



Management Of Secondary Education In A Declining Economy And Teachers' Effectiveness In Secondary Schools In Rivers State

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ABSTRACT

This paper investigated the Management of Secondary Education in a Declining Economy and Teachers' Effectiveness in Secondary Schools in Rivers State. Three objectives, three research questions and three 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 "Management of Secondary Education in Declining Economy Questionnaire (MSEDEQ)" and "Teachers' Effectiveness in Secondary Schools in Rivers State (TESSRQ)" was used for data collection. The instrument was validated by the researcher's supervisor and two other 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. The instruments were administered by the researcher on the respond with the help of three research assistants. The retrieved research questions were answered using the mean and standard deviation. While, Pearson Product Moment Correlation Coefficient statistics was used to est the null hypotheses at 0.05 alpha level of significance .Findings show that, there is significant relationship between supervision of teachers and teachers' effectiveness in secondary schools in Rivers State.The study therefore, recommended among others, that Secondary school administrators should adopt and implement the administrative process and strategies illustrated in this study to achieve effectiveness in secondary schools in Rivers State. Also, that Secondary school administrators should adopt measures to curb indiscipline among students which will enhance teachers' effectiveness in secondary schools in Rivers State.

Keywords: Declining Economy, Effectiveness, Secondary Education, Management, Secondary School and Teachers

INTRODUCTION

A nation suffering from declining 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) 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 management of education at all levels is a gate way to the production of human capital that is needed for national development.

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.

Management 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 management of secondary Education or any other level of education in any country faced with recession and declining 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 (2021) defined economic declining 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) while citing the free online dictionary, defined declining 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) therefore was of the view that declining 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, 2019). Ayorinde (2019) 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 Muhamadu 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:

- i. Useful living within the society;
- ii. Ensure higher education;

Specifically, 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 different 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.

The secondary education being an intermediary level between primary and tertiary education levels requires proper management in other to achieve the above stated goals and objectives. Management in view of Nwankwoala (2021) involves the process of achieving set goal using available recourses. As such educational management in the words of Campell (2019) cited in Ozuzu (2019) is the way by which the school system or Ministry of Education makes decisions and takes actions to achieve its goals. Making decisions here involves laying down relevant educational policies and plans in line with national needs and aspirations, and taking actions implies implementing these policy decisions. The essence of effective educational management is therefore to attain set educational goals. Educational administrators (Principals and vice Principals) at the secondary school level of education

are saddled with the responsibility of planning educational programmes based on the curriculum as well as executing these programmes using the available human (personnel) and material resources, finance and time to achieve set educational goals. When a country suffers economic crisis, every of her sector including education faces some elements of declining. Management of schools become very difficult in the sense that there would be insufficient funds to run schools as a result of absence of government subventions and lack of financial supports from other stakeholders in education. (Okere, Nwagwu & Branch 2021).

In situations like this parent find it difficult to pay their children school fees, salaries and allowances of school personnel are delayed, there is decrease in students' enrolment, rise in the prizes of instructional materials, dilapidation of school plants and infrastructures and so on. In fact, economic recession affects all the functions of school management; teachers' promotion is affected, learning materials are in short supply, educational administrators do not have the morale right to persuade unpaid teachers to do their work, as such supervision of instruction is neglected, there is high rise of students' indiscipline due to that obvious fact that some teachers may not be as punctual as in normal situations.

Economic crises disrupt educational management in general and management in particular. Educational management is concerned with policy, plans and programmes formulation. While educational management involves the implementation of formulated educational polices and plans. Educational managers and planners in a declined economy face the problem of inaccurate statistics of school children and thus resort to baseless forecast in making polices and planning for educational programmes.

Eimuhi (2021) opined that the management of secondary school education in a declining economy is a herculean task. Some challenges faced by educational managers and administrators according to him are as follows; reduction in education budget which could make the administrators run short of funds for day to day running of educational programmes; administrators' inability to provide conducive learning environment for all school learners; inadequate learning equipment; ineffective in-service training, unstable qualified staff, poor performance among teachers, reduction in students performances, poor execution of plans leading to poor out-come of educational goals, inability to support, attract and retain qualified teachers by the administrators and so on.

