



## Public Secondary School Principals Administrative Strategies under Economic Meltdown in Ebonyi State, Nigeria

<sup>1</sup>Arunne, Isioma Chinelo & <sup>2</sup>Prof. Akumah Emma

<sup>1&2</sup>Department of Educational Foundations Faculty of Education Ebonyi State University, Abakaliki,

<sup>1</sup>[isioma\\_arunne@yahoo.com](mailto:isioma_arunne@yahoo.com), <sup>2</sup>[emakuma@yahoo.com](mailto:emakuma@yahoo.com)

### Abstract

*The study assessed the administrative strategies principals in Ebonyi State public secondary schools adopt to cope with the economic meltdown. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey design. The population of the study comprised six thousand one hundred and sixty-five (6,165) principals and teachers from two hundred and twenty-six (226) public secondary schools in Ebonyi State. The sample of the study was 376 principals and teachers from 135 public secondary schools in Ebonyi State. Taro Yamane sampling formula was used to determine the sample size of 376 principals and teachers because the population is finite. The instrument for data collection was researchers-made questionnaire, titled, "Principals Administrative Strategies Questionnaire" (PASQ). The instrument was validated by three (3) lecturers; two lecturers from Educational Administration and Planning option of the Department of Educational Foundations and one lecturer from the Measurement and Evaluation option of the Department of Science Education, all in Ebonyi State University Abakaliki. The reliability measures of internal consistency using the Cronbach Alpha which yielded an overall reliability index of 0.90. Mean and standard deviation were used to answer the research questions, while a t-test of the independent sample was used to test the hypotheses formulated for the study at a 0.05 level of significance. The finding of the study revealed that prioritizing financial allocation according to school needs, ensuring that all funds are saved in school account, among others were the financial management strategies of principals in economic recession for administration of secondary schools in Ebonyi State. The implication of this finding is that financial resource is scarce hence the principals must be able to budget and utilize the accrued funds judiciously based on the prioritize needs of the school to avoid wastage of school fund through reckless spending on irrelevant activities. The study recommended that financial organisations like Banks, Boards of Revenue should be periodically imitated in conferences or seminars to educate the principals and other stakeholders in secondary schools on the financial management coping strategies needed in the period of economic recession for administration of secondary schools in Ebonyi State.*

**Keywords:** Principal, Administrative Strategies, Economic Meltdown, Financial management, Innovative management, Public secondary schools.

## **Introduction**

The last two decades have proven extremely thorny for the Nigerian economy. The economic situation was so bad that the Central Bank of Nigeria (CBN) in 2016 announced that the Nigerian economy was in recession. Since then, the term “economic recession or meltdown” has become a subject of commentary by different shades of analysts, public affairs commentators and has also been a daily song on the lips of every Nigerian including the aged (Noko, 2016). Goshe (2010) defined economic recession as significant decline in economic activity lasting for more than few months, visible through the wholesale-retail sales, industrialized production, occupation, real income, gross domestic product among others. This clearly suggests that Nigeria, just like many other countries of the world today has been hit by economic recession. In the face of the present digital technology and globalization of the world’s economy, almost all countries of the world are directly or indirectly impacted by the economic crisis. Thus, economic recession is no doubt, ravaging Nigeria’s economy and emerged as one of the most universal economic disasters being witnessed in this century. However, economy is the relationship between production, trade and the supply of money in a particular country or region. Recession is therefore, a general downturn in the economy of any society. The negative implications of economic recession to every sector of the Nigerian economy are unquantifiable. Besides depleting the country’s external reserves, it has led substantially to the crash of the stock market, the erosion of the country’s revenue by over 60 percent and the depreciation of the national currency (Bamigboye, Ede and Adeyemi, 2016). Regrettably, the impact of economic recession is felt in all sectors including education. Economic recession may be largely contributory to the persistent poor funding of many educational institutions in Nigeria. The poor funding of education however, require economic restructuring through stimulating business and firms, and by motivating incumbent firms to adopt products and business processes.

