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ASSESSMENT OF THE IMPACT OF GLOBALLY DEPRESSED ECONOMY ON THE MANAGEMENT OF PUBLIC UNIVERSITIES IN SOUTH- EAST STATES OF NIGERIA

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Abstract

This study investigated assessment of the impact of globally depressed economy on the management of public universities in South-East States of Nigeria. Specially, the study examined the influence of the globally depressed economy on funding, students' unrest and staff recruitment in public universities. Three (3) research questions and three (3) hypotheses respectively guided the study. The review of related literature which was done under the conceptual framework which identified the impact of funding, students' unrest and staff recruitment in public universities in South-East States of Nigeria. The descriptive survey design was adopted for the study. The population of the respondents consisted of 11,240 academic and senior administrative staff of public universities in South-East States of Nigeria. The proportionate stratified random sampling technique was used to select 1,200 sample respondents of the academic and senior administrative staff in public universities in the South-East States of Nigeria. A 15-items structured questionnaire developed by the researchers, titled "Influence of Globally Depressed Economy and Management of Public Universities Questionnaire (IGDMPUQ)"was used to collect data for the study. A reliability estimate of 0.72 was established for the instrument. Mean and Standard Deviations were used to answer the research questions while Chi-square(X^2) statistical tool was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that funding, students unrest and staff recruitment have significant impact on the management of public universities in South-East States of Nigeria. Based on the finding of the study, it was recommended amongst others, that Government should review its plan on budgetary allocation to education as to meet the demand of funds in public universities. Government should ensure that basic infrastructural facilities are provided for

students as to make teaching and learning exciting and environment conducive, this will make student to be more serious and avoid resorting to vices. Also the importance of recruiting qualified professional teachers cannot be overemphasized; therefore government should endeavor to provide sufficient funds in ensuring that teachers' salaries and allowances are regularly and promptly paid so as to prevent the exodus of teachers from the universities. Conclusion were made and implication of the findings drawn.

Keywords: Impact, Globally Depressed Economy, Management, Public Universities, South-East Nigeria.

Introduction

Education brings out the economic worth of people, empowers and equips them to take part and benefit from their national economy; hence it is regarded as the key to national development. It also brings transformation, hence economic development and its necessary for sustainability (Elujekwute, 2019). However, the world has witnessed a reversal of fortunes in recent times. This reversal has been given various names like the global financial crises, global fiscal crisis, global economic meltdown, financial glut, economic recession, economic downturn, financial hiccups or globally depressed economy. According to Adeyemi (2013) the current global financial crisis is officially traced to August, 15, 2007, when investors concern about the America sub-prime mortgage lending industry caused a sharp drop in stock prices in the United States of America that affected almost all the stock market worldwide. Despite concerted efforts by the United States market to recover its losses, Kumar (2012) notes that stocks price continued to depreciate thereafter triggering further worries in late 2007 about credit conditions, the solvency of banks and the economic outlook of the global economy. According to Cohen and Kisker (2012) the credit crisis claimed its first banking casualty in October 2007 with the crumbling of a British mortgage bank, Northern Rock. The economic crisis has been felt in many areas, According to Usher and Dunn (2010) the recession has negatively affected the prices of crude oil products globally, lowered the prices of home mortgages, lowered the prices of stocks in the global market, caused poor repayment of bank loans, resulting into surging and double digit inflation among many other negative financial indicators with adverse effects on the global economy as well as other aspects of human endeavors such as the educational system. There were some drives or factors apart from dwindling crude oil prices that exacerbated the financial glut. Moran (2013) asserts that borrowers who sought credit beyond their reach and leaders, who threw caution to the winds and abandoned time-honored principles of sound loan appraisal in leading, propagated the current economic crunch. Similarly, Okojie (2010) avers that investment banker who earned fees for bundling and selling vaporous bonds without adequately disclosing risk (careless investing) as well as the institutional investors who sought high returns without understanding the risk and real value of the underlying assets were pointers towards a gleam economic scenario to unfold globally.

In Nigeria, Okpo (2009) notes that the former central bank of Nigeria Governor professor Chukwuma Soludo was credited as saying that Nigeria was not going to be affected by the global economic recession. After much dithering, the Federal Government under President Obasanjo Olusegun led Government decided to take some steps towards insulating the nation's economy against the effects of global economic recession. Suffice it to say that, the

Nigeria economy managers embanked on lukewarm economic policies assuming albeit erroneously that the country was shielded and insulated from the raving economic downturn which has adverse influences on the educational system. As expected of a hurricane the global economic challenges finally hit Nigeria. Ogbuagu (2014) opines that in the case of Nigeria. The emergent global crisis has impacted on the Nations financial sector, triggering instability in Banks and the capital market Udoh and Ebong (2011) urges that the instantaneous and caustic effect of the capital economic meltdown on several organizational system worldwide is shown in inability of the labour market to maintain the current productive capacity to owing to the inadequate finance which registered itself prominently on the Nigeria economic scene with unprecedented impact on the management of both the real economy and the educational system. The Nigeria tertiary institutions and especially the public Universities which are expected to be the intellectual warehouses saddled with the once of producing high level manpower have not been insulated from the damning influence of the current globally depressed economy.

