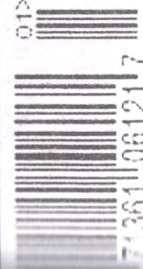


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# Managing Schools in a Period of Global Economic Meltdown

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## Abstract

This study involves an analysis of the possible impact of the current global economic meltdown on the management of schools. Economic meltdown is used to refer to economic recession; and school management is used in this paper in two senses. It is used to refer to the group of elites that administer a school; and also to refer to the use of available resources in a school through team efforts to achieve the educational objectives of the school. The immediate effect of economic meltdown on organisations is the inability to maintain the current productive capacity owing to inadequate fund. This explains why companies are either reducing their sizes or closing down. It raises the possible implication of governments' control measures, such as the cutting down of expenditure which may likely affect educational expenditure. Definitely this will be having an adverse effect on the school system as statutory allocations to schools may cease or be reduced. The school system may also close down if it gets to the extreme, hence the need to begin strategizing against such unpleasant situations. The school management needs to look for alternative systems of funding and guide against financial impropriety. Otherwise, the school system will collapse.

**Keywords:** Management, schools, economic meltdown, economic recession, cost-cutting strategies

## Introduction

There is an urgent need for every school management to begin to take precautionary steps against possible effects of the current global economic meltdown on the school system. There is a strong apprehension that the current global economic meltdown may soon be taking its toll on the school system, particularly in third world countries (like Nigeria, Ghana, Pakistan, and excetra), whose economies depend solely on western economies (e.g. United States of America, United Kingdom, France, Germany, and excetra). Most governments are beginning to cut down expenditure, educational expenditure may not be left out. Definitely this will be having an adverse effect on the school system as statutory allocations to schools may cease or be reduced.

Perhaps it is necessary to define the basic terms of our discussion at this early stage so as to avoid or minimize misconceptions. School management is used in this paper in two senses. It is used to refer to the group of elites that administer a school; and also to refer to the use of available resources in a school through team efforts to achieve the educational objectives of the school (Nwanko, 1982). Economic meltdown is used to refer to economic recession. It can be better understood if one imagines a built-up of snow that begins to diminish in size as the sun heats it. In the same way, financial impropriety and poor leadership qualities may make an economy to reduce in size like the snow

scenario above. Economies meltdown when the income generated is not up to expenditure. The immediate effect is the inability to maintain the current productive capacity owing to inadequate fund. This explains why companies are either reducing the sizes or closing down. The school system may also close down if it gets to the extreme, hence the need to begin strategizing against such unpleasant situations. The school management needs to look for alternative system of funding and guide against financial impropriety. Otherwise, the school system will collapse.

Education is the key to individual and national development (Fabunmi, 2004 & 2006). The human capital theorists explained the importance of education to national development (Vaitzey, Norris and Scheeham, 1972; Akangbou, 1987; Fadipe, 2000; Fabunmi, Akinwumiju and Uyanwa 2002; and Fabunmi, 2006). The education enterprise is a very significant one to any nation, community or people as it is the bedrock for progress and development (Fabunmi, 2006). It is for this reason that education is described as “par excellence” in Nigeria’s National Policy on Education (FRN, 2004). Schultz (1971) explains the importance of education to include reasons that encourage nations to invest significant proportions of their resources in education. The World Bank (1999) explains that a single most important key to development and poverty alleviation is education. Therefore, construction of schools, modern curricula geared towards science and technology, and the real needs of the emerging local markets, effective teacher training and supervision will all contribute to successful educational programmes.

The 1990 Jomtein Convention recommended that nations devote 26% of their annual budget to education (Fabunmi, 2006). This is with the intention that such funds will trigger development in the education enterprise and bring about best practices in school management. However, most governments fail to adhere to this directive, by allocating less than 26% to education. Most scholars in education opine that in the 21st century, attention must focus on planning, funding, infrastructural development, personnel management, monitoring, evaluation, curriculum innovations development and reviews, promotion of research, provision of functional education and depoliticization of education (Fabunmi, 2000; and Alani (2003). These opinions point to the importance attached to education.