It is imperative to note that secondary school principals, being the *primus inter alia* has the onus to manage the scarce resources in schools in order to achieve the objectives vividly mapped out in the National Policy on Education; for a sustainable quality education delivery. According to Ayorinde (2016), this ought to make the student self-reliant upon their graduation to be useful to self and functional to the society at large hence the need to understand the financial management strategies needed.

Financial management strategy of principals is another factor required for mitigating the effect of economic recession in secondary schools in Nigeria. Financial management strategies are all the styles of principals in ensuring accountability of school funds (Babayemi cited in Amirize & Ololube, 2918). Aja-Okorie (2015) maintains that principals are expected to handle the issue of funds in such a way and manner that shows responsibility and accountability to all the critical stakeholders. The principal needs to account for every kobo spent in school administration. It is only when there is accountability that there will be a guarantee for a continuous funding of education. The knowledge by the principals that they are accountable for every fund given to them enhance their effectiveness. It is only this way that a judicious utilization of the money given to them can be assured and subsequently exonerate themselves from any form of blames or accusations. Auditing is an important aspect of accountability. It serves as a criterion for checks and balances and verifying the accuracy and completeness of school accounts (Ezeugwa, 2016). According to Nnabuo (2020) and Moses (2014), Principals must keep records of all financial transactions and dealings which are to be made available any time they may be requested to do so. This is because, principals are the ones saddled with the onerous tasks and responsibility of managing all the money that is collected and paid out by the school. Nevertheless, it seems like most principals cannot give proper account of funds accrued to schools because of their inability

to adopt this strategy. This situation could affect the procurement of instructional materials and facilities for learning as a result of indiscriminate loss of funds. In addition, for principals to manage the financial resources of the school, he/she must understand the innovations around the school and develop a strategy to manage them to reduce miscellaneous expenses in the time of economic recession.

Innovative management strategy of principals is another factor required for mitigating the effect of economic recession in secondary schools in Nigeria. It is a concerted practice aimed at introducing novelty into a given context and it seeks to significantly enhance students' readiness through participation and interactivity. According to Manea (2015), innovation in management involves the creation and introduction of a new method, structure, or management mechanism that is new to the highest level of advancement in the field and that is aimed at accomplishing organizational goals. The aim of innovative management in education is to improve educational outcomes. This can be seen in school product, operation, and service solutions that seek to enhance operational success by improving current requirements and creating new features (Chou, Shen, Hsiao and Chen, 2010). According to Marija, Slavko and Gordana (2013), innovative management in education facilitates information management, aids in the development of new capabilities and the creativity process fosters worker collaboration, and acts as a conduit of new ideas.

The school principals require these strategies that fosters creativity, generates new knowledge and concepts, expands the applicability of these ideas, and thereby serves as the foundation for innovation (Omur and Argon, 2016). Stan (2014) noted that school innovative management entails that school principals become less dependent on government for funding and come up with self-funding and management practices as well as the concern for competitiveness, as basic condition of survival in the context of a competitive educational reality. The principals must also ensure direct and indirect involvement of educational participants (school-family/community) in shaping/promoting desirable social models, including individuals with spiritual, academic, and cultural credibility that is deemed deserving for achieving school goals. In the same vein, Manea (2015) observed that rewarding teamwork can aid in the stimulation of innovation. Team work is a very vital innovative strategy. This is because team work makes members of the team feel wanted and appreciated (Manea, 2015). It is therefore, imperative to note that managing the innovations in schools by principals can help in meeting the demand of schools in the era of high economic recession that affect schools.

It is important to note that the more innovative strategies principals adopt the better in meeting with staff and students' needs of secondary schools in Nigeria. Suffice to say that the varied conditions peculiar to some secondary schools may result to different coping strategies of principals. The issue is not only to plan for the existence of new schools but to make the existing ones more conducive to enhance the overall school productivity. It is against this background that the researcher investigated the administrative strategies principals in Ebonyi State public secondary schools adopt to mitigate the dwindling resources as a result of economic meltdown.

