

Economic Hardship, Teaching Programme and Research Programme of Federal Universities in North-East Nigeria

Nneka Cynthia Ohaeri

*Educational Research Centre (ERC), Nigerian Educational Research and Development Council,
Sheda, Abuja, nnekacohaeri@gmail.com*

Abayomi Isaac Araiyegebemi

University of Nigeria, Nsukka, yomisaacng@gmail.com

Abstract: *This study assessed the impact of economic hardship on teaching programme and research programme of Federal Universities in North-East Nigeria. We adopted descriptive survey research for the study. All academic staff in federal universities in North-east Nigeria were the population of the study. The sample size of the study was 260 academic staff. Proportionate stratified random sampling was employed to draw a sample size in the three selected public federal universities in the region. The researchers used questionnaire as instruments for the study. The reliability of ECQ was re-established to be 0.86 using Cronbach Alpha method. Method of data collection was on-the-spot with the aid of two research assistants. Simple linear regression associated with ANOVA was used to answer the research questions and test the hypotheses. The study disclosed that economic hardship has significant relationship with implementation of teaching programme in the federal universities in Nigerian North-East, this means that economic hardship affected implementation of teaching programme. Also, the study showed that there was significant relationship between economic hardship and research programme of Federal Universities in North-East Nigeria implying that economic hardship and inflation slowed down the implementation of research programme in the universities in Nigeria. Based on this finding, the paper recommends that federal and state government should increase the funding of the universities so that the administrators can meet up with the high operational cost of the universities in Nigeria. Federal and state government should increase the salaries of the universities staff and subsidize educational resources for both institutions and students to aid effective implementation of the teaching and research programme in the universities.*

Keyword: *Economic Hardship, Teaching Programme. Research Programme of Federal Universities.*

1.0 Introduction

Economic hardship means an onerous and excessive financial burden that destroys reasonable and beneficial use of property and that would amount to the taking of property without just compensation, or failure to achieve a reasonable economic return in the case of income-producing properties (Lawinsider, 2022). Economic hardship and economic activities decrease substantially, and the decline affects wide portions of the economy and it has some permanence (Sabitu, 2023). Economic hardship is viewed as "a significant decline in economic activity spread across the economy, lasting for some time, normally visible in real Gross Domestic Product (GDP), real income, employment, industrial production (National Bureau of Economic Research: NBER, 2012). Economic hardship is defined as the inability or struggle to meet reasonable basic living expenses such as food and shelter (Cunningham, 2019). Economic hardship presents as deficit of resources when compared to others. Those who suffer from economic hardship are competitively disadvantaged, with resultant consequences for survival and

reproduction. The perception of economic hardship may motivate individuals to adopt different behavioral strategies including both increased conflict behaviors and increased cooperation (Refaie & Mishra, 2019).

University's administration in Nigeria appears to be affected by the economic hardship. This revelation, confirms that the rise in inflation had increased geometrically, and had reduced the standard of living that had inadvertently affected the education sector where the teachers are the centre of focus in the implementation of educational policies for the attainment of predetermined goals and objectives. The situation becomes more pathetic with the steady decline in the budgetary allocation to the education sector in the past years. This had resulted to the near lack of provision of instructional materials, facilities and equipment, stagnated salaries, no promotion and payment of increment arrears, poor working condition, and uncondusive teaching and learning environment among others. All these put together are strong indicators that may affect school management (Giami, 2023).

Inflation in Nigeria has made it difficult for university administration to operate and administer the universities effectively. It is based on this that this paper seeks to discuss the impact of economic hardship on universities administration in Nigeria. Ogunode, Eze, and Olumodeji, (2024) noted that inflation in Nigeria has led to an increment in the fees of tertiary institutions especially the universities across the country. Maduka (2024) concludes that fee hike coincides with a period of dwindling disposable incomes for families, primarily due to galloping inflation in the prices of goods and services across the nation triggered by the removal of the petrol subsidy. Premium Times (2023), observed the fee hike has become an established trend among Nigerian public universities. Some of the public universities that recently increased school fees include the University of Maiduguri, the University of Benin, Hamada Bello University, Abubakar Tafawa Balewa University, the University of Lagos and the University of Abuja.

1.1 Purpose of the study

The purpose of this study is to assess the impact of economic hardship on teaching programme and research programme of Federal Universities in North-East Nigeria. The specific objectives includes;

1. To find out the impact of economic hardship on teaching programme of Federal Universities in North-East Nigeria;
2. To find out the impact of economic hardship on research programme of Federal Universities in North-East Nigeria.