However, most of the public universities are not well funded as caused by the globally depressed economy, the products of such educational institution will be weak intellectual owns to flawed teaching and learning that is found to occur in such educational organizations. The current devilling global economic realities, the federal government of Nigeria is increasingly finding it difficult to well the high cost of funding in public universities. Ouma (2009) laments that if the public universities in Nigeria are kept in a terrible state of disrepairs of both the human and physical infrastructures; it is a frank pointer to national backwardness in the nearest future. Inadequate funds occasioned by the globally depressed economy may affect the provision of infrastructure for effective and efficient teaching and learning in the public universities. Oyesola (2011) notes that the economic depression has impacted negatively on the capacities of public universities to purchase instructional materials as well as laboratory equipment, provision of functional libraries, provision of Information and communication technology (ICT) facilities for effective teaching and learning process in public universities. Similarly, frequent students unrest as a result of hike in tuition fees and closures of public universities of learning in Nigeria have been occasioned by the globally depressed economy. According to Oyesola (2010) a big challenge of quality management of public universities in Nigeria is the incessant students' unrest and subsequent closures of universities.

Staff recruitment is another vital management functions that may be adversely affected in the face of economic challenges. Musa (2009) observes that as a result of occupational development and or migration, vacancies created in educational organization, these vacancies ought to be filled up for continuity and consolidation of the performance of organizations responsibilities. Musa further states that the existence of vacancies in every educational organization calls for continued staff recruitment to crop in the best hands to fill up existing vacancies. However most public universities across the globe today, many vacancies exist which cannot be filled up through staff recruitment because of the dwindling economy. Owing to this anomaly, Okolie (2016) asserts that as a result of the dwindling economic fortunes of the time, many lectures in public universities are work loaded because the university management does not have the financial muscle to recruit new staff; this adversely impacted on the management of Public Universities in the South-East States of Nigeria.

Management is the careful and systematic utilization of human, material and financial resources for attainment of specific objectives of a given organization. According to Akpakwu (2012) sees educational Management as the ability of educational managers to judiciously use human, materials, time and financial resources towards achieving the goals of education. The educational goals of any nation can be attained through congenial school management which includes proper planning, organizing, coordinating, staffing, budgeting, controlling and maintenance of sound school discipline among staff and students. In universities, administrators are charged with the management of finance, time, human and material resources in order to achieve the aims and objectives of their institutions. The effective management of public universities may be impeded if the global economy suffers any forms of depressions as over deteriorating educational infrastructural facilities. Furthermore, the economic and educational scenario depicted in the background above aroused the curiosity of the researchers to attempt to investigate the assessment of the impact of globally depressed economy on the management of public universities with special focus on funding, students unrest and staff recruitment in public universities in the South-East States of Nigeria.

Statement of the Problem

Despite of the fact that public universities are springing up almost daily in the South-East States of Nigeria, there has been sustained spate of intervention programmes such as Tertiary Education Trust Fund (TETfund) and among others. It seems all is not well with the public universities in the study area. Concerns have been expressed by stakeholders, especially lecturers, students, educational policy planners and parents over the quality of infrastructure. The universities have been forced to ingest an overdose of the globally depressed economy currently ravaging our economy fortunes. The public universities in the South-East States of Nigeria are filled with many disillusioned impassionate and underdeveloped personnel that offer only the wrong quality and quantity of education to the recipients. Similarly, those public universities have recently witnessed unprecedented waves of protest and agitations from students in response to recurrent increments in school fees owing to the globally depressed economy. This could breed serious challenges for the effective and efficient management of the institutions. A visit to many public universities in the South-East States of Nigeria will reveal educational infrastructure in a total state of disrepair as result of the globally depressed economy. The available ones have been overstretches and experiencing poor maintenance culture. There is a lingering crisis between Academic Staff Union of Universities (ASUU, 2013) and government over deteriorating educational infrastructural facilities (2013) which often end in deadlock paving ways for mass exodus of qualified staff to more developed countries. Situations like these and many others captured in the background bore tells a looming catastrophe on the management of public universities and the development of the entire educational system in Nigeria. It is speculated that the globally depressed economy has impact on the management of public universities in the South-East States of Nigeria. These speculations are weighty enough to warrant an empirical investigation. The problem of the study is therefore, to determine assessment of the impact of the globally depressed economy on the management of public universities in the South-East States of Nigeria with particular focus on funding, student's unrest and staff recruitment.

Purpose of the Study

The general purpose of this study is to examine assessment of the impact of globally depressed economy on the management of public universities in the South-East States of Nigeria, specifically, the study sought to;

1 ascertains impact of funding on the management of public universities in the South-East States of Nigeria.
2 determine students' unrest on the management of public universities
3 find out staff recruitment on the management of public universities

Research Question

The following research questions guided the study

1. To what extent does funding impact on the management of public universities in the South-East States of Nigeria?
2. To what extend does students' unrest impact on the management of public universities?
3. To what extent does staff recruitment impact on the Management of public Universities?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

1. Funding has no significant impact on the management of public universities in the South-East States of Nigeria
2. Students unrest has no significant impact on the management of public universities
3. Staff recruitment has no significant impact on the management of public universities.