### **Statement of the Problem**

The Nigeria nation had been battling with chains of economic crunches ranging from hikes in petroleum products prices, unfavourable economic policies with its resultant effect on persistent rise in the exchange rate of dollar to naira which has adversely affected every sector of the economy including education. The dearth educational resources in Nigerian secondary schools particularly in Ebonyi State is a source of worry to all stakeholders, including parents and students

who mostly watch helplessly as the standard of education seemingly deteriorate. There is noticeably shortfall in financials and other resources that tend to stifle effective administration in most secondary schools in Ebonyi State. Worse off, most principals seem not to be innovative in addressing the negative effects of economic recession as it relates to school administration. It is therefore very important that principals as the administrative heads of secondary schools adopt financial management and innovative management strategies to be able cope with the negative effect of economic meltdown for effective secondary school administration.

### **Purpose of the Study**

The general purpose of the study was to investigate administrative strategies principals adopt in economic meltdown for administration of public secondary schools in Ebonyi state. Specifically, the study sought to ascertain the:

1. financial management strategies principals adopt during economic meltdown for administration of secondary schools in Ebonyi State.
2. innovative management strategies principals adopt during economic meltdown for administration of secondary schools in Ebonyi State.

### **Research Questions**

The following research questions guide the study;

1. What are the financial management strategies principals could adopt during economic meltdown for administration of secondary schools in Ebonyi State?
2. What are the innovative management strategies principals could adopt during economic meltdown for administration of secondary schools in Ebonyi State?

### **Hypotheses**

The following two null hypotheses tested at 0.05 level of significance were formulated for the study:

**H<sub>01</sub>:** There would be no significant difference in the mean ratings of the rural and urban school principals on their financial management strategies during economic recession for administration of secondary schools in Ebonyi State.

**H<sub>02</sub>:** There would be no significant difference in the mean ratings of the rural and urban school principals on their innovative management strategies during economic recession for administration of secondary schools in Ebonyi State.

## **METHODOLOGY**

The research adopted descriptive survey research design for this study. The population of the study comprised six thousand, one hundred and sixty-five (6,165) principals and teachers from two hundred and twenty-six (226) public secondary schools in Ebonyi State. There are two hundred and twenty-six (226) school Principals and Five thousand, nine hundred and thirty-nine (5939) teachers. The schools are scattered in the three Education Zones of the State. The sample of the study was 376 principals and teachers from 135 public secondary schools in Ebonyi State. Taro Yamane sampling formula was used to determine the sample size of 376 principals and teachers because the population is finite. Proportionate sampling technique was used to draw 77 schools from urban area and 58 schools from rural area (making it 77 principals in urban area and 58 in the rural Principals). In addition, random sampling technique without replacement was used to draw 113 teachers from urban and 128 teachers from rural area based on the location of schools. The instrument for data collection was Researcher-made questionnaire, titled, "Principals' Administrative Strategies Questionnaire" (PASQ). The instrument was validated by three experts (lecturers) from the Faculty of Education, Ebonyi State University, Abakaliki; and reliability was

established using Cronbach Alpha procedure which yielded the index of 0.90. The data collected were analyzed using mean and standard deviation for answering the research questions, while a t-test of the independent sample was used to test the hypotheses formulated for the study at a 0.05 level of significance.

**RESULTS**

The results of data collected analyzed based on the two (2) research questions and two (2) null hypotheses formulated for the study.

**Research Question 1:** What are the financial management strategies principals could adopt during economic meltdown for administration of secondary schools in Ebonyi State?

