Assessing the Effect of Economic Recession on Academic Activities in Nigeria. A Case Study of Higher Institutions in Kwara State.

Sanni, Abibat Princess[1] and Mojeed Olawale Adebowale[2]

Department of Economics, Faculty of Social Sciences, Ahmadu Bello University, Zaria, Nigeria.olawaleecn@gmail.com

Abstract
This study focused on assessing the effect of economic recession on academic activities in selected higher institution of learning in Kwara State, Nigeria. Specifically, three demographic variables- name of current Institution, gender and school type were explored to detect items that function differently among respondents. This study made use of descriptive survey design. To achieve the stated objectives, Descriptive Survey Design was employed and the research hypotheses were analyzed using inferential statistics. The concerned population comprised all higher institutions (private and public) in Kwara State, Nigeria. However, due to certain economic constraint and the avoidance of biasness in administering the questionnaire to all the higher institutions of learning in the State, Simple random sampling techniques is assumed in selecting six higher institution of learning across the eleven higher institutions in Kwara State. Using the split-half method, the reliability result which was piloted on fifty students was 0.71. percentages and frequency were used in analyzing the demographic information of the respondents. Consequently, the result suggests that the impact of economic recession on the public and private institutions in the State is felt differently as indicated by the t-test value of 2.44 as against the table value of 1.965 with degree of freedom 298 at 0.05 level of significance. However, it is crystal clear from the finding that economic recession negatively impacted on academic activities of students in higher institutions in Kwara state. Hence, the need for upward review of the worker's salary by the government so as to enable them to remain on their original consumption pattern after the astronomic increment in the general price level in the country because the sudden increment in prices did not enable students to engage in their academic activities as before which may affect their academic performance.

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[1] Department of Economics Education, Faculty of Social Science Education, University of Ilorin, Ilorin, Nigeria.sanniabibatp@gmail.com
[2] Department of Economics, Faculty of Social Sciences, Ahmadu Bello University, Zaria, Nigeria.olawaleecn@gmail.com
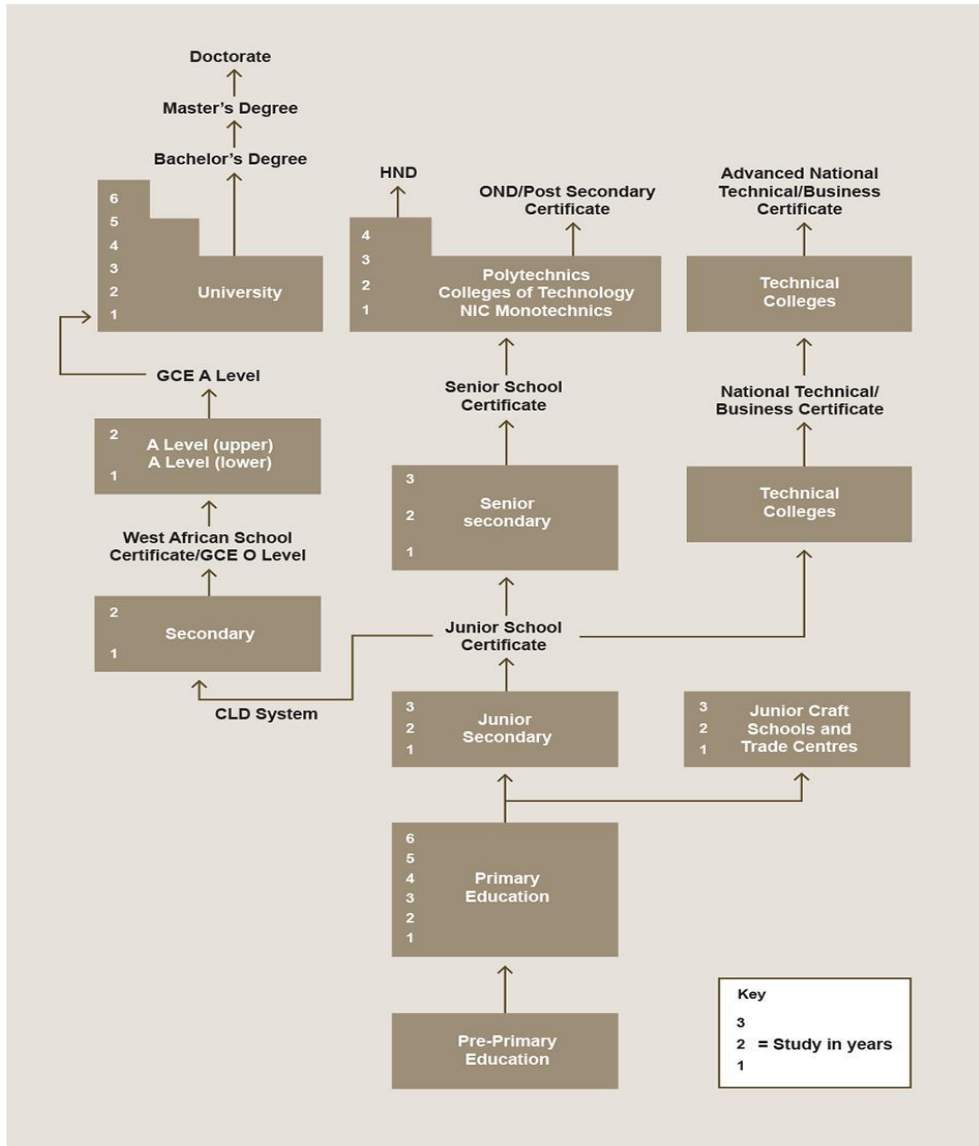
1. Introduction