Economic recession usually leads to high inflation and depreciation of school facilities, since there is unavailability of funds for the maintenance of school facilities as well as funds to meet day-to-day management of secondary schools. Regrettably, books, laboratory facilities and other instructional facilities needed by secondary schools are normally not provided.

Ogbonnaya (2019) supporting this view argued that funds are required for the maintenance of the school and for daily school management. Adequate funding and availability of needed instructional materials and facilities enhance the quality of teaching and learning. Availability and utilization of funds is a source of personnel motivation and commitment to duty. The teaching and non-teaching staffs are the key factors required for effective implementation of any educational system. It is the teacher who teaches and makes learning to occur at the secondary school level.

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 management 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 management of schools during economic recession. Therefore, the present paper sought to fill the gap by investigating on the influence of management of secondary education in a declining 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 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 management?

Or could the problem be poor supervision of teachers, lack of teachers impress, indiscipline among students and other similar situation could have posed some problems on teacher effectiveness as well as management of secondary schools in Rivers State? It was in line with these factors that this study investigated the relationship between management of secondary education in a declining economy and teachers' effectiveness in secondary schools in Rivers State.

Purpose of the Study

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

1. Determine if supervision of teachers influence teachers' effectiveness in secondary schools in Rivers State.
2. Determine if impress to administrator influence teachers' effectiveness in secondary schools in Rivers State.
3. Determine if indiscipline among students 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 supervision of teachers influence teachers' effectiveness in secondary schools in Rivers State?
2. To what extent does impresst to administrators influence teachers' effectiveness in secondary schools in Rivers State?
3. To what extent does indiscipline among students 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 supervision of teachers and teachers' effectiveness in secondary schools in Rivers State.
- H₀₂: There is no significant relationship between impress to principals and teachers' effectiveness in secondary schools in Rivers State.
- H₀₃: There is no significant relationship between indiscipline among students 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: "Management of Secondary Education in Declining Economy (MSEDE)" 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 "Management of Secondary Education in Declining 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 supervision of teachers affect teachers' effectiveness in secondary schools in Rivers State?*

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

SN	ITEMS	N	\bar{X}	SD	Decision
1	It causes good teachers to leave their schools.	554	3.39	0.53	High extent
2.	It develops dissatisfaction with the job among teachers that choose to stay.	554	3.02	0.52	High extent
3.	It results to lack of accountability.	554	3.33	0.51	High extent
4.	It makes teachers to avoid honest communication.	554	3.21	0.50	High extent
5.	It leads to rigidity among teachers.	554	3.43	0.52	High extent
6.	It leads to empathy/unforgiving among teachers.	554	3.59	0.56	High extent
Grand mean \bar{X}		554	3.33	0.52	High extent

Source: Field Survey, 2022

Table 1, shows the summary of mean and standard deviation on the extent of supervision of teachers and teachers' effectiveness in secondary schools in Rivers State with grand mean of (\bar{X} =3.33; SD=0.52). Based on the responses from the respondents, it was concluded that supervision of teachers has strong effect on teachers' effectiveness in secondary schools in Rivers State. = indicated that items (19 - 24) had their mean above the cut-off point of 2.5. With the grand mean of 3.33 above the cutoff point of 2.5.

Research question 2: *To what extent does impress to administrators affect teachers' effectiveness in secondary schools in Rivers State?*

Table 2: Summary of Mean and Standard deviation on extent does impress to administrators affect teachers' effectiveness in secondary schools(N=554)

SN	ITEMS	N	\bar{X}	SD	Decision
1.	Teachers become discouraged to enter the classroom for lesson.	554	3.37	0.65	High extent
2.	It creates bad teacher student relationship, which is not suitable for learning.	554	3.16	0.63	High extent
3.	Teachers are forced to leave the school, due to lack of impress to management.	554	2.46	0.65	Low extent
4.	Teachers don't complete the school curriculum due to low self-esteem it causes to them.	554	2.17	0.67	Low extent
5.	Teachers no longer prepare lesson notes due to lack of impress to management.	554	2.45	0.60	Low extent
6	It leads to teachers' inability to take part in social activities in school, due to lack of impress to management.	554	3.59	0.66	High extent
Grand mean\bar{X}		554	2.87	0.65	High extent