Review of Related literature

This section reviewed the literature which is pertinent and relevant to the study.

Concept of Globally Depressed Economy

There are a variety of terminologies that are synonymous with globally depressed economy such as globally financial crisis, global economic meltdown, global economic recession, globally economic downturn, global economic crunch, fiscal crunch and global economic crisis. The term economic crisis is applied broadly to a variety of situations in which some financial institutions or assets suddenly lose a large part of their value. A globally depressed economy may also means a deficit in income generated compared with the expenditure. Akintade (2013) notes that economic meltdown simply refers to economic depression or it means when the income generated is not up to the expenditure. Nigeria has excess capacity for crude oil production but OPEC regulation places a limit on production. The scenario looks grim as the price of the product has suffered a dramatic decline from $147/barrel in July 2008 to less than $40/barrel in January 2009. The world was initially optimistic of an early recovery but succeeding events showed that hopes for swift end of the recession were fading or frankly have faded considerably. The recession is a business cycle contraction, a general slowdown in economic activity over a period of times. During recession, many macro-economic indicators vary in similar way. Production as measured by Gross Domestic Product (GDP), employment, investment spending, capacity utilization, household incomes, business profits and inflation all fall during recessions, while bankruptcies and the unemployment rate rise. Declining

global economic activities may also mean a recession. Keybridge (2008) defines recession as a significant decline in economic activity spread across the economy, lasting more than a few months. Globally depressed economy is a severe economic crisis, a sustained drop of one or more national savings, a rare but extreme form of recession is characterized mainly by an increase in unusual unemployment rate, restricting credit, major restriction of industrial output and investment, evaporation of liquidity, price deflation, hyperinflation, numerous bank failures, significant trade reduced, a highly volatile and unpredictable exchange rate, mainly the trend of devaluation and is considered to rise when there is a decline in Gross Domestic Product (GDP) of more than 10%. The point is that the economy becomes severely depressed being unable to service all the sectors of a nation's life as well as the economy itself. Ajokporise (2010) outline some of the characteristic of a depressed economy as; An economy that does not support the minimum wage earning level required for basic living as prescribed by United Nations Organization (UNO); An economy with low industrial capacity utilization; An economy with high level of unemployment; An economy with low level of social security; An economy with high level of child mortality; An economy with low life expectancy, An economy with poor social infrastructure and among others.

Concept of Management of Public Universities

The term management could be defined as the arrangement of resources, human, material and information available for education and carefully using them systematically to achieve educational objectives. In other hand management is the process of achieving organization goals by working with and through people and other organizational resources. Dare (2006) defines management as the careful and systematic utilization of human, material and financial resources for attainment of specific objectives of a given organization. Ogbonnaya (2005) maintains that management as the process of decision making and control over the action, human, material and financial resources for the express purpose of attaining predetermined goals. The definition of management highlighted above, means that resources are very scares due to globally depressed economy therefore, the limited ones available should be judiciously utilized and geared towards the attainment of the goals of the educational organizations. Therefore in the face of globally depressed economy, the university administrators should ensure that infrastructural facilities that will enhances effective and efficient teaching and learning are made available and should be judiciously utilized for the purpose of achieving university objectives.

Causes of the Globally Depressed Economy

The globally depressed economy is believed to have been caused by many factors. Hartono and Ermhaan (2010) notes that the causes of the globally depressed economy include the inability of home owners to make their mortgage payments, poor judgments by the borrowers and over building during the boom period; risk mortgage products; high personal and corporate debt levels, financial innovation that distributed and concealed default risk; central bank policies and regulation. Sheliefer (2010) enumerates the causes of the globally depressed economy as breakdown in underwriting standard from subprime mortgages; flaws in credit rating agencies assessments of subprime and regulatory policies, including capital and disclosure requirement that failed to mitigate risk management weaknesses. Liberalization of global financial regulations is one reason for the crisis. There was a regulatory model adopted

by banks in the US which emerged as a result of liberalization of banking business in the early 1990s. Liberalization facilitated the global abolition of restrictions on capital flow in the 1990s and caused the operation of international investment funds to be largely unregulated. The end result was unregulated cash movement which culminated into crunch occasioned by a marginal propensity to save by larger economics.

Another cause is the boom and burst in the housing market. Leachman et al (2011) notes that a combination of low interest rates and large inflows of foreign funds helped create easy credit conditions for many years leading up to the crisis. Due to low interest rates, large/borrowing for investment became very attractive in both US and UK, since the demand for housing was rapidly rising in the US, most investors and home owners took mortgaged loans and invested in housing. The overall US, home ownership rate increased from 64% in 1994 to peak in 2004 with an all time high of 69% (Lin, 2008; Arieff, 2010). This gave birth to the housing bubble with an impending burst which saw the emergency of the globally depressed economy. There was the emergence of high risk loan which crippled economic activities globally. The depletion of external reserve of Nigeria exacerbated the financial crises, owning to poor governance. Udoh and Ebony (2011) reports that Nigeria's declining crude oil production level was far below its Organization of Petroleum Exporting Countries (OPEC) quota impacted negatively on our foreign exchange reserve. For a long time prices of crude oil remained at an all time low as a result of diminished demand from the consumer market. Consequently, the low income level of the country has affected federal allocation to the three tiers of government. Yamamoto (2009) argues that in recessive economies, the restriction on expenditure embarked upon by government will only slow to down development further heightening the chances of a recession. According to Leghara and Mbah (2012) the recession was further accelerated by dollar collapse where there was a growing concern for the United States ability to attract foreign capital to finance both private and public investments. The reason for this was that the effects of high budget deficit subtracts from domestic savings which means investing in general coupled with the huge trade deficit also adds to financing needs.