Education can be defined as a process whereby people of different backgrounds seek to acquire desired knowledge, skills, training, values of their various interests that will be useful to them and their society at large (Jekayinfa, 2010). In contemporary times, there exist a correlation between economic and social development as education plays a vital role in human capital development. Shahid (2013) noted that the economic and social development of a literate and skilled citizens is very bright.

Adeyanju & Adu, (2013) pointed out that the institutional system is a microcosm of the macro economy as it emphasized the relationship between the educational system and the nation's economy.

A recess economy is defined as a situation when the production capacity of a nation declined consecutively in two quarters. In the first and second quarter of 2016, the production capacity in Nigeria dropped by 0.40% and 2.06% respectively. This happened to be the first time the country slipped into recession after a decade (Ahmed,2016). Consequently, the purchasing power nosedived drastically due to the inflation rate, investment falls, consumption level reduces and the propensity to hold cash by the economic agents for precautionary motives instead of investing it rises.

Nigeria economy finally fell into the pit of recession after two consecutive quarters of negative growth as the nation's real GDP growth rate decline further from -0.36% to -1.5% bringing the economy back to what was witnessed one time in 2004. The current economic recession was reported to have occurred due to a sharp decline in the oil revenues, budget appropriation delays and squabble, drying up of new investments, wiping out of trade credit flows approximate $10 billion (Lagos Business School, 2016).

The chart below shows the various levels of education and how each of these levels of education could be attained with the required certificate.

Source: Universal Basic Education (2009)
Figure 1. levels of education

According to the Federal Ministry of Education (2004), higher education implies any form of education given in Colleges of education, Monotechnics, Polytechnics and University in the country.

However, the education sector in the country has been faced with a plethora of crisis ranging from inadequate funding, poor remuneration of teachers, shortage of classroom, shortage of material and human resources and teachers, shortage of classroom, and poor remuneration of teachers and a host of other problems occasioned by dwindling economy as experienced in the country.

It is against these preceding justifications that this study is set out to assess the effect of economic recession on academic activities in selected higher institution of learning in Kwara

State, Nigeria. Similarly, this study aims at determining the role of economic recession on academic activities as perceived by students based on school type and based on gender. This paper was sectionalized as follows: literature review is presented in Section 2, Section 3 shows data and methodology, Section 4 presents data analysis, and the final section is summar, conclusion and recommendation.

