

Influence of Economic Recession on Undergraduate Students Academic Performance in Kwara State

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Abstract

This study was carried out to investigate the influence of economic recession on undergraduate students' Academic Performance in Kwara-state. The research was a descriptive type using the survey method. The study sample was drawn from three (3) Universities in kwara state, Nigeria. 380 respondents were sampled, but 246 of the 380 questionnaires were properly filled and returned. The respondents were 246 students, 132 were males and 114 females. A structured questionnaire was utilized in collecting data while mean was used to analyze the data collected. The results of the study indicated that economic recession has negative influence on global economy. Also, recession has negative effect on undergraduates' students' academic performance. There was no significant difference in the effect of economic recession on students' academic performance based on gender. No significant difference existed in the effect of economic recession on students' academic performance based on parent' status.

Keywords: Recession, Gender, Performance, Global Economy

1. Introduction

Several factors had being responsible for the rise or fall standard of education. Education has been affected by ICTs as reflected in teaching, learning and research (Yusuf, 2005). Enhancing student learning experiences has become more important in higher education since the mid-1990s due to increased student enrollment and diversification. An attempt to enhance teaching and learning process across all subject areas has justified the use of good strategies as one of the tools in education, and as one of the latest media brought for the use of mankind to solve problems (Joshua, 2014)

One of the critical issues in educational process, which tend to be universal to institutions of higher education, is instruction through teaching and learning. The purpose of general education is to provide a common experience in order to ensure that students acquire skills, knowledge, and the ability to think critically and to perceive interdisciplinary relationships (Cheneweth & Price, 1997). But these common experience can only be achieved when students are provided with needed to curb the factors against learning. These factors vary from environmental, hereditary, poor utilization of technology among others.

Meaningful learning process can only be attained if

students are competent in the use of resources in their relevant field (Wozney, Venkatesh, & Abrami, 2006). One of the resources is the materials needed by the student. However due to the economic recession, some of these had not being adequately catered for thereby reducing the standard and performance of students in various institution. Education as stated by Idowu and Esere (2013) as a cornerstone of sustainable development and it contributes to building a modern and thriving society. But economic recession is gradually disintegrating this stones in some countries especially Nigeria. Education empowers communities and citizens to fully participate in development and prosperity. In a broad sense, it is generally acclaimed as a tool that has a germane impact on the mind, character, or physical ability of an individual (Briggs, Ololube, Kpolovie, Amaele & Amanchukwu 2012).

Knowledge and information are essentials for people to respond to the opportunities and challenges of social, economic and technological changes. But, this can only be effective if barriers against the successful delivery of such information are being encountered (Onojah 2016). Gender is a factor in every aspect of human endeavour be it formal, non-formal and informal education (Shehu, 2015). Gender has an impact on all participants, learners, teachers and administrators (Green, 2009 in Igbalaye, 2015)). The gap in opportunities between men and women has widened due to natural gender role

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distinctions. The ruggedness to survive and the strength to tackle issues are extremely gendered (Anaza, 2016). Therefore, gender disparity should be reduced to minimal level and if possible should be eradicated since its effect might reduce the efficiency of student delivery. The National Bureau of Economic Research (NBER) cited in Emmanuel 2016 defined a 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.

Economic recession was also defined as a negative real GDP growth rate for two consecutive quarters (say first and second quarters). Judging by the above definition Nigeria is experiencing economic recession currently, since her first and second quarters growth in 2016 are -1.7% and -2.06%.

The major cause of economic recession in any economy as stated by Emmanuel 2016 include; high inflation, a general rise in price of goods and services – leading to low purchasing power, accumulation of debt servicing especially foreign debts, high-interest rate – discouraging investor, fall in aggregate demand, fall in wages, income, mass unemployment, and general loss of confidence on the government.

2. Method

This study was a descriptive research of the survey type. A researcher designed questionnaire was used to gather useful and relevant information on the effect of economic recession on students' academic performance in Kwara State, Nigeria. The population for this study was all undergraduate students in Kwara state. Undergraduate students from University of Ilorin, Alhikma University and Kwara state University were randomly sampled. 380 respondents were sampled across the universities. The research instrument was a researcher designed questionnaire. The questionnaire contained Section A and B. Section A consist a demographic data of the respondents while Section B sought information on the variables selected from the study. 4 likert attitudinal scale with response options of SA=Strongly Agree, A= Agree, SD= Strongly Disagree, D= disagree was adopted. The questionnaire was presented in clear and simple language to enable respondents easily give response to the questions. Permission was sought from principal authorities of each of the selected Universities. The researcher administered the questionnaire to the respondents after permission had been granted. The completed questionnaires were collected by the researcher at the point of administration for further analysis.

3. Result and Discussion

The data obtained from this study was subjected to descriptive and inferential statistics. The descriptive statistics of percentage and inferential statistics was used to answer the research questions and t-test was used at 0.05 alpha level of significance to test for the hypothesis. The data collected were coded and analyzed using statistical package for Social Sciences (SPSS) version 23.0. **Table 1** shows the percentage distribution of the respondents by the institutions. The table revealed that the respondents of University of Ilorin were 132 (53.7%), Kwara State University were 61 (24.8%) and 53 respondents were from Alhikma University.