Impact of Funding on Management of Public Universities in South-East States of Nigeria

Funding refers to the provision of financial assistance to public universities to facilitate the provision of educational resources such as infrastructural facilities, recruitment of teachers, promotion, payments of teachers salaries, motivation of academic and non-academic staff and the procurement of other necessary educational needs for the smooth pursuant of the goals and objectives of the public universities. Ogbonnaya (2005) states that funding is the act of providing financial resources, usually in the form of money, or other valuable such as efforts or time to finance a need, programmes and project usually by an organization or government. The public universities need an unswerving funding system to be able to embark upon and successfully complete the numerous educational tasks that the society expects from them. Funds are needed to hire and maintain staff, procure instructional materials, provide and maintain school plant facilities, provide for personnel welfare and staff training and development programmes among many other functions. The globally depressed economy has impact on funding of public universities in the South-East States of Nigeria. Okojie (2010) admits that most federal and state government controlled universities administrators frequently complain of inadequate funding and that they are not allowed to determine tuition fees. The effects of this funding problem could have resulted to some of Obonya's (2005)

earlier observations alluding to deterioration of physical facilities, internal and external brain drain among the intellectual class and overstretching of teaching, research and managerial capacities in Nigeria public university system. Onyeneye (2014) affirms that making qualitative education available to all citizens is a right but there cannot be quality education without adequate funding. Ekundayo (2008) posits that most of the capital projects being undertaken to meet the increasing number of students have been abandoned due to lack of funds. Ekundayo further adds that the pressure on the inadequate resources has led to a decline in the staff welfare package and remuneration coupled with depreciating of physical working environment. The resultant impact are high brain-drain of professional staff, persistent strike action, rioting high crime rate, cultism, extortion of students, embezzlement and all sorts of vices. The globally depressed economy has also impacted negatively on foreign direct investment which is another veritable source of government's finance for funding public universities. Akinteade (2013) and Onuoha (2014) argues that, there is ample evidence that the global crisis is having a negative impact on international investment as a result, affect the educational system. According to Kehinde and Ogunaike (2013) tighter credit conditions and low corporate profits have weakened company's capability to finance their educational projects while the global economic recession and a heightened appreciation of risks have eroded business confidence in education. ALtindemir (2014) and Kola (2015) are of the view that the global economic crisis has also translated into a sharp decline in FDI inflows both for developed and developing countries like Nigeria. This has created cross-border effects on the management of public universities by impinging on the finance of the government and the institutions. The globally depressed economy has resulted inadequate funding of public universities as the government is having unprecedented challenges in funding public universities adequately. This has emanated from the calamities fobbed on government by global decrease in the volume of international trade. The quality of teaching expected from the public universities may therefore decline due to lack of funds for maintenance of infrastructure, provision of laboratory equipment, functional Libraries and to support staff training and development. It is perhaps axiomatic that funding problems remain the greatest burden of public universities in times of economic turmoil. The globally depressed economy has compelled the government to be unable to meet financial agreement with Academic Staff Union of Universities (ASUU) of public universities resulting to frequent labor disputes and closures of public universities. Akintade (2012) and Asiyai (2013) argues that a high challenge to quality education in Nigeria is the cause of incessant staff union disputes and subsequent closures of public universities. Closure of these institutions affects staff productivity and the realization of educational goals. The disruption of academic programmes of institution of higher learning affects students learning outcomes, since lecturers find it difficult to complete the course work. The frequent disputes and strike galore by Academic Staff Union of Universities (ASUU) leave students with little or no time to complete both their theoretical and practical work. In most cases, a semester course work is sandwiched into few weeks during which lecturers are rushed to accommodate the time cost of strike. Leachman et al (2013) opines that job losses, increasing unemployment, declining remittance and a decline in future job prospects in turn reduces a household's capacity to support its children's education. The globally depressed economy has affected public universities in several ways such as funding support from the government is on the decline and donations as well as voluntary contributions, ungovernmental organization received by the universities. According to Davis (2012) lack of financial resources weighs down completion rates of infrastructural facilities in these public universities. High tuition fees have a demonstrable impact particularly for

students from the lowest-income families they are unable to cater for the private and institutional cost of education resulting to increasing attrition.