2. Literature Review

The review of extant literature is meticulously examined as follows:

a. Overview of Higher Education in Nigeria: Problem and Prospects

b. Empirical Studies on the Effect of Economic Recession on Academic Activities in Higher Institutions

2.1 Historical Overview of Economic Recession in Nigeria

Nigeria economy finally fell into the pit of recession after two consecutive quarters of negative growth as the nation's real GDP growth rate decline further from -0.36% to -1.5% bringing the economy back to what was witnessed one time in 2004. The current economic recession was reported to have occurred due to a sharp decline in the oil revenues, budget appropriation delays and squabble, drying up of new investments, wiping out of trade credit flows approximate $10 billion (IMF, 2009).

Economic analysis of the period of 12 months after President Muhammadu Buhari's administration was welcomed on board have shown that the major predictors of economic development in Nigeria have witnessed unprecedented depletions between May 2015 to May 2016; the tables 2.1 and 2.2 below present the economic snapshots and consumer price spike for 12 months of the Buhari's administration.

Table 2.1 Economic Snapshot for 12 months of Buhari's Regime

Components	May 2015	May 2016	Percentage Change
GDP Growth Rate(₦)	3.96%	-0.36%	4.32%
Oil Price (Brent)	$65.56pb	$49pb	26.92%
Exchange Rate	₦197.93/$ ₦219/$	₦199/$ ₦347/$	
Unemployment+Under-employment	24.1%	31.2%	7.1%
Inflation(April)	8.7%	13.7%	5.0%
Misery Index	32.8%	44.9%	12.1%
External Reserves ($.Bn)			
NSE (All Share Index)	34,310.37	28,260.61	17.6%(Losses)
PMI (FBN)	49.4	46.5	Contraction
Housing (Vacancy Factor Index)	109.8 27% Vacant Houses	170.5 42% Vacant Houses	Vacancy Sharply Higher

Source: Lagos Business School (2016)

The table above shows the changes in the prices of Nigeria's Economic Components from May 2016 to May 2016. The Economic components like the GDP witnessed a negative growth of -0.36%, oil price fell from $65.56pb to $49pb bringing about a percentage change

of 26.92%, The exchange rate to dollar increased, also the rate of unemployment and underemployment, the rate of inflation increased from 8.7% to 13.7% which in turn leads to the persistent increase in prices of goods and services, there was 17.6% losses in External Reserve. From the table it can be seen that the Economic Component were really affected by these changes and causing a disequilibrium in the economy.

Table 2.2 Consumer Prices Spike between May 2015 and May 2016

Commodity	May 2015	May 2016	%Δ	Price Elasticity
Tomato (Basket)	₦12,000	45,000	275%	Low
Pepper (Basket)	₦6,000	₦20,000	233%	Moderate
Yellow Garri (50kg)	₦11,000	₦18,000	63.6%	Moderate
Rice(50kg)	₦9,000	₦14,500	61.1%	Low
Beans (50kg)	₦15,000	₦16,000	6.7%	Low
Onion(Basket)	₦4,000	₦10,000	150%	Moderate

Source: Lagos Business School (2016).

The table above shows the various increases in consumer prices spike between May 2015 and May 2016. Prices of food items like Tomatoes, Pepper, Yellow Garri, Rice, Beans, and Onions have increased.

2.2 Empirical Studies on the Effect of Economic Recession on School Activities in Higher Institutions

A large and growing body of literature has investigated the Effect of Economic Recession on Academic Activities across the continents and in Nigeria. This section therefore cautiously examines the extant literature relating to economic recession.

Gilborn and Marais's comparative study (2001) in Brazil, Costa Rica, Hungary, Senegal and Tanzania found that 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. Also most countries have imposed budget cuts or allocated resources in ways which favour higher education and penalize primary or secondary education.

Economic recession formed the central focus of a study by Martins and Emmanuel (2009) in which the author found that the state public secondary school experienced difficulties during the economic downturn via high taxation rate, stagnation on a grade level and step and delay in salary payment. Hence, the teachers' morale and students' performance was affected accordingly.