Source: Field Survey, 2022

Table 2, shows the summary of mean and standard deviation on extent of impress to administrators affect teachers' effectiveness in secondary schools in Rivers State, with grand mean of (\bar{X} =2.87; SD=0.65). The highest mean rating was It leads to teachers' inability to take part in social activities in school, due to lack of impress to management (\bar{X} =3.59; SD=0.66). This was followed by teachers become discourage to enter the classroom for lesson (\bar{X} =3.37; SD=0.65).The next was It creates bad teacher student relationship, which is not suitable for learning (\bar{X} =3.16; SD=0.63). The least was on Teachers don't complete the school curriculum due to low self-esteem it causes to them (\bar{X} =2.17; SD=0.67). Based on the responses from the respondents, it was concluded that impress to administrators has strong effect on teachers' effectiveness in secondary schools in Rivers State, since most of the items measuring impress to administrators affect teachers' effectiveness in secondary schools had their mean above the cut-off point of 2.5 and some below the mean cut off point of 2.5.

Research question 3: *To what extent does indiscipline among students affects teachers' effectiveness in secondary schools in Rivers State?*

Table 3: Summary of Mean and Standard deviation on the extent indiscipline among students affects teachers' effectiveness in secondary schools in Rivers State.

SN	ITEMS	N	\bar{X}	SD	Decision
1	It leads to students' inability to concentrate in classroom.	554	3.67	1.137	High extent
2.	It causes students loss of materials taught due to absenteeism.	554	3.20	1.043	High extent
3.	It causes increases in the rate of school drop-out.	554	3.21	1.069	High extent
4.	It makes damaging of school properties by students to increase.	554	3.01	1.113	High extent
5.	It causes lateness to school to become consistent among students.	554	3.02	1.090	High extent
6.	It results to students indulging to drug abuse.	554	3.69	1.060	High extent
Grand mean\bar{X}		554	3.30	1.09	High extent

Source: Field Survey, 2022

Table 3, showed the summary of mean and standard deviation on the extent of indiscipline among students affects teachers' effectiveness in secondary schools in Rivers State with grand mean (\bar{X} =3.30; SD=1.09). Based on the responses from the respondents, it was concluded that indiscipline among students has strong effect on teachers' effectiveness in secondary schools in Rivers State. These was accepted because all the items measuring the teacher's effectiveness was rated above the mean cut-off point of 2.5. With the grand mean 3.30 above the cutoff point of 2.5.

Testing of Research Hypotheses

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

Table 4: Pearson product moment correlation coefficient

	\bar{X}	SD	N
supervision of teachers	3.33	0.52	554
teachers' effectiveness	3.19	.730	554

Correlations

		supervision teachers	of teachers' effectiveness
supervision of teachers	Pearson Correlation	1	.524**
	Sig. (2-tailed)		.000
	N	554	554
teachers' effectiveness	Pearson Correlation	.524**	1
	Sig. (2-tailed)	.000	
	N	554	554

Source: Field Survey, 2022

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

Table 4, above showed the Pearson correlation value 0.524 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 poor supervision of teachers and teachers' effectiveness in secondary schools in Rivers State.

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

Table 5: Pearson product moment correlation coefficient

	\bar{X}	SD	N
impress to management	2.87	.65	554
teachers' effectiveness	3.19	.730	554

Correlations

		impress management	to teachers' effectiveness
impress to management	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	554	554
teachers' effectiveness	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	5254	554

Source: Field Survey, 2022 **. Correlation is significant at the 0.01 level (2-tailed).

Table 5, above showed the Pearson correlation value 0.650 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 impress to management and teachers' effectiveness in secondary schools in Rivers State.

H0₃: There is no significant relationship between indiscipline among students and teachers' effectiveness in secondary schools in Rivers State.

Table 4.2.6 Pearson product moment correlation coefficient

	\bar{X}	SD	N
indiscipline among students	3.30	1.090	554
teachers' effectiveness	3.19	.730	554

Correlations

		Indiscipline among students.	among teachers' effectiveness
Indiscipline among students	Pearson Correlation	1	.577**
	Sig. (2-tailed)		.000
	N	554	554
teachers' effectiveness	Pearson Correlation	.577**	1
	Sig. (2-tailed)	.000	
	N	554	554

Source: Field Survey, 2022 **. Correlation is significant at the 0.01 level (2-tailed).

Table 6, above showed the Pearson correlation value 0.577 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 indiscipline among students and teachers' effectiveness in secondary schools in Rivers State.