Table 1. Percentage distribution of respondents by institution

Institution	Frequency	Percentage (%)
University of Ilorin	132	53.7
Kwara State University	61	24.8
Alhikma University	53	21.5
Total	246	100

Table 2 revealed the percentage distribution of respondents by Gender and this shows that 132 (53.3%) of the respondents were male while the female respondents were 114 (46.7%).

Table 2. Percentage distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	132	53.3
Female	114	46.7
Total	246	100

Table 3. Mean Value of The Influence of Economics Recession on Global Recession

S/N	Item	Mean
1	High cost of living in my campus has affected high my academics performance	3.56
2	My parents could not meet up with my monthly allowance again due to economic recession	2.86
3	Mismanagement in oil sector has negative impact on our transportation within and outside the campus	3.73
4	I could not finish my assignment due to	3.94

S/N	Item	Mean
	power outage in my campus	
5	Internet service are not sufficiently provided in my campus due to high cost of maintaining the internet facilities	2.67
6	High cost of learning materials has negative influence on my academics performance in each semester.	3.24
7	High cost of laboratory equipment has negative influence on my academic performance.	2.95
8	Bursary allowance are no more disbursed from my state as a results of economics recession	3.61
9	High cost of food production has negative influence on my academic performance	3.01
10	Economics recession has no effect on my academic performance	2.48
	GRAND MEAN	3.20

Table 3 reveals clearly that item 4 has the highest mean value of 3.94, meaning that power outage hindered some of the respondent from finish their assignment. This was noted to be followed by mean score of 3.74 against the statement that mismanagement in oil sector has negative impact on our transportation within and outside the campus. The respondents also believed that bursary allowance are no more disbursed from my state as a results of economics recession with a mean score of 3.61 Furthermore, it was revealed that high cost of living in my campus has affected my academics performance with a mean score of 3.56. This was closely followed by a mean score of 3.24 against the statement that high cost of learning materials has negative influence on my academics performance in each semester. However, item 9 which revealed that some of the respondents still believed that high cost of food production has negative influence on my academic performance mean score of 3.01.

On the general note, the grand mean score for the influence of economics recession on global recession was 3.20. Using 2.5 as the bench mark, it could be deduced that the respondents generally believed that economics recession has affected their academic performance negatively.

Table 4 reveals that item 5 which sought to find out whether Economics policy conflict has no effect on global economics recession has the highest mean score of 3.75, meaning that the economics policy conflict has no effect on global economics recession. This was followed by the mean score of 3.66 which revealed that

high taxation rate has no effect on global economics Recession. The respondents were also of the opinion that high exchange rate has negatively influence on global economics and that poor remuneration of salary-earners has affected my standard of living negatively with mean score of 3.53 and 3.45 respectively. Other responses followed suit. The lowest mean score was 3.43 whereby the respondents were of the opinion that poor economic planning has negative influence on standard of living in Nigeria On the whole, the grand mean score on the Influence of economic recession on global economy was 3.56. Using a benchmark of 2.5, it could be inferred that the respondents generally believed that the Influence of Economic Recession has negative influence on Global Economy.

Table 4. Mean value of the influence of economic recession on global economy

S/N	Item	Mean
1	Poor Economics planning has negative influence on standard of living in Nigeria	3.43
2	Poor remuneration of salary-earners has affected my standard of living negatively	3.45
3	High exchange rate has negatively influence on global economics	3.53
4	Economics policy conflict has no effect on global economics recession	3.75
5	High taxation rate has no effect on global economics Recession	3.66
	GRAND MEAN	3.56

First question is significant difference between the effect of economic recession on students' academic performance based on gender. Table 5 showed that $df = 242$, $t = -1.147$, $p = 0.253$, so therefore the hypothesis which states that there is no significant difference between the effect of economic recession on male and female students' academic performance was accepted. This decision was as a result of t-value of -1.147 resulting in 0.253 p- value which is greater than 0.05 significant alpha level. This decision logically implies that both male and female students are being affected by the current economic recession.

Table 5. T-Test Analysis on effect of economic recession by male and female students

df	T	Sig	Remark
242	-1.147	0.253	Not rejected

Next question is the significant difference in the effect of economic recession on students' academic performance based on parent' status. As indicated in Table 6, $t(242) = 7.16$, $p > .05$. The null hypothesis was not rejected. This is because the result of the t-value of 7.16 resulting in 0.22 significance value was greater than 0.05 alpha value. This implies that the null hypothesis, there is no significant difference There is no significant difference in the effect of economic recession on academic performance of students whom their parent are employed and those not employed was not rejected. This implies that there is no significant difference in the effect of economic recession on academic performance of students regardless of their parent status.

Table 6. T-Test Analysis on effect of economic recession by students regardless of their parent status

df	T	Sig	Remark
242	7.16	0.22	Not rejected

4. Conclusion

The research examined the effect of economic recession on students' academic performance. The findings of this study could serve as a predictor to the use of social media for learning. They can be considered as a source of information for academics, administrators, researchers and decision-makers involved in planning, design, implementation and promotion of e-learning tools. Finally, in this academic recession whatsoever one finds doing, let such be done with all might. The findings of this study were summarized as follows:

1. Economic recession had negative effect on global economy
2. Economic recession had reduced students' academic performance
3. There was no significant difference in the effect of economic recession on students' academic performance based on gender.
4. There was no significant difference in the effect of economic recession on students' academic performance based on parent' status.

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