To better understand the mechanisms of economic recession and its effects on the parents' income, Adeyanju and Adu (2013) established that economic recession hurt parents' income as majority falls below the poverty line. Consequently, it affected their children due to the parents' inability to meet up with the attached financial responsibility.

Detailed examination of the Influence of Economic Recession on the Management of Secondary Schools in Benue State by Ochai and Ogwa(2018) showed that there exist several ways through which economic downturn affect the financial administration of secondary schools in Benue state including rise in debt accumulation, drastic increase in the cost of education, poor funding of education and decrease in internally generated revenue. Also, the result further established that shortfall in personnel salaries and allowance and

laying off of staffs is as a result of economic recession experienced in the state. Unlike Ochai and Ogwa, Godswill (2020) argues that economic recession hurts social activities and the leaching-learning process in River State. Hence, retrenching the teachers in public schools is not a panacea to minimize the impact of economic recession on public Secondary Schools in the state.

In an investigation into the effects of economic recession on the lifestyle of undergraduates in Nigeria, Lasode, waare and Soetan(2018) found that the indicators of economic recession includes persistent rise in prices of goods and services and inadequate framework for financial establishments. The study further indicates that majority of the respondents participate in religion activities and peer group activities as it relates to lifestyle. Also, regarding the coping strategy, majority of the respondents prioritized what they do in their social life and how best to achieve a task.

In another major study, Ibrahim (2018) evaluates the effects of Nigeria's Economic Recession on Undergraduate Students' Academic Performance in North-West, Nigeria and established that there is no relationship between the inability of the students to satisfy their needs both daily and general needs academically owing to economic recession and academic performance. Although, the effect of socio-economic status owing to economic recession significantly affected students' academic performance.

In an analysis of the Effects of Economic Recession on Universities Libraries in Nigeria, Aboh, Omame and Isaac(2019) outlined the adverse effect of economic downturn on Nigerian university libraries as inadequate funding for staff training and development, inadequate funding for the procurement of library materials and equipment and poor job performance due to lack of motivation being the consequence of inconsistent in government policy plans, corruption in Ministries, departments and Agencies, wanton spending by government and sharp nosedive in Gross Domestic Product (GDP) in the country.

A recent study by Oshiokpekhai and Olajumoke(2020) involved assessing the impact of economic recession on economic growth in Nigeria. The study showed that inflation rate, unemployment rate and poverty rate hurt Gross domestic product. It was further justified that unemployment rate and inflation rate are significant both in the long run and short run whereas poverty rate was only significant in the long run.

Overall, there seems to be some evidence to indicate that the majority of the studies examine the likely impact of economic recession on academic activities in Secondary school and higher institutions across board. However, a considerable amount of research work has been carried out on the impact of recession on school activities in higher institutions but the effect of this recession really need to be looked into with a positive solution as quick as possible in order for the economy to come back to equilibrium and not fall into depression, so as to look into the challenges facing higher institutions in order to bring about economic development.

3. Methodology and Data Issue.

This section focuses on the general procedure to be used for the conduct of the research. It is discussed as follows: Research Design; Population, Sample and Sampling Techniques; Instrumentation; Procedure for Data Collection; and Data Analysis Techniques.

3.1 Research Design

The design for this study is descriptive survey. Kerlinger (1973) asserted that survey research is the study of large and small populations (or universe) by selecting and studying sample chosen from the populations to discover the relative incidence, distribution and interrelations of sociological and psychological variables. It involves the collection of data to accurately and objectively describe the views of students on the impact of economic recession on academic activities in higher institutions in Kwara state, Nigeria. This is directed

towards determining the nature of this situation as it exists at the time of investigation. A descriptive survey study is considered important and relevant because it gives factual description of sample respondents as being observed.

