097	Disagreed
5.	2.96	1.057	Agreed
Grand means	2.78	0.973	Agreed

The above table shows that staffs of colleges of education in south-south geo-political zone of Nigeria were negatively affected socially and economically. This has great implication for the wellbeing of education sector. It hampers efficiency of such staffs and retard the growth and development of the education in particular and the economy of the nation in general.

**Table 8:** The mean rating scores and standard deviation SD of the perception of respondents on how the economic situation affects the provision of teaching and learning resources is depicted in the table below.

	Mean x	Standard deviation SD	Decision
1.	2.24	1.089	Disagreed
2.	2.15	0.969	Disagreed
3.	2.31	1.007	Disagreed
4.	2.30	1.015	Disagreed
5.	2.21	1.005	Disagreed
Grand means	2.24	1.017	Disagreed

From the above table, there is an indication that the respondents do not agree with the fact that economic meltdown affected the provision of teaching and learning resources negatively. Hence the grand mean equals 2.24, which is less than the average mean rating of 2.50. This can be as a result of the intervention of Education Trust Fund ETF in tertiary institutions of higher learning in the country.

**Table 9:** Mean rating scores and standard deviation SD of the perception of respondents on the rescue measures that can be adopted to mitigate the effects of economic meltdown on staff of college of education in south-south geo-political zone is depicted in the table below.

	Mean x	Standard deviation SD	Decision
1.	2.54	1.079	Disagreed
2.	2.51	1.006	Disagreed
3.	2.43	1.014	Disagreed
4.	2.42	1.065	Disagreed
5.	2.33	1.113	Disagreed
Grand means	2.45	1.055	Disagreed

The table above shows that respondents are not in agreement with the suggested rescue measures. Hence the grand mean of 2.45. This implies that the nation is in trouble as to the schools ownership pattern to maintain. A working and acceptable pattern is needed to salvage education system from total collapse. As it stand today in Nigeria, students can know the year of their admission, but will hardly be able determine the year of graduation. In the same vein, staff can know when month begin, but when month will end and salaries paid cannot be predicted. Even the salaries are eventually paid, their take hardly take staff home.

### Discussion of Findings

The results of this work indicate that economic meltdown affected the staff of colleges of education in south-south geo-political zone negatively. Hence the grand mean stands at 2.78. But as for other areas in the questionnaire, the respondents do not agree on the suggestions. This are indicated by the values of the grand means rating for the last two research questions. These findings suggest that something argent need to be done to salvage the education system in the country. This findings are in line with what Mankiw (2001) observed that a nation's standard of living is determined among other things by the economic condition of the nation and the productivity of her citizens or quality of goods and services that a worker can produce.

## **Conclusion**

Global economic crisis is characterized by doom in all sectors of the economy. If the goose that lay the golden eggs is well-feed, it will go a long way to salvage the education system in the country. This will enhance their productivity and accelerate economic growth and development of the nation.

## **Recommendations**

### **Collect data to continually monitor the situation**

This paper was written without the benefit of up-to-date information on indicators of tertiary education. For this reason, we were only able to give a partial and anecdotal picture on the impact of economic meltdown in Nigeria. To better understand the effects and the extent of the impact of the meltdown, it is essential to continually collect data that allows one to track multiple indicators, including budgets/expenditures, enrollment, fees, aid, and salaries. Doing so will enable the design of intervention that address the specific impact of economic meltdown which appear to vary from region to region and from country to country. Without clear data on the impact of economic meltdown in specific areas, it is difficult to determine how to handle it squarely.

A survey of institutions in developing and developed countries assessing the impact of economic meltdown on higher institutions should be carried out respectively. Information gathered will greatly enrich the data base.

### **Information campaign and policy advice to governments**

Many countries experiencing economic meltdown are often tempted to cut education funding. The case needs to be made for maintaining and boosting support for tertiary institutions instead. Imahe (2018), contend that investment in human capital brings prosperity to nations. Investment in tertiary education is a key to long term prosperity.

### **Maintain previous commitments to support developing countries and call for other countries to do so**

Many of the previous gains in access to tertiary education have been the result of foreign investment. These must be maintained. As noted by Strauss-Kahn (2009), the international community must deliver on its commitment to increase aid. "This is not the time to renege on those commitments." Such foreign aid and investment is especially important because, as noted above, many countries have become less able or willing to support tertiary education through their own resources.

### **Provide resources to tertiary institutions**

To maintain and advance the development of tertiary institutions in developing countries, it is essential to provide resources to institutions. Investment made to turn around education system, particularly tertiary institutions better prepare workers and use tertiary institutions as catalysts for innovation and effectively enable success of developing countries.

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#### **Appendix A: Questionnaires**

Questionnaire on the impact of economic meltdown on the staffs of colleges of education in the south-south geo-political zone of Nigeria.