Summary of Findings

Given the analysis of responses from respondents on the items of research question and hypothesis formulated for this study, the summary of findings is presented as follows:

1. The mean analysis revealed that the respondents indicated high extent that supervision to management affect teachers' effectiveness in secondary schools in Rivers State.
2. The mean analysis revealed that the respondents indicated high extent that impress to management affect teachers' effectiveness in secondary schools in Rivers State.
3. The mean analysis revealed that the respondents indicated high extent that indiscipline among students affects teachers' effectiveness in secondary schools in Rivers State.
4. There is significant relationship between supervision of teachers and teachers' effectiveness in secondary schools in Rivers State.
5. There is significant relationship between impress to management and teachers' effectiveness in secondary schools in Rivers State.
6. There is significant relationship between indiscipline among students and teachers' effectiveness in secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The discussion is carried out under the following headings

- To what extent does supervision of teachers affect teachers' effectiveness in secondary schools in Rivers State?
- To what extent does impress to management affect teachers' effectiveness in secondary schools in Rivers State?
- To what extent does indiscipline among students affects teachers' effectiveness in secondary schools in Rivers State?

Extent does supervision of teachers affect teachers' effectiveness in secondary schools in Rivers State

The result on Table 4.1.4 showed the summary of mean and standard deviation on the extent of supervision of teachers and teachers' effectiveness in secondary schools in Rivers State with grand mean of (\bar{X} =3.33; SD=0.52). Based on the responses from the respondents, it was concluded that supervision of teachers has strong effect on teachers' effectiveness in secondary schools in Rivers State. = indicated that items (19 - 24) had their mean above the cut-off point of 2.5. with the grand mean 3.33 above the cutoff point of 2.5. This research is similar with the findings of Igwe (2006) sees supervision as to direct, oversee, guide, or to make sure that expected standards are met. Thus, supervision in school implies the process of ensuring that principles, rules, regulations, and methods prescribed for purpose of implementing and achieving the objectives of education are effectively carried out. Supervision therefore, involves the use of expert knowledge and experiences to oversee coordinate and evaluate the process of improving teaching and learning activities in the school.

Extent does impress to management affect teachers' effectiveness in secondary schools in Rivers State.

The result on Table 4.1.5 showed the summary of mean and standard deviation on extent of impress to administrators affect teachers' effectiveness in secondary schools in Rivers State, with grand mean of (\bar{X} =2.87; SD=0.65). The highest mean rating was It leads to teachers' inability to take part in social activities in school, due to lack of impress to management (\bar{X} =3.59; SD=0.66). This was followed by teachers become discourage to enter the classroom for lesson (\bar{X} =3.7; SD=0.65). The next was It creates bad teacher student relationship, which is not suitable for learning (\bar{X} = 3.16; SD=0.63). The least was on Teachers don't complete the school curriculum due to low self-esteem it causes to them (\bar{X} =2.17; SD=0.67). Based on the responses from the respondents, it was concluded that impress to administrators has strong effect on teachers' effectiveness in secondary schools in Rivers State, since most of the items measuring impress to administrators affect teachers' effectiveness in secondary

schools had their mean above the cut-off point of 2.5 and some below the mean cut off point of 2.5. This research is similar with the findings of Nkang 2002. An effective school administrator is one who is able to achieve educational goals or objectives of his or her school. School impress is therefore given to facilitate the needs of the schools for effective school management.

Extent does indiscipline among students affects teachers’ effectiveness in secondary schools in Rivers State.

The result on Table 4.1.6 showed the summary of mean and standard deviation on the extent of indiscipline among students affects teachers’ effectiveness in secondary schools in Rivers State with grand mean (\bar{X} =3.30; SD=1.09). Based on the responses from the respondents, it was concluded that indiscipline among students has strong effect on teachers’ effectiveness in secondary schools in Rivers State. These was accepted because all the items measuring the teacher’s effectiveness was rated above the mean cut-off point of 2.5. With the grand mean 3.30 above the cutoff point of 2.5. This research is similar with Indiscipline in school greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007) resulting to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government.

CONCLUSION

The following conclusions were made;

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 grant 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

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 administrators should adopt measures to curb indiscipline among students which will enhance teachers’ effectiveness in secondary schools in Rivers State.

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