3.2 Population, Sample and Sampling Techniques

All the students in higher institutions in Kwara State constituted the population. There are eleven (11) higher institutions in kwara state (Kwara State Government, 2020). The higher institutions to participate in this study were both private and public. Also, they are public and private owned in terms of funding, admission, staffing, administrative procedure and posting of resource materials for teaching and learning. The target populations for this study were drawn from six higher institutions (private and public) in Kwara state using random sample technique. The institutions employed are University of Ilorin, Kwara State University, Al-Hikmah University, Kwara State Polytechnic, Kwara State College of Education, Muhideen college of Education. Fifty (50) students would be selected from each of the schools using simple random sample. Thus, three hundred (300) students would be involved in the study.

3.3 Instrumentation

The research instrument employed for data collection is the researcher developed questionnaire, which was used to collect relevant data for the research from the students. The questionnaire consists of section A (Demographic data of the respondent) and section B (items carefully organized in respect to the research question raised). The section B requires the respondent to make choice from four options of a Likert's scale answer namely: Strongly Agreed(SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

Determining the validity, three lecturers from the Faculty of Education, University of Ilorin was issued research questionnaire ensuring validity of the content. The instrument was subjected to a split half method in order to ascertain its reliability. A reliability coefficient was established using Guttmann split-half coefficient. The instrument was piloted on 50 students in an Institution not included among those used for the study and reliability coefficient of 0.71 was obtained.

3.4 Data Collection

A letter of introduction was collected from the department by the researcher which she took to each of the selected institutions in order to be given possible assistance. The researcher seeks permission from the school administrator of each school and cooperation of the students of the selected schools. The aim of the study was explained to the students. The administering and retrieval of the questionnaires was done by hand, and the respondents would be given adequate time to fill the questionnaire forms before the collection by both the researcher and those that would be assisting the researcher. Also, the information supplied by each respondent was confidential as it was done hand by hand and their identity wasn't disclosed in the questionnaire.

3.5 Data Analysis Techniques

The questionnaires being answered by the students would be analyzed via descriptive statistics such as percentages, mean rating statistics, frequency counts, and t-Test. Percentages and frequency was used to analyze the demographic data of the respondent while mean rating statistics was used to analyze the research questions. Lastly, t-Test was used to analyze the research hypotheses.

4. Empirical Results and Discussion

The empirical results on the impact of economic recession on academic activities in higher institutions in Kwara State, Nigeria and discussion of the results attained therein is achieved under this section

DEMOGRAPHIC OF THE RESPONDENTS

Table 4.1 showed demographic variable of the respondents.

Name of institution showed that out of 300 (100%) sampled respondents 50(16.7%) were from university of Ilorin, 50(16.7%) were from Kwara state university, 50(16.7%) were from Al-Hikmah university, 50(16.7%) were from Kwara state Polytechnic, 50(16.7%) were from Kwara state college of education and 50(16.7%) were from Muhyideen college of education. Furthermore, gender distribution of the respondents showed that 136(45.3%) of the respondents were male and 164(54.7%) students were female. Lastly, type of institution distribution showed that 200 (66.77%) students were from public institution and 100(33.33%) students were from private institution.

The following were observed from the study;
1) Students in each institution were moderately involved in the study.
2) Female students were major in the study than male counterpart.
3) Students from public institutions were much more participated in the study than those from private institutions.
4) The departments in public institutions were much more than that of private institutions.

Table 4.1 Description of Respondents based on Institution, Gender and Institution's type

Variable	Grouping	Frequency	Percentage %
Name of Institution	Kwara State University	50	16.7
	University of Ilorin	50	16.7
	Al-Hikmah	50	16.7
	Kwara State College of Education	50	16.7
		50	16.7
	Kwara State Polytechnic	50	16.7
	Muhyideen College of Education	**300**	**100**
	Total		
Gender	Male	136	45.3
	Female	164	54.7
	Total	**300**	**100.0**
Type of Institution	Public	200	66.77
	Private	100	33.33
	Total	**300**	**100.0**

Source: Researchers Finding

ANSWERING RESEARCH QUESTIONS

Research Question One: What is the impact of economic recession on academic activities in higher institution as perceived by students in Kwara state?