Dear Sir/Madam,

We are embarking on a research topic titled: ‘The Impact of Economic Meltdown on The Staff of Colleges of Education in South-South Geo-political Zone in Nigeria’. It is strictly for the purpose of research.

We therefore solicit for your support in terms of your sincere and positive responses, by ticking the option that seems most appropriate to you. The outcomes will would be treated with utmost confidentiality.

Thanks.

Yours faithfully,  
 IMAHE and UWAGBOE

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**SECTION A: SOCIO-DEMOGRAPHIC INFORMATION (FOR ALL RESPONDENTS)**

## 1. GENDER

(a) Male (b) Female

## 2. Age (in years)

(a) 25-29 (b) 30-34 (c) 35-39 (d) 40-44 (e) 45-49 (f) 50 and above

## 3. Marital status

(a) Married (b) Divorced/separated (c) Single parents (d) Widow/widower

## 4. Highest Educational Qualification

(a) Primary Education (b) Secondary Education (c) Tertiary Education

## 5. Category of appointment

(a) Academic staff (b) Non-academic staff

## 6. Category of school

(a) Federal institution (b) State institution

**SECTION B: To what extent has the economic meltdown in Nigeria affected staff socially and economically?**

S/N	Statements	SA	A	D	SD
1	Staff can hardly own means of transportation				
2	Staff can hardly own their own home				
3	Staff cannot sponsor their children in better schools				
4	Staff cannot assist better healthcare facilities				
5	Staff are always discourage after each month's salary				

**SECTION C: How has the economic situation affected the provision of teaching and learning resources?**

S/N	Statements	SA	A	D	SD
1	Staff offices are not finished to taste				
2	The buildings are not measuring up to standard				
3	Sits and chairs are in deplorable state				
4	Conduct of examination is discouraging				
5	Teaching practice exercise is ridiculous				

**SECTION D: What rescue measures can be adopted to mitigate the effects of the economic meltdown?**

S/N	Statements	SA	A	D	SD
1	Government alone should run schools				
2	Individuals should run schools and supervise				
3	Government/private partnership should be adopted in running schools				
4	Government alone should run schools and parents bears the costs				
5	There should be freedom of ownership of schools by any				

**APPENDIX B:**

**RESULTS OF THE RESEARCH**

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**Statistics**

	Gen der	Age in years	Ma rita l stat us	Highest educatio nal qualificatio n	Cate gory of appo intment	Category institution	Staff can hardly own means of transportation	Staff can hardly own their home	Staff cannot sponsor their children/ward s to better schools	Staff cannot access better health care facilities	Staff are always discouraged each time salarie s are paid	Staff offices are not finish ed to taste	The buildin gs are not measur ing up to standar d	Sits Chair s are in depl orable state	Conduc t of examin ation is discour aging	Teachi ng practi ce is redic ulous	Gover nment shoul d run school s	Individ uals shoul d run schools and govern ment supervi sed	Govern ment/P rivate partner ship shoul d be adopte d in run ning schools	Govern ment alone shoul d run schools and parents bears the costs	There shoul d be freed om of owner ship of school s by any
N Valid	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550	550	549	546
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
Mean	1.41	3.54	1.73	2.53	1.60	1.73	2.84	2.91	2.95	2.22	2.96	2.24	2.15	2.31	2.30	2.21	2.54	2.51	2.43	2.42	2.33
Std. Deviation	.492	1.508	1.043	.674	.493	.446	1.000	.871	.839	1.097	1.057	1.089	.969	1.007	1.015	1.005	1.079	1.006	1.014	1.065	1.113

## Frequency Table

## Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	324	58.9	58.9	58.9
	Female	226	41.1	41.1	100.0
	Total	550	100.0	100.0	

## Age in years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29	52	9.5	9.5	9.5
	30-34	107	19.5	19.5	28.9
	35-39	105	19.1	19.1	48.0
	40-44	133	24.2	24.2	72.2
	45-49	83	15.1	15.1	87.3
	50 and above	70	12.7	12.7	100.0
	Total	550	100.0	100.0	

## Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	333	60.5	60.5	60.5
	Divorced/sparated	95	17.3	17.3	77.8
	Single parents	61	11.1	11.1	88.9
	Widow/Widower	61	11.1	11.1	100.0
	Total	550	100.0	100.0	

**Highest educational qualificatio**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary education	56	10.2	10.2	10.2
Secondary education	149	27.1	27.1	37.3
Tertiary education	345	62.7	62.7	100.0
Total	550	100.0	100.0	

**Category of appointment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Academic staff	219	39.8	39.8	39.8
Non-academic staff	330	60.0	60.0	99.8
3	1	.2	.2	100.0
Total	550	100.0	100.0	