The pre-2009 world economy enjoyed a high level of prosperity (World Bank, 2007). The last two decades have seen tremendous growth in the economies of the Western and Eastern European countries, the USA, Canada and Japan. The effects of this prosperity have reached to other nations such as the Asian tigers that include Taiwan, China, Hong Kong, Singapore, Malaysia and Korea. The growing industrialization resulted into a big boost to the energy sector. Production steadily rose from a paltry \$10/barrel in 1999 to \$147/barrel in July 2008. Other nations shared in the bubble as demand for raw materials for manufacturing were in high demand. Demands consequently triggered up prices. Nigeria being the 5<sup>th</sup> largest exporter of crude oil to the USA also benefitted.

In Nigeria for example, the prosperity led to a projected target GDI growth rate by the National Planning Commission (2004) of 10.2% in 2003, 5.0% in 2004, 6.0% in 2005, 6.0% in 2006 and 7.0% in 2007. The boom period also led to a targeted adult literacy level of 57% in 2003 and 65.0% in 2007 down from 42%. The projected external reserves were \$7.18b in 2003, \$7.67b in 2004 and \$10.7b in 2007. However, these targets were all exceeded, except adult literacy level and power generation programme that was to run between 4,000 in 2004 to 10,000MW in 2007.

The effect of the bubble was also political in nature. There were enough funds to prosecute state political policies. The USA government was able to put in place defence pacts and policies under President George Bush. The huge US expenditure on defence and execution of wars in the Persian gulf and Afghanistan created a huge deficit in the American economy. First to be affected were the Stock markets whose prices crashed almost immediately. The financial system was badly affected as many banks had to close. The effect has been grave on manufacturing with high labour turn over especially in the USA and Europe. Most firms began to trim down their sizes, thus culminating in retrenchment of workers. The erstwhile high demand for crude oil has fallen. The production quota which is usually fixed by OPEC for Nigeria has fallen from 2.3mbd to an average of 1.7mbd.

Nigeria has excess capacity for crude oil production, but OPEC regulations placed a limit. Furthermore, 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 recent events show that “hopes for a swift end of the recession is fading” (Ederman, 2009). The implication is that a long period of recession is in place again. Even though, the tunes from the Federal Government of Nigeria points to a minimal effect on Nigeria. The Governor of the Central Bank of Nigeria, Professor Charles Soludo in a chat with Nigerian legislators in January 2009 at Abuja had insisted that the economic meltdown will not affect the Nigerian economy adversely. He may not be right as Nigeria depends on the western economies.

The effect of the huge US military expenditure has drained the economy. The growing demands at home coupled with heavy spending on warfare, the America economy has gone into a deep depression. This in turn has affected other economies. The situation all over the world is grave. However, as at the time the meltdown began, Nigeria had about \$60b in her foreign reserves and over \$20b in the excess crude account.

In the US, the effects of the economic meltdown have taken significant effects on firms and all sectors of the economy. The first problem is that with the collapse of the system in America, loan and advances from financial organizations have ceased therefore immediately, all expansions have ceased. Again all firms who have been living on overdraft have folded up. All firms who are still in business have devised heavy cost cutting denials. The table below explains cost cutting strategies and degree of terminations and unemployment that have hit the US economy.

**Table I:** Organizational Response in the US to Global Economic Crisis by Sector

	Sectors	Manufacturing	Wholesale/ Distribution	Utilities/ Transport/ Communication	Finance Banking Insurance	Private Practice	Education	Health	Construction	Govt NGO	Others
1	Reviewing plan options	27.3%	57.1%	11.1%	42.9%	38.5%	0.0%	11.8%	14.3%	20.8%	24.0
2	Retirement/ termination planning	13.6%	28.6%	22.2%	42.9%	0.0	60%	11.8%	28.6%	20.8%	4.0
3	Freeze or reduction in planned pay rise for 2009	40.9%	28.6%	33.3%	42.9%	61.5%	40.0%	29.4%	14.3%	41.7%	52.0
4	Flexible work option to ease cists	13.6%	42.9%	11.1%	42.9%	23.1%	20.0%	23.5%	14.3%	16.7%	24.0
5	Hiring freeze	68%	57.1%	33.3%	14.3%	61.5%	0.0%	17.6	28.6%	33.3%	56.0
6	No changes yet and non is planned yet	18.2%	14.3%	0.0	35.7%	15.4%	20.0%	17.6%	14.3%	16.7%	24.0%

Source: IOMA’s HS focus and managing the US economy impact survey. [www.iona.com/law](http://www.iona.com/law)

Table I clearly shows the impact of the global meltdown on the US economy. The rates at which companies are folding up are grave. The columns of the Hiring Freeze, termination, flexible work options on industry basis reveal the grave situation. In the case of the education industry, a lot of organizations are back to the trenches re-planning. The current global economic meltdown may create problems for school management. Allocation to education and the school system may decline in most countries. The situation may be worse in third world countries, whose economies depend on western economies.