Table 4.2 showed the result of impact of Economic Recession on Academic Activities in Higher Institution. Majority of the sampled respondents were of the opinion that economic recession has high impact on their academic activities in their institutions of study. Result indicates that in Item 1 that most students were of the opinion that sudden increment in tuition

fees in higher institutions is a resultant effect of economic recession since the mean value of 3.15 was obtained. Item 2 also revealed that financial incapability made students to pay their school fees lately as mean value of 3.14 is realized. Furthermore, item 3 with mean value of 3.07 implies that most students have to seek for their school fees through menial jobs due to economic hardship. On the contrary, in item 4, mean value of 2.14 was realized which implies that economic recession did not prompt students to engage in fraudulent activities in order to source for funds.

However, item 5 with mean value 3.11 indicates that poor economic condition has not made it easy for most students to buy the necessary textbook and other materials needed for the courses, item 6 with mean value of 2.95 made it clear that reading habit of most students has declined as a result of students' inability to buy textbook and other materials. Item 7 with mean value of 2.70 indicates that students could not participate in project assignment as a result of economic recession that affects their pocket money while in item 8 with mean value of 2.47 implies that most students disagreed that they find it difficult to submit many assignment because of economic meltdown.

Furthermore, in item 9, most students disagreed that economic recession brings about their lateness to lecture since mean value of 2.36 was realized, item 10 on the other hand made it obvious that economic hardship distorts students' level of concentration in class since mean value of 2.50 is obtained. Item 11 with mean value of 2.53 made it known that poor economic condition distracts students' attention from lecture in class. Item 12 shows that students' poor economic condition made them lack some lecture materials mostly needed since mean value of 2.83 is realized.

Also, item 13 disclose that most students do not register as a member in some clubs and societies after gotten a mean value of 2.5, item 14 shows that economic recession reduce the rate of active participation in various clubs and societies with mean value of 2.54 obtained. Item 15 reveal that economic recession has made students not to attend meetings in the various clubs and societies due to financial constraint with the ascertained of mean value 2.56 and item 16 shows that students could not pay the annual due in the various clubs and societies due to financial constraint since the mean value of 2.65 is realized.

Finally, item 17 shows that economic recession has led to increase in the cost of transportation which affects students since we got a mean value of 3.30. Item 18 also show that high cost of transportation can make students to be absent from lectures and other extra-curricular activities since the mean value of 2.95 was realized. Item 19 reveals that economic recession has increases the rate of students begging for free rides since we ascertained a mean value of 3.18. Item 20 disclose that Increase in price of fuel has also adds to scarcity of vehicles in school which also affects their studies since a mean value of 3.06 was realized.

The result of the finding as presented in table 4 indicates that economic recession has observable high impact on academic activities of the students in their various institutions. The figure in the items testify to the fact that items 1, 2,3,5,6,7,10,11,12,1314,15,16,17,18,19 and 20 had mean score above 2.50 while all other items like 4,8 and 9 had mean score below. This implies that majority of the sampled respondents were of the opinion that economic recession has affected their academic activities to a great extent.

Table 4.2 Impact of Economic Recession on Academic Activities in Higher Institution