Impact of Students Unrest on the Management of Public Universities in the South-East States of Nigeria

Students unrest refers to agitation and demonstration to air their grievances as a response to a perceived unjust policies embarked upon by the management of the public universities such as hike in school fees, basic inadequate infrastructural facilities and among others, (Elujekwute, 2019). Similarly, the globally depressed economy has resulted in students' demonstration across public universities in South-East State of Nigeria. The causes of these demonstrations are due to hikes in tuition fees and lack of adequate basic infrastructural facilities. From 2012/2013 to 2017/18 academic session, the tuition fees at some public universities increased 27 percent and most recently in some schools it has increased up to a fifty percent (Pamela & Usher 2012). Underlying all of this increase in public universities fees is dwindling governments' financial aid to public universities. While tuition has increased in most public universities, government financial aid has for now remained non-existent in Nigeria. The federal government and state scholarship schemes, which used to augment private expenditures on education, have ceased to exist. According to Adeyemo (2012) the flip side of the anomaly is that the cost of education in public universities is gradually becoming comparatively the same with the cost of education in private universities. The final source of funding for public universities is of course tuition fees and other levies or charges. With cuts in the pipeline to other two sources of funding universities will strive to get more from students in form of tuition in order to compensate. Adeyemo further maintains that, the students' unrest has caused more harm to our educational system. It has also contributed to non recognition of some Nigeria high institutions certificate across the globe, building vandalism, armed robbery, raping and other criminal activities. Students rioting have done untold damages and hardship to the students themselves, institution concerned, the parents and the general public. It leads to mass destruction of schools and staff properties, sustenance of serious injuries and in extreme cases loss of lives thus bringing untold hardship and misery to parents and guardians.

Another impact of the globally depressed economy on the management of public universities in the South-East States of Nigeria is the emergence of larger class size which breeds students' unrest. According to Elujekwute (2019) students' population explosion is noticeable in the overcrowded lecture halls, laboratories and improvised open-air pavilion arenas and even uncompleted building used for lectures in Nigeria public universities. The over-crowded classes could have a direct impact on students learning, affect students academic performance and teachers had to face different disciplinary problems, poor health conditions and students performance which exerts stress on teachers and increase students drop out rate. Beyond a simple crisis in finance, the present crisis has serious real world economic consequences on the provision of infrastructure in most public universities. The globally depressed economy may breed social vices in the public universities. Gbeneye (2015) observes that the globally depressed economy has created an anomaly where students resort to vices in order to cope with financial and academic stress in the face of fees increase. Many, female students engage in prostitution while male indulge in rubbery. Yalokwu (2014) states that some other causes of students unrest are religious, intolerance, unemployment of graduates of institutions, inadequate home training by parents, lack of adequate infrastructural facilities in educational

institutions, inadequate vehicle for transportation of students, breakdown in communication between the authorities and students, students academic stress, too much failures in courses offered by students, banning of students union activities within the campus, inadequate health facilities for students and among others. According to Kola (2015) other socio-personal educational and vocational pressure on students, cultism, rigid policies, inadequate infrastructure, communication gap, individual indiscipline, student's intimidation by staff and students of the institution, external influence and family influence are some of the factors that cause students unrest in Nigeria universities Kola further maintains that selective victimization of staff and students of institutions, interference of government in public universities affairs, introduction of obnoxious economics, political and other policies, internal issues and among others. These conditions result to failure in examinations. Many of these students are ill-prepared for serious academic exercise and further studies. The economic situation in the country makes matters worse and most often fails in their examinations. Most of the unprecedented behavioral excesses such as cultism, examination malpractice, armed robbery, prostitution and among others are traceable to the globally depressed economy.

Impact of Staff Recruitment on the Management of Public Universities in the South-East States of Nigeria

Staff recruitment is the selection of appropriate personal to meet staff needs in the public universities (in the context of this study). However, the globally depressed economy has impacted on the supply of qualified teachers and other personnel needed for effective and efficient teaching and learning in public universities in the South- East States of Nigeria and lack of training and retaining of academic staff due to drop in government allocation of funds to educational sector. According to Benton (2015) the drop has affected the renovation of dilapidated library facilities and the construction of sufficient classroom. The lecturers are not motivated to be effective in their task of efficient education curriculum delivery. The lecturers available in public universities are work loaded owing to the inability of the university management to recruit sufficient academic staffs rather resorts to recruitment of auxiliary staff. Elujekwute (2019) states that as result of globally depressed economy, some of the university management is unable to replace retired personnel and those of them who have left the services of the university due to inadequate motivation by their educational institutions and also globally depressed economy had impacted on the recruitment of adequate qualified lecturers and other personnel needed for effective and efficient teaching and learning in educational organizations in Nigeria. Elujekwute further maintains that, the importance of recruiting qualified professional teachers into the university educational system cannot be over emphasized, thus is because it is on teachers' number, quality and devotion that rest the effectiveness of all educational arrangement, development and growth. Even with the best of educational policies and design and the expenditure of colossal sum of money on education, the ultimate realization of any set aims for education depends on the teachers, they will be ultimately be responsible for translating policy into actions with their students, therefore globally depressed economy has significantly impacted on the recruitment of qualified academic staff and other personals needed for effective and efficient teaching and learning process in public universities in the South-East states of Nigeria. However, Akintde (2013) urges that already some public universities have embarked on staff streaming as a result of the globally depressed economy. Akintade further stresses that in most public

universities, many departments have insufficient staff strength to fully handle all the course unit, while in some departments, visiting lecturers. Again some public universities have been compelled to employ the services of auxiliary lecturers as a result of their inability to recruit qualified academic staff. Some of these auxiliary lecturers are engaged in many other institutions or in their personal business hence performance abysmally beyond expectation.