Nigeria has excess capacity for crude oil production, but OPEC regulations placed a limit. Furthermore, 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 recent events show that “hopes for a swift end of the recession is fading” (Ederman, 2009). The implication is that a long period of recession is in place again. Even though, the tunes from the Federal Government of Nigeria points to a minimal effect on Nigeria. The Governor of the Central Bank of Nigeria, Professor Charles Soludo in a chat with Nigerian legislators in January 2009 at Abuja had insisted that the economic meltdown will not affect the Nigerian economy adversely. He may not be right as Nigeria depends on the western economies.

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**Table 2:** Organizational Responses of the US/Global Economic Crisis (by Number of Employees)

S/N		1-50 Employees	51-100 Employees	101-250 Employees	251-500 Employees	501-1,000 Employees	1001-5,000 Employees	>5,000 Employees	Overall
1	Reviewing plan options	18.8%	50.0%	22.9%	23.8%	35.0%	18.5%	16.7%	25.2%
2	Freeze or reduction in planned pay rise for 2009	18.8%	8.3%	17.1%	19.0%	30.0%	29.6%	33.3%	22.4%
3	Flexible work option to ease costs	43.8%	41.7%	34.3%	52.4%	25.0%	55.6%	33.3%	41.3%
4	Hiring freeze	43.8%	25.0%	42.9%	38.0%	45.0%	48.1%	33.3%	41.3%
5	No changes yet and none is planned yet	18.8%	8.3%	22.9%	0.0%	10.0%	3.7%	0.0%	10.5%

Source: IOMA's HRfocus HR & Managing the Economy's Impact Survey

The situation is quite clear. The heaviest organizations being affected are the financial, services and government organizations. The statement of the Nigerian CBN governor therefore reflects just the short run effect. If the recession becomes more complex and longer, Nigeria may have to brace up for greater challenges ahead. The economic meltdown is minimal in Nigeria, possibly because of the following reasons:

**(i) Previous National Policies on the Economy:**

There have been many economic depressions in Nigeria. The 1980-82 world economic recessions had an adverse effect on Nigeria. Its effect include the truncation of the then fledging democracy. Some states in Nigeria that advocated the free education programme had to retract when the trends were no longer favourable (Fabunmi, 2000). The import/export trade regimes were negatively skewed then in favour of protection, hence the era of import licenses and import license saga. Education then was on the exclusive legislative list and the effect was far reaching and negative. However, between 1983 and 2009, the Federal Government of Nigeria was able to execute the following economic policies which help to stabilize the economy:

- Deregulating the foreign exchange system and de-emphasizing a subsidy run economy through the SFEM, FEM, NIDAS, etc exchange systems.
- Privatizing former government run corporations through the Bureau of public enterprise.
- Transferring education to the concurrent legislature list thereby encouraging private initiatives.
- Encouragement and adoption of export promotion strategy as against the regime of import substitution strategy.
- Complete overhaul of the financial system through the 2005 Banking regulation policy of the CBN.
- Fund an international value for the Nigerian currency.
- Introduction of the Excess Crude Account (ECA) during the bubble period by the Obasanjo Administration as Savings against the rainy day.
- Complete payments of all debts especially foreign debts by the Obasanjo Administration.

These policies enabled Nigeria to accumulate huge savings, which the country can fall on during the current economic meltdown. However, there is no room for celebration yet. The school system must brace up for the challenges ahead.

- The school system is part of the general macro-economy hence what happens in the system will definitely affect the schools.
- The school system cannot compromise standards and quality on the account of poor funding.
- The rising population indicates the need for a proportionate annual increase in school enrolments and its consequent demands on the national economy.
- No economy can survive without human capital stock hence all aspects of the school system must be up and doing to continue to production of manpower at all levels.

### **Causes of the Global Economic Meltdown**

The major causes of economic meltdown include the following:

1. **Covetousness and greed of political leaders:** Most government officials loot the treasury and spend with recklessly.
2. **Lack of patriotism and nationalism by political leaders:** Nigerian political leaders made governance to be too expensive as they take allowances and salary that the economy can not sustain.
3. **Perpetration of corruption in top administrative sectors of the government in Nigeria:** The civil servants also joined in looting the treasury.
4. **Poor Banking Policies and Financial Imprudence:** The banking sector did not help matters as bankers connived with government officials in money laundering activities.