**Table 1: Mean Ratings of Principals and Teachers on the Financial Management Strategies Principals could adopt during Economic meltdown for Administration of Secondary Schools in Ebonyi State**

S/N	Items Statements- Principals:	Rural	$\bar{x}$	SD	Urban	$\bar{x}$	SD	Dec
1	prioritizing financial allocation according to school needs in economic recession enhance school administration	186	2.97	0.84	190	3.04	0.83	SA
2	ensuring joint preparation of school budgets with heads of departments and units according to needs in economic recession enhance school administration	186	2.52	0.88	190	2.50	0.88	SA
3	ensuring that all funds are saved in school account to reduce misuse of funds in economic recession enhance school administration	186	2.83	0.79	190	2.57	0.80	SA
4	ensuring accountability in all school expenditures needs in economic recession enhance school administration	186	2.87	0.86	190	3.04	0.82	SA
5	using funds through farm proceeds, levies and donors as internally generated revenue for school improvement needs in economic recession enhance school administration	186	2.91	0.83	190	3.22	0.82	SA
6	carrying out periodic audit of school budgets needs in economic recession enhance school administration	186	3.24	0.77	190	3.20	0.82	SA
7	adopting cost-saving strategies in all financial transactions in recession enhances school administration	186	3.15	0.81	190	3.22	0.89	SA
8	exploring viable options of boasting internally generated revenue needs in economic recession enhances school administration	186	3.15	0.75	190	3.15	0.76	SA
<b>Overall mean and standard deviation</b>			<b>2.96</b>	<b>0.82</b>		<b>2.99</b>	<b>0.83</b>	<b>SA</b>

**Key:** Strongly Agree (SA), Decision (Dec)

Data in table 1 showed that items 1-8 had mean scores ranging from 2.52-3.15 for rural principals and teachers and 2.61-3.22 for urban principals and teachers with their standard deviation scores ranging from 0.77-0.88 and 0.76-0.88 respectively which are above the criterion mean value of 2.50. The grand mean score of 2.96 for rural principals and teachers 2.99 for urban principals and teachers, are all

indications that prioritizing financial allocation according to school needs, ensuring joint preparation of school budgets with heads of departments and units, ensuring that all funds are saved in school account, accountability in all school expenditures needs, use of internally generated funds through faming, levies and donors, periodic audit of school budget's needs, adopting cost-saving strategies in all financial transactions in recession, and exploring viable options of boasting internally generated revenue needs are the financial management strategies of principals could adopt in economic meltdown for administration of secondary schools in Ebonyi State.

**Research Question 2:** What are the innovative management strategies principals could adopt during economic meltdown for administration of secondary schools in Ebonyi State?

**Table 2: Mean Ratings of Principals and Teachers on the Innovative Management Strategies Principals could adopt during Economic Recession for Administration of Secondary Schools in Ebonyi State**

S/N	Items Statements- Principals:	Rural	$\bar{x}$	SD	Urban	$\bar{x}$	SD	Dec
9	use Information Communication Technology to access information than relying on when library will be stocked with current books in economic recession	186	3.18	0.79	190	3.22	0.83	SA
10	encourage teachers' collaboration with other educators to learn how to implement new technology in classroom instructions in economic recession enhances school administration	186	2.94	0.85	190	2.82	0.87	SA
11	promote the artistic creativity among students to attract fund from the public in recession enhances school administration	186	2.97	0.88	190	2.84	0.85	SA
12	adopt special lotteries for raising fund for school management in economic recession enhances school administration	186	3.16	0.74	190	2.88	0.85	SA
13	solicit for private organizations participation in the provision of learning resources in economic recession enhances school administration	186	2.61	0.79	190	2.84	0.84	SA
14	harness students' potentials to raise fund in economic recession enhances school administration	186	2.67	0.84	190	3.20	0.83	SA
15	create competitive environment of work in school in economic recession enhances school administration	186	2.58	0.87	190	3.12	0.78	SA
<b>Overall mean and standard deviation</b>			<b>2.87</b>	<b>0.82</b>		<b>2.99</b>	<b>0.84</b>	<b>SA</b>