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Standard Deviation	Mean
1	Sudden increment in tuition fees in higher institutions is a resultant effect of economic recession.	124 (41.3%)	122 (40.7%)	29 (9.7%)	25 (8.3%)	0.91	3.15
2	Financial incapability made me to pay your school fees lately.	107 (35.7%)	145 (48.3%)	31 (10.3%)	17 (5.7%)	0.82	3.14
3	Students have to seek for their school fees through menial jobs due to economic hardship.	97 (32.3%)	143 (47.7%)	44 (14.7%)	16 (5.3%)	0.83	3.07
4	Economic recession prompt me to engage in fraudulent activities in order to source for funds.	46 (15.3%)	56 (18.7%)	91 (30.3%)	107 (35.7%)	1.1	2.14
5	Poor economic condition has not made it easy for me to buy the necessary textbook and other materials needed for the courses	104 (34.7%)	141 (47.0%)	39 (13.0%)	16 (5.3%)	0.83	3.11
6	Reading habit may decline as a result of students' inability to buy textbook and other materials.	77 (25.7%)	152 (50.7%)	49 (16.3%)	22 (7.3%)	0.84	2.95
7	I could not participate in project assignment as a result of economic recession that affects my pocket money.	60 (20.0%)	125 (41.7%)	81 (27.0%)	34 (11.3%)	0.92	2.70
8	I find it difficult to submit many assignment because of economic melt down	46 (15.3%)	100 (33.3%)	103 (34.3%)	51 (17.0%)	0.95	2.47
9	Economic recession brings about my lateness to lectures.	48 (16.0%)	87 (29.0%)	89 (29.7%)	76 (25.3%)	1.03	2.36
10	Economic hardship distorts my level of concentration in class.	56 (18.7%)	101 (33.7%)	81 (27.0%)	62 (20.7%)	1.02	2.50
11	Poor economic condition distracts my attention from lecture in class.	56 (18.7%)	103 (34.3%)	85 (28.3%)	56 (18.7%)	1	2.53
12	Poor economic condition made me lack some lecture materials mostly needed.	70 (23.3%)	140 (46.7%)	60 (20.0%)	30 (10.0%)	0.9	2.83

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Standard Deviation	Mean
1.	I could not register as a member in some clubs and societies.	51 (17.0%)	107 (35.7%)	84 (28.0%)	58 (19.3%)	0.99	2.50
1.	Economic recession reduce the rate of active participation in various clubs and societies.	52 (17.3%)	112 (37.3%)	82 (27.3%)	54 (18.0%)	1.0	2.54
1.	Economic recession has made me not to attend meetings in the various clubs and societies due to financial constraint.	60 (20.0%)	104 (34.7%)	80 (26.7%)	56 (18.7%)	1.01	2.56
1.	I could not pay the annual due in the various clubs and societies due to financial constraint.	56 (18.7%)	128 (42.7%)	70 (23.3%)	46 (15.3%)	0.96	2.65
1.	Economic recession has led to increase in the cost of transportation which affects me.	133 (44.3%)	136 (45.3%)	18 (6.0%)	13 (4.3%)	0.77	3.30
1.	High cost of transportation can make me to be absent from lectures and other extra-curricular activities.	91 (30.3%)	128 (42.7%)	57 (19.0%)	24 (8.0%)	0.90	2.95
1.	Economic recession increases the rate of students begging for free rides.	129 (43.0%)	115 (38.3%)	37 (12.3%)	19 (6.3%)	0.88	3.18
2.	Increase in price of fuel also adds to scarcity of vehicles in school which also affects my studies.	112 (37.3%)	121 (40.3%)	40 (13.3%)	27 (9.0%)	0.93	3.06
	Total						

Source: Researchers Finding.
Mean ≥2.5 = Agreed, Mean< 2.5 = Disagreed
Hypotheses Testing
Hypotheses one: There is no significant difference in the impact of economic recession on academic activities in public and private higher institution in Kwara State.

Table 4.3 suggest that the impact of economic recession on academic activities between public and private higher institution in Kwara State. t-test value of 2.44 was derived against table value of 1.965 with degree of freedom 298 at 0.05 level of significance. The null hypothesis was rejected since the calculated value of 2.444 is greater than critical value of 1.965 which indicates that there is significant difference in perception of students from public and private schools on the impact of economic recession on academic activities in kwara state.

Table 4.3: t-test result of the impact of economic recession on academic activities in public and private higher institution in Kwara State.

	Economic	**Recession**
Type of Institution	Public	Private
N	200	100
Mean	56.6567	53.7273
Std. Deviation	9.11409	10.96545
t calculated	2.444	
df	298	
Critical value	1.965	
p-value	.015	

P<0.05 at 0.05 alpha level
Source: Researchers Finding

Hypotheses two: There is no significant difference in the impact of economic recession on academic activities in higher institution as perceived by students based on their gender.