### **Managing the School System in a Period of Economic Meltdown**

A major issue in school management is funding. Spaid (2000) emphasizes the fact that for the running of education funding is exclusively external at the lower levels; while at the tertiary levels, funding is both internal and external. With the introduction of the private initiative to education, financial management is strictly internal. Fagbemi (1986) explained that school administration do experience difficulties in austere times. Areas likely to experience the effect of the current economic meltdown are: external funding, staffing situation, and infrastructural maintenance. The staffing situation may be affected as proprietors would prefer to substitute high quality staffs (with experience and good qualifications) with low quality ones.

General quality may decline due to lack of funds for the maintenance of infrastructure, lack of funds to purchase laboratory equipments and to support training and development. Enrolment may increase without a corresponding increase in the revenue generated; particularly in public schools. The management of schools during the period of economic meltdown will certainly face a great challenge.

### **Sources of School Revenue**

The following are the possible sources of school revenue:

- i) School fees
- ii) Government grants, subvention etc.
- iii) Contributions from the PTA or community
- iv) Gifts from well meaning individuals
- v) Foreign/local donations towards manpower development.
- vi) Internally generated funds (IGR)
- vii) Establishment of institutional consultancy services.
- viii) Advocacy to attract goodwill of well placed individuals especially Alumnus of institution and Alumni Associations.



### **School Fees**

Most private schools charge school fees. Government funds are very likely to diminish as the effect of the meltdown continues and spreads. There is the possibility of government requiring public schools to generate funds which will be closely monitored while private schools could be experiencing declining enrolments due to government fiscal policies. Between 1980 and 1983, Nigeria had a similar experience. The fall in government income resulted in the popular inauguration of government austerity measures (Fagbemi, 1986). Educational institutions will be faced with the idea of raising more funds for the school.

### **Government Grants and Subvention**

This has been the method of government funding of schools since the formal management of schools began with the 1882 education ordinance. There are often guidelines for the allocation for grants and subventions (Fafunwa, 1974). The guidelines still operates today. At primary, secondary and tertiary levels, there are guidelines which the government uses for release of funds to schools.

### **PTA Community Contribution to Schools Management**

The Parents-Teachers Association (PTA) serves as a major source of additional income to schools. PTA often fund major school projects. In some instances, communities augment school either for capital or recurrent expenditures. Some communities even establish schools.

### **Gifts and Donations from Well Meaning Organizations and Individuals**

Schools may solicit for donations and gifts from philanthropic organizations and individuals. Examples of such abound all over our higher institutions. At the University of Ibadan, the following are clearly visible – McArthur building for ICT, First Bank buildings and Auditorium, Faculty of Science and Agriculture, IBWA building, Faculty of Social Sciences, Lady Bank Anthony Auditorium at Institute of African Studies and a host of several other donations. Other institutions have benefited from similar contributions.

### **International Donations/Fellowships towards Manpower Development**

In times of general economic depression, research and development could suffer setbacks as they are not profit making organization. No nation can develop without adequate manpower (NPE, 2004). Therefore, the school management boards can take advantage of the availability of international fellowship, and staff exchange programmes for manpower development and capacity building.

### **Internally Generated Revenue**

These are further sources of income to schools. They include running venture programmes. In recent years Nigerian secondary schools have embarked on agricultural ventures e.g. poultry farming, fish farming, piggery while higher institutions ventured into the hospitality business, construction works, broadcasting, transportation etc. These serve as sources of income argumentation at times of economic meltdown. Recently, most tertiary institutions are venturing into the pasteries, fast foods and baking business as sources of internally generated revenues rather than depending solely on government allocation and subvention.

### **Establishment of Institutional Consultancies Services**

All institutions are likely to have the best hands in any endeavour academically hence the establishment of consultancy services that could bring in more income.

### **Advocacy to Attract Goodwill of Well Placed Individuals, Alumnus and Alumni Association**

Plea can be made to products of a school to influence the management of the organizations where they work to assist their former schools with generous donations. The Alumni Associations may assist in

raising funds. The setting up of endowment funds is good ways of generating additional incomes and augmenting school incomes in times of economic depressions.