**Key:** Strongly Agree (SA), Decision (Dec)

Data in table 2 show that items 9-15 had mean scores ranging from 2.61-3.18 for rural principals and teachers and 2.84-3.22 for urban principals and teachers with their standard deviation scores ranging from 0.77-0.88 and 0.76-0.88 respectively which are above the criterion mean value of 2.50. The grand mean score of 2.87 for rural principals and teachers 2.99 for urban principals and teachers, are all indications that using information communication technology to access

information, encouraging teachers' collaboration with other educators, promoting the artistic creativity among students to attract fund, adopting special lotteries for raising fund for school management, soliciting for private organizations participation in the provision of learning resources, harnessing students' potentials to raise fund in economic recession, creating competitive environment of work are the innovative management strategies of principals in economic recession for administration of secondary schools in Ebonyi State.

Test of hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean ratings of the rural and urban school on financial management coping strategies principals could adopt during economic recession for administration of secondary schools in Ebonyi State.

**Table 3: t-test Summary of Rural and Urban School Principals on Financial Management Strategies Principals could adopt during Economic Recession for Administration of Secondary Schools in Ebonyi State**

S/N	Variables	N <sub>Q</sub>	$\bar{X}$	S.D	Df	t-cal	P-Value	Decision
1	Rural	186	2.97	.84	374	-.798	.43	NS
	Urban	190	3.04	.83				
2	Rural	186	2.52	.88	374	0.236	.81	NS
	Urban	190	2.50	.88				
3	Rural	186	2.84	.789	374	3.22	.001	S
	Urban	190	2.57	.80				
4	Rural	186	2.87	.86	374	-2.09	.037	S
	Urban	190	3.05	.82				
5	Rural	186	2.91	.83	374	-3.66	.00	S
	Urban	190	3.22	.82				
6	Rural	186	3.24	.77	374	0.509	.611	NS
	Urban	190	3.20	.82				
7	Rural	186	3.15	.81	374	-0.84	.400	NS
	Urban	190	3.22	.82				
8	Rural	186	3.15	.75	374	-0.96	.924	NS
	Urban	190	3.15	.76				
<b>Grand Mean</b>			<b>3.28</b>	<b>0.77</b>	<b>374</b>	<b>-0.55</b>	<b>0.40</b>	<b>NS</b>

**Key:** Significant (S), Not Significant (NS)

Data in table 3 showed that the responses of rural and urban school principals and teachers had significant difference in items 3, 4, and 5, and no significant difference in items 1, 2, 6, 7 and 8 respectively. It also showed overall t-calculated value of -0.55 and P-value of 0.40 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of rural and urban school principals and teachers on the financial management strategies of principals in economic recession for administration of secondary schools in Ebonyi State was upheld.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of the rural and urban school principals on the innovative management strategies principals could adopt during economic recession for administration of secondary schools in Ebonyi State.

**Table 4: t-test Summary of Rural and Urban School Principals on the innovative Management Strategies Principals could adopt during Economic Recession for Administration of Secondary Schools in Ebonyi State**

S/N	Variables	NO	$\bar{X}$	S.D	Df	t-cal	P-Value	Decision
9	Rural	186	3.18	.79	374	-.457	.648	NS
	Urban	190	3.22	.83				
10	Rural	186	2.94	.85	374	1.35	.177	NS
	Urban	190	2.82	.87				
11	Rural	186	2.96	.89	374	1.46	.146	NS
	Urban	190	2.83	.85				
12	Rural	186	3.16	.74	374	3.32	.001	S
	Urban	190	2.88	.85				
13	Rural	186	2.61	.79	374	-2.78	.006	S
	Urban	190	2.85	.84				
14	Rural	186	2.67	.84	374	-6.18	.00	S
	Urban	190	3.21	.83				
15	Rural	186	2.59	.87	374	-6.28	.00	S
	Urban	190	3.12	.78				
<b>Grand Mean</b>			<b>2.80</b>	<b>0.82</b>	<b>374</b>	<b>-1.37</b>	<b>0.14</b>	<b>NS</b>

**Key:** Significant (S), Not Significant (NS)

Data in table 4 showed that the responses of rural and urban school principals and teachers had significant difference in items 12, 13, 14 and 15, and no significant difference in items 9, 10 and 11 respectively. It also showed overall t-calculated value of -1.37 is greater than P-value of 0.14 at the chosen level of significance 0.05 therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of rural and urban school principals and teachers on the innovative management strategies of principals in economic recession for administration of secondary schools in Ebonyi State was upheld.