According to Maduabum (2009) many trained teachers cannot be retrained due to insufficient funds allocation to the public universities. Maduabum further states that most teachers are no longer interested in teaching profession due to poor salary scale, lack of payment of salaries, allowances and fringe benefits and there is hardly any welfare package to motivate the teachers. The teachers abandoned the teaching profession for untrained hands who come in as a last resort after unsuccessful search for other jobs. The situation has created the impression of the teaching profession as an occupational for drop outs. The entry of all kinds of people and unqualified persons into the teaching jobs has now produced undesirable consequences for the profession and has helped to reduce the prestige, reward and job satisfaction of teachers. The presence of non-qualified teachers in public universities can do more havoc to the system. From the foregoing, it is evident that globally depressed economy may negatively impacted the recruitment of qualified staff in public universities and as well have negative impact on the management of public universities in the South-East States of Nigeria.

Methodology

The South-East States of Nigeria is one of the Six (6) Geo-Political Zones in Nigeria. South-East States of Nigeria consist of Abia, Anambra, Ebonyi, Enugu and Imo States. Descriptive survey used design was adopted for study. The population comprised 11,240 academic and senior administrative staff from Ten (10) public universities. A sample of one thousand two hundred (1,200) of academic and senior administrative staff was randomly selected from 10 public universities in the study area. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 15-items structured questionnaire developed by the researchers titled "Influence of Globally Depressed Economy and Management of Public Universities Questionnaire (IGDEQ)" was used for data collection. The questionnaire was validated by experts in the Department of Educational Management and Test & Measurement from the Faculty of Education, Benue State University, Makurdi. The questionnaire was trial tested using, 60 Academic and Senior administrative staff from three public universities in the North-Central, Nigeria, that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha correlation co-efficient which yielded. 0.87. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistics of Mean and Standard Deviations to answer research questions. A mean cut of point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested using Chi-square(x^2) test of goodness of fit at 0.05 of significance.

Results and Findings

Research Question One:

To what extent does funding impact on the management of public universities in South-East States of Nigeria?

Table 1:

Mean Ratings and Standard Deviation of Academic and Senior Administrative Staff on the impact of funding on management of public universities in South-East States of Nigeria.

Item No	Item description	SA	A	D	SD	$\bar{X}$	STD	Decision
1	Insufficient funding has affected the provision of adequate classrooms, staff offices and students hostels in my universities.	320	185	69	26	3.49	0.74	Accepted
2.	Lack of funds occasioned by globally depressed economy impacted on the renovation of dilapidated lecture halls and construction of new ones in my university.	217	294	60	29	3.25	0.85	Accepted
3.	Inadequate funding has caused insufficient provision of instructional materials for effective teaching and learning process in my university.	310	202	57	31	3.12	0.94	Accepted
4.	The fiscal crisis of funds has brought about insufficient provision of basic infrastructural facilities in my universities	266	288	34	12	3.30	0.78	Accepted
5.	Due to globally depressed economy public universities have experience drop in funds allocation from annual budget	293	218	68	21	3.34	0.81	Accepted
	Cluster Mean/ Standard Deviation					**3.30**	**0.81**	**Accepted**

Table 1 shows the mean and the standard deviation of respondents on the Impact of funding on the management of public universities in the South-East States of Nigeria where the result revealed that items 1-5 have a mean scores of 3.49 (STD. 0.74), 3.25 (STD. 0.85), 3.12 (STD. 0.94), 3.30 (STD.0.78) and 3.34 (STD. 0.81) respectively. Based on the boundary criteria for decision making, it means the mean scores for item 1-5 were above the cut-off point of 2.50 indicating that funding has impact on the management of public universities in South-East States of Nigeria. The respondents have indicated that insufficient funding has affected the provision of adequate classrooms, staff offices and students hostels in public universities and also agreed that lack of funds occasioned by globally depressed economy has impacted the renovation of dilapidated lecture halls and construction of new ones in the universities. More so, inadequate funding has caused insufficient provision of instructional materials for effective teaching and learning process in the public universities. The respondents agreed that the fiscal crisis of funding has brought about insufficient provision of basic infrastructural facilities in public universities. Also, the respondents agreed that due to globally depressed economy public universities have experienced drop in funds allocation from annual budget. The mean of 3.30 and standard deviation of 0.81 was also found to be above the cut-off point of 2.50. This implies that funding impacted on the management of public universities in South-East States of Nigeria to a high extent.

Research Question Two:
To what extent does student unrest impact on the management of public universities in South-East States of Nigeria?