### **General Expenditure Patterns in Schools Management in Times of Economic Crises:**

Expenditures are items on which funds are to be spent. This also applies to the school system. It involves items on current and recurrent expenditure (Babalola, 2000). In determining expenditure patterns, a good structure of the school system must be well understood. The purpose is to prioritize and ensure that available funds are properly channeled and directed through appropriate mechanisms that include proper budgeting and budget controls. To determine the pattern of a good expenditure programme in schools management, the following steps could be useful:

#### **(i) Identifying the Plan or Policy Thrust of the School:**

This is strongly connected with the mission statement of the institution. The policy could be geared towards the preparation of the schools for teacher production, infrastructural development etc. Under such a system recurrent expenditure control feature training programmes etc.

#### **(ii) Diagnosing the Costs Implication of Plans:**

This is in a bid to crosscheck expected and anticipated expenditure for a period especially through the provision of budgets. Such diagnosis also assists in the determination of the level of efficiency to which available educational resources will yield.

#### **(iii) Determining Variations in Unit Cost:**

The aim of this is to assist the decision maker on how to control cost. In determining cost in education, there are controllable and uncontrollable costs. The growth and demands of the educational market forces are uncontrollable by the decision maker. How many students eventually come to enroll at school cannot be controlled, but time, standards, and consumables can be influenced by the decision maker.

#### **(iv) Rates Control:**

Schools management can control the following:

- Drop out rate
- Repetition rate
- Utilization rate
- Salary structure
- Technology used

### **Prudent School Expenditure in Times of Economic Recession**

There is the need for prudence in times of economic recession in the procurement of school items. The following items are expected to be in the school plan of action:

- (1) Provision of adequate classrooms.
- (2) Provision of adequate seating materials.
- (3) Determining the types of lesson delivery method and technology to be used.
- (4) School transport systems, energy consumption pattern and general school plant maintenance.
- (5) Re-allocation of human resources to available work positions to avoid wastage.
- (6) Enhancing and ensuring system efficiency.

The school system is expected to grow. In a period of economic meltdown, the patronage of private fee paying schools may decline in favour of public non-paying schools. Therefore in private schools, cost cutting norms must be embarked upon such as determining which is cheaper in the maintenance of the school plant whether to contract it out or hire a worker for such services.

Reshuffling staff and increasing work load in a way to enhance efficiency, and reduce the quantity of terminations. The monthly salary bills may be controlled without necessarily compromising standards.

On the other hand, in public schools, government should plan for a rise in enrolment as those who pull out of private schools might find their ways to the public schools. At the primary and secondary levels of education in Nigeria, the problem may be too minimal, but at the university levels, the impact could be grave. Though no bank has collapsed, neither is there massive retrenchment in the public service; but the 'fever' is on. With Nigerian banks daily increasing their minimum lending rates, the international value of the naira crashing, fall in volume of oil exports and fall in the bench mark price of crude oil. The Nigerian economy may not survive the economic assault on the long run. The school managers need to put in place adequate work plans.

### **Suggestion to Overcoming the Economic Meltdown in Schools**

The following suggestions can be helpful for schools during this economic meltdown:

#### **1. Review all Plans**

In times of economic depression, plans are to be reviewed as incomes will become lower than anticipated expenditures. Already, the Nigerian financial systems are cutting cost, reducing loans and overdrafts. The Federal Government is presently depending on previous savings. A plan is any course of action, today with future consequences whether positive or negative (Longe, 2003). With the above background, it is not reasonable to embark on school expansion at this time. There is the need to cut down on expenditure.

#### **2. Focus on Positive and Purposeful Leadership**

Periods of economic recession require leaders with purpose and vision. It requires leaders with the qualities of creativity, innovations and vision. Such leaders must be conscious of the facts available with a focus on his destination through his mission statement and be capable of harmonizing resources to bring about progress. The leader must redefine his goals, begin a new session of training and retraining the available staff to refocus and redirect them to the organization new policy trust which at this time is to conserve resources.