Table 4.4 shows the t-test result of impact of economic recession on academic activities between male and female students in higher institution in Kwara State. T-calculated value of 0.531 was derived against table value of 1.965 with degree of freedom 298 at 0.05 level of significance. The null hypothesis was not rejected since the calculated value of 0.531 is lesser than critical value of 1.965 which indicates that there is no significant difference in the perception of male and female students on the impact of economic recession on academic activities in kwara state.

The outcome indicates that economic recession hurt students' academic activities in higher institutions of learning in Kwara state negatively. In the first research question the researcher attempted to examine the effect of economic recession on academic activities in higher institution as perceived by students in Kwara State. The finding of the study showed that most of the sampled respondents were of the opinion that economic recession had observable (high) impact on their academic activities in higher institutions in Kwara State. Most of the respondents were of the opinion that they could no longer partake much in their economic activities as the prices of most of the activities has risen and their parents or guardians didn't increase their pocket money in commensuration with the increase in the cost of goods and services. This is in line with the finding of Adeyanju and Adu (2013) who opined that economic recession has direct effect on parent's income since most of them live below the poverty line. This in turn affects the education of children because parents could not meet up with the financial responsibility that is attached. Also, people who supported the students one way or the other can no longer do so due to their financial incapability in a period of recession like this and it follows the finding of Salmi and Bassett (2009).

In the second research question, the researcher attempted to find out the perceptions of students from private and public higher institutions on the impact of economic recession on academic activities. The researcher discovered that there was significant difference in the perception of students from public and private schools on the impact of economic recession on academic activities in kwara state. Students from public institutions were mostly affected by the current economic crisis. This may be due to fact that their parents are not financially buoyant as those parent whose children attend a private institution where all the learning facilities are adequately put in place without waiting for the government as in the case of a public institution. The outcome is in the spirit of Martins and Emmanuel (2009).

Lastly, in the third research question, the researcher attempted to find out if there is any significant difference on the impact of economic recession on academic activities in higher

institution as perceived by students based on gender. The researcher discovered that there was no significant difference in the perception of male and female students on the impact of economic recession on academic activities in the state. The findings follow Shittu (2004) in his study which revealed that both males and females had similar experience in the course of economic hardship.

Table 4.4 t-test result of the impact of economic recession on academic activities between male and female students in higher institution in Kwara State.

	Economic	**Recession**
Type of Institution	Male	Female
N	136	164
Mean	56.0221	55.4146
Std. Deviation	9.86311	9.84724
t calculated	0.531	
df	298	
Critical value	1.965	
p-value	.595	

P>0.05 at 0.05 alpha level
Source: Researchers Finding

5. Contribution

The study established that economic recession affects students' academic activities in higher institutions in Kwara state negatively. In the same vein, it was discovered that there exists a significant difference in the perception of students from public and private schools on the impact of economic recession on academic activities in kwara state as Students from public institutions were mostly affected by the current economic crisis. Lastly, there exist no significant difference in the perception of male and female students on the impact of economic recession on academic activities in kwara state

6. Conclusion

This study explored the effect of Economic Recession on Academic activities in higher institutions in Kwara State. The outcome of the findings revealed that School fees, Textbooks & Material, Lectures, Clubs & Societies and transportation affected the students negatively by the current economic recession. It also shows that there is significant difference in the impact of economic recession on academic activities between public and private higher institution in Kwara State as public institutions were mostly affected. On the contrary there is no significant difference in the perception of male and female students on the impact of economic recession in higher institutions in Kwara State as both parties are affected as a result of their parent's financial incapability. Therefore, there should be an upward review of the worker's salary by the government so as to enable them to remain on their original consumption pattern after the astronomic increment in the general price level in the country. Also, the government should impose price legislation as a matter of urgency so as to avoid undue exploitation of the students. Finally, the government should make reading materials available, affordable and accessible for the students especially updated materials.

7. Suggestion for Further Studies

Based on findings of this study, perspective researcher can carry out further studies on:
1. Effect of economic recession on students' academic performances
2. Effect of economic recession on the lecturer's welfare towards academic activities in higher institutions

3. Level of students' economic consciousness towards economic recession in relation to their academic achievement.

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