**Category institution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Federal institution	150	27.3	27.3	27.3
State institution	400	72.7	72.7	100.0
Total	550	100.0	100.0	

**Staff can hardly own means of transportation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree(SD)	71	12.9	12.9	12.9
Disagree(D)	114	20.7	20.7	33.6
Agree(A)	199	36.2	36.2	69.8
Strongly Agree(SA)	166	30.2	30.2	100.0
Total	550	100.0	100.0	

**Staff can hardly own their own home**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree(SD)	38	6.9	6.9	6.9
Disagree(D)	122	22.2	22.2	29.1
Agree(A)	243	44.2	44.2	73.3
Strongly Agree(A)	147	26.7	26.7	100.0
Total	550	100.0	100.0	

**Staff cannot sponsor their children/wards to better schools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	31	5.6	5.6	5.6
	Disagree(D)	114	20.7	20.7	26.4
	Agree(A)	255	46.4	46.4	72.7
	Strongly Agree(SA)	150	27.3	27.3	100.0
	Total	550	100.0	100.0	

**Staff cannot access better healthcare facilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	192	34.9	34.9	34.9
	Disagree(D)	139	25.3	25.3	60.2
	Agree(A)	127	23.1	23.1	83.3
	Strongly Agree(SA)	92	16.7	16.7	100.0
	Total	550	100.0	100.0	

**Staff are always discouraged each time salaries are paid**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	73	13.3	13.3	13.3
	Disagree(D)	100	18.2	18.2	31.5
	Agree(A)	155	28.2	28.2	59.6
	Strongly Agree(SA)	222	40.4	40.4	100.0
	Total	550	100.0	100.0	

**Staff offices are not furnished to taste**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	174	31.6	31.6	31.6
	Disagree(D)	174	31.6	31.6	63.3
	Agree(A)	100	18.2	18.2	81.5
	SStrongly Agree(SA)	102	18.5	18.5	100.0
	Total	550	100.0	100.0	

**The buildings are not measuring up to standard**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	152	27.6	27.6	27.6

Disagree(D)	232	42.2	42.2	69.8
Agree(A)	96	17.5	17.5	87.3
Strongly Agree(SA)	70	12.7	12.7	100.0
Total	550	100.0	100.0	

**Sits Chairs are in deplorable state**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree(SD)	123	22.4	22.4	22.4
Disagree(D)	227	41.3	41.3	63.6
Agree(A)	104	18.9	18.9	82.5
Strongly Agree(SA)	96	17.5	17.5	100.0
Total	550	100.0	100.0	

**Conduct of examination is discouraging**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree(SD)	131	23.8	23.8	23.8
Disagree(D)	218	39.6	39.6	63.5
Agree(A)	107	19.5	19.5	82.9
Strongly Agree(SA)	94	17.1	17.1	100.0
Total	550	100.0	100.0	

**Teaching practice exercise is ridiculous**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree(SD)	153	27.8	27.8	27.8
Disagree(D)	205	37.3	37.3	65.1
Agree(A)	114	20.7	20.7	85.8
Strongly Agree(SA)	78	14.2	14.2	100.0
Total	550	100.0	100.0	

**Government alone should run schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree(SD)	110	20.0	20.0	20.0
Disagree(D)	176	32.0	32.0	52.0
Agree(A)	123	22.4	22.4	74.4
Strongly Agree(SA)	141	25.6	25.6	100.0
Total	550	100.0	100.0	

**Individuals should run schools and government supervised**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	91	16.5	16.5	16.5
	Disagree(D)	203	36.9	36.9	53.5
	Agree(A)	138	25.1	25.1	78.5
	Strongly Agree(SA)	118	21.5	21.5	100.0
	Total	550	100.0	100.0	

**Government/Private partnership should be adopted in running schools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	114	20.7	20.7	20.7
	Disagree(D)	185	33.6	33.6	54.4
	Agree(A)	150	27.3	27.3	81.6
	Strongly Agree(SA)	101	18.4	18.4	100.0
	Total	550	100.0	100.0	

**Government alone should run schools and parents bears the costs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	126	22.9	23.0	23.0
	Disagree(D)	187	34.0	34.1	57.0
	Agree(A)	118	21.5	21.5	78.5
	Strongly Agree(SA)	118	21.5	21.5	100.0
	Total	549	99.8	100.0	
Missing	System	1	.2		
Total		550	100.0		

**There should be freedom of ownership of schools by any**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree(SD)	159	28.9	29.1	29.1
	Disagee(D)	166	30.2	30.4	59.5
	Agree(A)	103	18.7	18.9	78.4
	Strongly Agree(SA)	118	21.5	21.6	100.0
	Total	546	99.3	100.0	
Missing	System	4	.7		
Total		550	100.0		