#### **3. Develop Cost Cutting Strategies**

This is what the American organizations are presently doing as could be seen in tables 1 and 2. Table 2 especially shows the sizes of the companies in terms of human resources. The organizations are devising new ways to down size. Reducing and requesting their staff of areas where they are most useful and needed without compromising quality and still breaking even. In the educational system, cost saving devices include the organization of on the job training of staff, devising new technologies in services delivery that are cost effective instead of using men. Others include reduction of over head cost in the area of electricity, transportation, excessive travelling and travelling allowances. Dependence on overdrafts and bank loans with heavy commissions and interests rates should be avoided. Examine the cost benefit analysis of running overtime and its effects on output and take decision on what to do. Administrative and technical staffs that have no direct influence on pupil/teacher ratio (PTR) should be reduced. Some of them can be retained and made more productive in other areas. Consider the options that serve the organization best either to hire staff or to contract out such jobs. These are cost saving devices in austere times like these.

#### **4. Look Inwards to Generate Income**

In times like these, several options stare school managers on the face. Most advisable are the following:

##### **(i) School Fees**

Public schools due to government policy might not charge fees, but they can secure approval to impose user charges for certain services that had been free before the economic meltdown. The private institutions were established to make profit. They should charge school fees that are based on the prevailing market forces. In both public and private schools, the following will greatly augment whatever the school is able to generate.

##### **(ii) PTA Donations and Community Contribution**

The Parents-Teachers Associations should embark on several capital projects to assist the school. They could construct blocks of classrooms, donate school vans, electric generators or employ staffs and place them on PTA scales of salary. Communities can do exactly the same. In Nigeria, donations have been coming to institution from well meaning national and international organizations, e.g. oil companies etc.

##### **(iii) Embarking on Profit Yielding Ventures**

Most educational establishments have embarked on profit yielding ventures especially tertiary institutions. Common ventures where they are commonly found are:

- Transportation (within the campuses and nearby)
- Broadcasting and communication e.g. University of Ibadan and University of Lagos which have FM broadcasting stations where students work and staff are hired.
- Hospitality and hotel management.
- Consultancy services, health and allied services.
- Bread baking and distribution
- Animal farming etc.

The use of ventures is not peculiar to higher institution alone; the same applies to several elite secondary schools who do the following;

- establishment of students club that generate income in the entertainment industry (dancing, film coating etc) and music production, choir and school orchestra etc.
- establishment of agriculture and agro allied ventures as poultry, piggeries, fishing in dish ponds etc.
- technician clubs e.g. Junior Engineering and Technicians (JETs) club that can prepare solar energy for homes and offices at paltry sums of money. Linking TV antennas to satellite television stations within and outside Nigeria for paltry sums of money.
- Production and distribution of sachet water as additional source of income by schools whether private or public.

#### **5. Monitoring Educational Efficiency in the System**

This involves the process of movement from one level of education to another. The number of repeaters and dropouts in the system will affect PTR, average class size and other school variables. A situation where all students/pupils are promoted at the end of the school will not only affect quality, it will compromise it; hence in seasons of recession, and the very best qualified and experienced teachers must be retained in the system. This is to ensure effective teaching, quality delivery system that will not jeopardize the system through the production of half breed products. In this light, repeaters and dropouts should be reduced to the barest minimum.

## **6. Re-design Curriculum to Give New Skills to Student (change)/Human Resource Development**

A core problem of the Nigerian educational system is the theoretical mode education which she inherited from the colonial masters. It was in response to this change that a technology-based National Policy on Education was introduced. There is need to retrain the staffs. Babalola (2008) explains that knowledge has been found to change every 4-5 years hence many graduates with 10 years experience require refresher courses.

The Nigerian school curriculum often fails to encourage courses on entrepreneurship. During this period of global economic recession, school managers should design programmes on entrepreneurship, computer studies etc. to enable workers and school products compete favourably in the emerging knowledge and digital revolution currently going on world wide.

## **7. Educational Accountability**

In times of economic depression, there should be accountability (Thomas, 1977). Accountability is a situation where explanation is given to interest groups in organization such as:

- i) Equity investors
- ii) Loan creditors
- iii) Employees
- iv) Analysts and advisers
- v) Business contracts
- vi) Government and public

This will ensure compliance with due process and probity.

## **Conclusion**

The discussion thus far reveals the urgent need for every school management to begin to take precautionary steps against possible effects of the current global economic meltdown on the school system. Already, there is a strong apprehension that the current global economic meltdown may soon be taking its toll on the school system as most governments are beginning to cut down expenditure; and educational expenditure may not be left out. Definitely this will be having an adverse effect on the school system as statutory allocations to schools may cease or be reduced. The school managers must, therefore, device inbuilt mechanisms to raise funds without compromising standards and avoid wastages; and cut down overhead costs.

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