## DISCUSSION OF FINDINGS

Here the Researcher discusses the major findings of the study in line with the four objectives that guided the study.

### **Financial Management Strategies Principals could adopt during Economic meltdown for Administration of Secondary Schools in Ebonyi State**

The findings of the study also revealed that prioritizing financial allocation according to school needs, ensuring joint preparation of school budgets with heads of departments and units, ensuring that all funds are saved in school account, among others were the financial management coping strategies of principals in economic recession for administration of secondary schools in Ebonyi State. This finding was in consonance with the finding of Aja-Okorie (2015) that principals are expected to handle the issue of funds in such a way and manner that shows responsibility and accountability to all the critical stakeholders i.e. parents, learners, the community and the government.

This significance of this findings implies that managing financial aspect of school administration require prudent financial management strategies to avoid reckless spending of school funds in irrelevant projects or activities. Nnabuo (2020) added that principals must keep records of all

financial transactions and dealings which are to be made available any time they may be requested to do so to avoid mismanagement of school funds. This process would help to use the funds of the school wisely to avoid wastage. The finding was also in consonance with Ihuoma (2012) who observed that the principals need to adopt cost-saving strategies in managing school meagre school funds in this era of global economic recession. The result of null hypothesis III showed that there was no significant difference between the mean ratings of rural and urban school principals and teachers on the financial management strategies of principals in economic recession for administration of secondary schools in Ebonyi State. This implies that all principals irrespective of school location require to manage the school finance to optimal use in the administration of secondary schools in Ebonyi State. This process would also help to reduce cost of school administration and enhance efficiency in school activities.

### **Innovative Management Strategies Principals adopted during Economic meltdown for Administration of Secondary Schools in Ebonyi State**

The finding of the study revealed that that using information communication technology to access information, encouraging teachers' collaboration with other educators, promoting the artistic creativity among students to attract fund among others were the innovative management coping strategies of principals in economic meltdown for administration of secondary schools in Ebonyi State. This finding is in tandem with the finding of Manea (2015) that principals can create and introduce new method, structure, or management mechanism that is new to the highest level of advancement in the field and that is aimed at accomplishing organizational goals. Many ideas inform of improved software and platform are coming up in school administration, the principals as the chief administrator need to manage these innovations for the benefit of the school. For instance, in economic recession, the principals can use social media platform for circulating information to staff and students as cost-saving measures. This is innovations and must be managed well by the principals. The principals as the change agents in school can shape the school schedule and define the activities in schools in accordance to the needs. This idea was also supported by Rosebeth (2016) who added that the school principals can add their accountability standard, develop their own schedules to provide relevant information for timely interventions in school administration. These skills when supported with the attitudes of attaching importance to the innovation and risk taking in implementation process can bring out significant outcomes. In modern school system, many features attributed to principals are also compatible with the requirements of innovation process especially having a visionary point of view about technologic developments and being aware of the fact that school is not an independent structure but a sophisticated institution that exist as a result of its interaction with society. The finding of the study corroborates with the idea of Comeaux (2013) that principals can support idea of change, encourage and assist all the school staff about learning and decision making, having a visionary point of view about technologic developments, being aware of the fact that school is not an independent structure but a sophisticated institution as a result of the interaction to society can be listed. It is principals' and teachers' responsibility to inform and convince all the other school members of innovation and its probable refection on organization's effectiveness.