Table 2:
Mean Ratings and Standard Deviation of Academic and Senior Administrative Staff on the Impact of Students Unrest on the Management Public Universities in South-East States of Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
6	Students often gone on rampage due to increase in cost of lecture materials due to globally depressed economy.	217	294	68	21	3.49	0.74	Accepted
7	Students often demanded that they be allowed to take examination without paying school fees.	320	202	34	12	3.25	0.85	Accepted
8	Students have frequently embarked on demonstration due to increase in tuition fees due to globally depressed economy.	310	185	57	31	3.12	0.95	Accepted
9	Due to inadequate basic infrastructural facilities leads to students demonstrations	293	218	29	29	330	0.78	Accepted
10	Students often embark on demonstration when there is shortage of basic amenities like electricity and supply of pipe borne water.	266	288	26	26	3.34	0.81	accepted
	Cluster Mean/Standard Deviation					**3.27**	**0.82**	**Accepted**

Table 2 shows the mean and the standard deviation of respondents on the impact of Students unrest on the management of Public Universities in the South-East States of Nigeria, where the result revealed that items 6-10 have a mean scores of 3.49 (STD. 0.74), 3.25 (STD. 0.95), 3.30 (STD. 0.78) and 3.34 (STD. 0.81) respectively. Based on the boundary criteria for decision making, it means the mean scores for items 6-10 were above the cut-off point of 2.50 indicating that students' unrest has impact on the management of public universities in the South-East States of Nigeria. This indicates that the respondents agreed that students often go on rampage due to increase in cost of lecture materials occasioned by globally depressed economy and students often demanded that they be allowed to take examination without paying school fees. More so, that students' have frequently embarked on demonstration due to increase in tuition fees due to globally depressed economy. The respondents have also agreed that due to inadequate basic infrastructural facilities leads to students' demonstration in the universities and also that students often embark on demonstration when there is shortage of basic amenities like electricity and supply of pipe borne water in the schools. The mean of 3.27 and standard deviation of 0.82 was also found to be above the cut-off point of 2.50. This implies that Students unrest impact on the management of public universities in South-East States of Nigeria to a high extent

Research Question three:
To what extent does staff recruitment impact on the management of public universities in South-East States of Nigeria?

Table 3:
Mean Ratings and standard deviation of Academic and Senior Administrative Staff on the impact of staff recruitment on the management of public universities in South-East States of Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
11	Lecturers are work loaded owning to the inability of the government to recruit the recommended number of qualified lecturers.	39	86	290	185	2.43	0.83	Accepted
12.	Globally depressed economy compelled University management to employ the services of auxiliary staff	320	200	51	18	3.27	0.87	Accepted
13	Due to globally depressed economy unqualified lecturers and other personnel are recruited	284	299	92	75	3.34	0.87	Accepted
14	As result of globally depressed economy, universities are unable to replace retired personnel in its services.	247	319	67	33	3.70	0.91	Accepted
15	Globally depressed economy has made public universities unable to fill up vacancies created by brain- drain	270	306	63	39	3.23	0.85	Accepted
	Cluster Mean/Standard Deviation					**3.21**	**0.73**	**Accepted**

Table 3, shows the mean and the standard deviation of respondents on the Impact of Staff recruitment on the management of Public Universities in the South-East States of Nigeria, where the result revealed that items 10-15 have a mean scores of 2.43 (STD 0.83), 3.27 (STD. 0.87), 3.34 (STD.0.87), 3.70 (STD.0.91) and 3.23 (STD. 0.85) respectively. Based on the boundary criteria for decision making, it means, the mean scores for items 10-15 were above the cut-off point of 2.50 indicating that staff recruitment has impact on the management of public universities in the South-East States of Nigeria. This is an indication that respondents agreed that lecturers are work loaded owning to the inability of the government to recruit recommended number of qualified lecturers in the universities and also that Globally depressed economy compelled the university management to employ the services of auxiliary staff in schools. The respondents agreed that due to globally depressed economy unqualified lecturers and other personnel are recruited. More so, as result of globally depressed economy universities are unable to replace retired personnel in its services also the respondents have agreed that globally depressed economy has made public universities unable to fill up vacancies created by brain drain in schools. The cluster mean of 3.27 with standard deviation of 0.82 was found to be above the cut-off point of 2.50. This implies that Staff recruitment has

impact on the management of public universities in the South-East States of Nigeria to a high extent.

Testing Research Hypothesis

In testing the three hypothesis of this study, the Chi-square (x^2) test statistical tool was used to test the hypothesis at 0.05 probability level of significance and the results are presented on table 4 to 6

Hypothesis One:

Funding has no significant impact on the management of public universities in the South-East States of Nigeria

Table 4:

Chi-square (x^2) Analysis of Academic and Senior Administrative Staff on the Impact of Funding on the Management of Public Universities

Opinion	Observed Frequency	Expected Frequency	df	Level of Significance	$X^{2\text{-cal}}$	$X^{2\text{tab}}$	Decision
No impact	252 (27%)	600 (50%)	1	0.05	134.80	3.94	
Impact	948 (73%)	600 (50%)			80		significant

Values in parentheses are percentages (x^2 = 134.80, df =1)

Table 4 showed the descriptive statistics of percentages and the inferential statistics of Chi-square(x^2) were used to test the impact of funding on the management of public universities in the South-East States of Nigeria. This result indicated that 73% of the respondents agreed that there is a significant impact of funding on the management of public universities in South-East States of Nigeria as against 25% respondents who disagreed.

Table 4, also showed Chi-square (x^2) calculated 134.80 were greater than Chi-square table value of 3.94 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore not accepted. This implies that funding has significant impact on the management of public universities in the South-East States of Nigeria.