1.2 Research Questions

Based on the purpose of the study, the following research questions were generated for the study:

1. What is impact of economic hardship on teaching programme of Federal Universities in North-East Nigeria?
2. What is impact of economic hardship on research programme of Federal Universities in North-East Nigeria?

Hypotheses

Based on the research questions of the study, the following research hypotheses were generated for the study:

H0₁: There is no significant relationship between economic hardship and teaching programme of Federal Universities in North-East Nigeria.

H0₂: There is no significant relationship between economic hardship and research programme of Federal Universities in North-East Nigeria.

2.0 Method

We adopted descriptive survey research for the study. All academic staff in federal universities in North-east Nigeria were the population of the study. The sample size of the study was 260 academic staff. Proportionate stratified random sampling was employed to draw a sample size in the three selected public federal universities in the region. The researchers used questionnaire as instruments for the study. The instrument was titled “Economic Hardship Questionnaire” (ECQ). The instrument was used to collect data from the academic staff. The questionnaire was structured on a four-point type likert modified scale: Strongly Agreed, Agreed, Disagreed, Strongly Disagreed (SA, A, D, SD). The reliability of ECQ was re-established to be 0.83 using Cronbach Alpha method. Method of data collection was on-the-spot with the aid of two research assistants. Simple linear regression associated with ANOVA was used to answer the research questions and test the hypotheses.

3.0 Result

Table1: H0₁: There is no significant relationship between economic hardship and teaching programme of Federal Universities in North-East Nigeria.

Model	r	r ²	adjr ²	Df	F	sig	
Economic hardship	199	0.039	0.032	1	13.184	0.001	
Teaching programme				1195			

Data collected from Table one indicated that economic hardship got r-value of 199 and r-square value 0.039 which had an adjusted r-square of 0.032. This result disclosed that economic hardship have significant relationship with implementation of teaching programme meaning that it has affected teaching and learning programme of lecturers and students with a degree of 2.9% of implementation. Also result obtained in the ANOVA simple regression revealed that F-value of 13.184 with p-value of 0.001, was lesser than 0.05 the chosen alpha level indicating there significant relationship between economic hardship and teaching programme of Federal Universities in North-East Nigeria.

Table2: H0₂: There is no significant relationship between economic hardship and research programme of Federal Universities in North-East Nigeria.

Model	r	r ²	adjr ²	df	F	sig	
Economic hardship	0.190	0.034	0.025	1	5.839	0.012	
Research Programme				191			

Result from Table two indicated that R-value of 1.90 obtained from R—square value 0.034 that had an adjusted R-value 0.025 for implementation of research programme. This result indicated a significant relationship between economic hardship and research programme of Federal Universities in North-East Nigeria. The ANOVA of simple regression calculated showed that F-value with 5.839 were collected at 1 and 190 degrees of freedom with p-value of 0.012 with implementation research programme.

3.1 Discussion of finding

The paper revealed that economic hardship has significant relationship with implementation of teaching programme in the federal universities in Nigerian North-East. This study collaborates with the finding of Ogunode, Olofinkua, and Sunmonu, (2024) that discovered that economic hardship in Nigeria affected teaching and learning in the Nigerian schools. Also, Refaie, and Mishra, (2019) concluded that economic hardship that came with inflation affected implementation of extra-curriculum activities of schools which a very strong component of teaching and learning programme in the schools in Nigeria. Also, Okonkwo (2023) and Omoniyi (2023) noted that the economic hardship in Nigeria have led to increase in the prices of both human and materials resource leading to difficulties in the implementation of school programme. Economic hardship that accomplished with inflation have led to increment in the cost of acquiring instructional resources for schools hereby affecting effective teaching and learning in the schools in Nigeria (Ogunode, Afolabi & Adi2024).

This result in the second Table two indicated that there was significant relationship between economic hardship and research programme of Federal Universities in North-East Nigeria. This result confirmed the findings of Akuh, (2024) and Afolabi (2024) that found out that economic hardship affected implementation of research programme in the Nigerian tertiary institutions. Also, Ahmed, and Tochukwu, (2024) submitted that economic hardship in Nigeria have reduced researchers' publication in the higher institutions. Bamigboye, Ede, and Adeyemi, (2016) remarked that economic hardship and inflation in Nigeria have led to increment in the price of the research resources and this have reduced the rate at which lecturers and researchers publish and attend conferences and workshop physically.