Hypothesis Two:

Students' unrest has no significant impact on the management of public universities

Table 5:

Chi-square (x^2) Analysis of Academic and Senior Administrative Staff on the Impact of Students Unrest on the Management of Public Universities

Opinion	Observed Frequency	Expected Frequency	df	Level of Significance	$X^{2\text{-cal}}$	$X^{2\text{tab}}$	Decision
No impact	235 (17%)	600 (50%)	1	0.05	115.82	3.83	
Impact	965 (83%)	600 (50%)					significant

Values in parentheses are percentages (x^2 = 115.82, df =1, P=0.05›0.00)

Table 5 showed the descriptive statistics of percentages and the inferential statistics of Chi-square(x^2) were used to test the academic and senior administrative staff on the impact of students unrest on the management of public universities, this result showed that 83% of the respondents agreed that there is a significant impact of students unrest on the management of public universities in the South-East States of Nigeria as against 17% respondents who disagreed.

Table 5 also showed Chi-square (x^2) calculated 115.82 were greater than chi-square (x^2) table value of 3.83 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore not accepted. This implies that students' unrest has significant impact on the management of public universities in the South-East States of Nigeria.

Hypothesis Three:
Staff recruitment has no significant impact on the management of public universities.
Table 6:
Chi-square (x^2) Analysis of Academic and Senior Administrative Staff on the Impact of Staff Recruitment on the Management of Public Universities

Opinion	Observed Frequency	Expected Frequency	df	Level of Significance	$X^{2\text{-cal}}$	$X^{2\text{tab}}$	Decision
No impact	244 (14%)	600 (50%)	1	0.05	128.60	3.74	
Impact	956 (86%)	600 (50%)					significant

Values in parentheses are percentages (x^2 = 126.60, df =1, P=0.05›0.00)

Table 6 showed, the descriptive statistics of percentages and the inferential statistics of Chi-square were used to test the academic and senior administrative staff on the impact of staff recruitment on the management of public universities, this result showed that 86% of the respondents agreed that there is a significant impact of staff recruitment on the management of public universities in South-East States of Nigeria as against 14% respondents who disagreed.

Table 6 Chi-square (x^2) calculated 128.60 were greater than chi-square table value of 3.74 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore not accepted. This implies that staff recruitment has significant impact on the management of public universities in the South-East States of Nigeria.

Discussion of Findings
The first finding of this study was that funding has significant impact on the management of public universities in the South-East States of Nigeria. This finding agrees with the views of okojie (2010) who admits that most federal and state government controlled universities administrators complain of inadequate funding and that they are not allowed to determine tuition fees. Onyeneye (2014) collaborated this finding by saying that making qualitative education available to all citizens is a right but there cannot be quality education without adequate funding. Davis (2012) maintained that lack of financial resources as results of

globally depressed economy weighs down completion rates of some infrastructural facilities in most public universities in South-East States of Nigeria.

The second finding of this study revealed that Student unrest has significant impact on the management of public universities in South-East States of Nigeria. This finding is in agreement with the opinion of Gbeneye (2015) who affirmed that globally depressed economy has created an anomaly, where students resort to vices in order to cope with financial and academic stress in the face of fees increase. As a result, most female students engage in prostitution while male counterpart indulges in robbery. Okoro (2013) added that globally depressed economy in Nigeria makes matters worse; many students do not take their academic work serious as they succumb to the harsh economic situation and times students fail in their examination and unprecedented behavioural excesses such as cultism, examination malpractice, armed robber, prostitution among others are traceable to the globally depressed economy.

The third finding of this study revealed that there is a significant impact of staff recruitment on the management of public universities in South-East States of Nigeria. This finding agrees with the views of Benton (2015) who noted that globally depressed economy has affected the recruitment of qualified teachers and other personnel needed for effective and efficient teaching and learning process in public universities and lack of training and retraining of teachers due to drop in government allocation of funds. Also in consonance with the finding, Akintade (2013) agrees that due to globally depressed economy, most of the universities have been compelled to employ the services of auxiliary lecturers as a result of their inability to recruit qualified (staff) personnel.

Conclusion

Based on the findings of this study, it has been established that globally depressed economy has significant impact on the management of public universities in the South-East States of Nigeria. The study also concluded that the variables of globally depressed economy investigated in this study such as funding, students unrest and staff recruitment have significant impact on the management of public universities in the South-East States of Nigeria.

Recommendations

Based on the findings of the study the following recommendations were therefore made:

1. The government and educational administrators should review its plan on budgetary allocation to education so as to meet the demand of funds in public universities, so as to provide essential educational facilities, hence motivate staff to put in their best towards achieving the university goals.

2. The Government /educational administrators should increase financial aid to schools as well restore scholarship schemes that augment private expenditure and also provide basic infrastructural facilities for students to make teaching and learning exciting and environment conducive, this will make students to be more serious and avoid not to resort to vices.

3. The importance of recruiting qualified professional teachers cannot be overemphasized and teacher are the bedrock of educational system and need to be treated fairly well in terms of prompt settlement of their entitlement and other benefits, therefore government should endeavour to provide sufficient funds in ensuring that their salaries, allowances are regularly and promptly paid as to avoid the exodus of teachers from the university system, hence their retention in the system is very necessary

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