3.2 Conclusion and Recommendation

The study disclosed that economic hardship have significant relationship with implementation of teaching programme in the federal universities in Nigerian North-East meaning economic hardship affected implementation of teaching programme. Also, the study showed that there was significant relationship between economic hardship and research programme of Federal Universities in North-East Nigeria implying that economic hardship and inflation slowed down the implementation of research programme in the universities in Nigeria.

Based on this finding, the paper recommends that

1. Federal and state government should increase the funding of the universities so that the administrators can meet up with the high operational cost of the universities in Nigeria.
2. Federal and state government should increase the salaries of the universities staff and subsidize educational resources for both institutions and students to aid effective implementation of the teaching and research programme in the universities.

References

1. Akuh, E., A (2024) Economic Hardship and Educational Management in Nigeria. American Journal of Alternative Education 1(7), 38-42
2. Afolabi, I. O. (2024). Inflation and Educational Administration in Nigeria Electronic Research Journal of Social Sciences and Humanities, 6, (III), 1-9
3. Ahmed, O. A., & Tochukwu, O. A. (2024). Perceived influence of inflation on Nigeria educational system: a case study of Federal Polytechnic, Oko. International Journal of Research and Innovation In Social Science, 8(3), 1602-1613.
4. Bamigboye, G., Ede, A., & Adeyemi, G.(2016). Impact of economic crisis on education: case study of Southwest Nigeria. Proceedings of INTED2016 Conference 7th-9th March 2016, Valencia, Spain.

5. Cunningham, C.V. (2023). What Are the Root Causes of Economic Hardship?
<https://medium.com/@candicevcunningham/what-are-the-root-causes-of-economic-hardship-88cf1bf2f065>
6. Giami, C. B. (2023). Impact of inflation and standard of living on teacher's job performance in public senior secondary schools in Obio-Akpor local government area, Rivers State, Nigeria. *International Journal of Scientific Research in Education*, 16(4), 380-388.
7. Lawinsider (2022). Definition of Economic Hardship.
<https://www.lawinsider.com/dictionary/economic-hardship>
8. NBER (2012). National Bureau of Economic Research on economic recession, definitions, causes and quotes. <https://nber.org>
9. Maduka, C. (2024). Effect of Fuel Subsidy Removal on UNILAG Lecturers
<https://unilagsun.com.ng/the-effect-of-fuel-subsidy-removal-on-unilag-lecturers/>
10. Ogunode, N. J., Eze, I. N., & Olumodeji, I. M. (2024b). Assessment of the impact of inflation on university management in north-central, Nigeria. *American Journal of Science and Learning for Development*, 3(3), 1-6. <https://doi.org/10.51699/ajsld.v3i3.3462>
11. Ogunode, N., J. Olofinkua, V., K. & Sunmonu, I., S. (2024)..Economic Hardship and Tertiary Education Finance in Nigeria: Implication for Decision Making for Sustainable Tertiary Education Development. *American Journal of Corporate Management*,1,(2),39-49.
12. Ogunode, N., J. Afolabi I., O. & Adi D. (2024). Economic Hardship and its Effect on Tertiary Education Development in Nigeria. *Spanish Journal of Innovation and Integrity* (33), 73-84
13. Okonkwo, O. (2023). Explainer: How fuel subsidy removal affects you.
<https://nairametrics.com/2023/06/01/how-fuel-subsidy-removal-affects-smes-employees-andstudents-in-nigeria/?amp=1>
14. Omoniyi, A. (2023). "Impact of fuel subsidy removal on Nigerian students - Tribune Online"
<https://tribuneonlineng.com/impact-of-fuel-subsidy-removal-on-nigerian-students/>
15. Refaie, N. & Mishra, S. (2019). Economic Hardship. T. K. Shackelford, V. A. Weekes-Shackelford (eds.), *Encyclopedia of Evolutionary Psychological Science*. https://doi.org/10.1007/978-3-319-16999-6_2273-1
16. Sabitu, K. A. (2023). Influence of economic hardship on undergraduates' disposition to academic activities in Oyo state, Nigeria. Paper presented at the 1st international conference of the School of General Studies Education held between 13th - 17th February 2023 at the New Economics Hall, Federal College of Education (Special), Oyo, Oyo state.