The result of the null hypothesis two revealed that there is no significant difference between the mean ratings of rural and urban school principals and teachers on the innovative management coping strategies of principals in economic recession for administration of secondary schools in Ebonyi State. This result is significant because principals in rural and urban schools require

innovativeness in school administration. They require innovative strategies to be able to manage new things or changes in school administration. It is imperative to note that the modern economy has brought in new technologies for services operation which the principals can use to generate income needed for school administration.

## **CONCLUSION**

The study assessed the administrative strategies principals could adopt during economic meltdown for effective administration of public secondary schools in Ebonyi State. It is imperative to note that economic system have significant effect on the administration of schools and for the implementation of school curriculum. The study concluded that the extent to which principals adopt prudent financial management and innovative management strategies would help them to cope well in the time of economic meltdown evidenced with poor funding of public secondary schools. In addition, the application of these administrative strategies would help principals to source funds to support the activities of the schools without waiting for government sources which often might not come due to poor economic condition of the country.

## **Implications of the Findings**

The implication of this finding is that financial resource is scarce and difficult to acquire; hence, the principals must be able to budget and utilize the accrued funds judiciously based on the prioritize needs of the school to avoid wastage of school fund through reckless spending on irrelevant activities. This invariably would minimize cost and increase performance in recessed economic condition. This imply that if principals lack the ability to apply innovations in the management of their schools such as the use of improved technologies to access fund, disseminate information, train staff and students through global best practice among others, it would hinder the effectiveness and efficiency of the overall administration in secondary schools.

## **Recommendations**

Based on the findings of the study, the study recommended that:

1. The financial organisations like Banks, insurance companies, Boards of Revenue should be periodically imitated in conferences or seminars to educate the principals and other stakeholders in secondary schools on the financial management coping strategies needed in the period of economic recession for administration of secondary schools in Ebonyi State. This engagement would help principals to acquire skills in generating, mobilizing and utilizing school finance based on the prioritized needs.
2. The entrepreneurship development units of secondary education Board should periodically train principals on innovative management coping strategies needed in the time of economic recession for optimal administration of secondary schools in Ebonyi State. This would help principals to understand the novelties and changes in administration that positively or negatively affect school administration, and adjust properly to achieve the objective of teaching and learning in schools.

## REFERENCES

- Aja-Okorie, U. (2015). Alternative strategies for improving Internally Generated Revenue (IGR) of State Universities in Nigeria: Implications for Ebonyi State University) Abakaliki. *International Journal of Science and Research (IJSR)*, 10(5), 78-96.
- Amirize, M. & Olobube, N.P. (2018). Principals fund management strategies for effective administration of public secondary schools. *Journal of Scientific Research in Education*, 11(3B), 545- 576
- Ayorinde, A. (2016). The concept of micro-economics. Retrieved from [www.microeconomics.com](http://www.microeconomics.com).
- Bamigboye, G., Ede, A., & Adeyemi, G. (2016). *Impact of economic crisis on education: Case study of South West Nigeria*. Retrieved from <http://eprints.covenantuniversity.edu.ng>
- Chou, C., Shen, C., Hsiao, H., & Chen, S. (2010). The influence of innovative organizational management of technological and vocational schools on innovative performance—using organizational innovative climate as the mediator variable. *World Transactions on Engineering and Technology Education*, 8(2), 237-242.
- Comeaux, E. (2013). Rethinking academic reform and encouraging organizational innovation: Implications for stakeholder management in college sports. *Innovative Higher Education*, 38(4), 281-293. <http://dx.doi.org/10.1007/s10755-012-9240-1>
- Ezeugwa, O. M. (2016). *Managing financial and non-financial resources*. New York: National College for School Leadership.
- Goshe. (2010). Research methods in business and management. *International Journal of Business Education*, 2 (3&4) 55-60.
- Ihuoma, M. A. (2012), Cost-saving devices in the management of secondary schools in Abia state. *Unpublished M.Ed. Thesis* Department of Educational Foundations, Faculty of Education, University of Nigeria Nsukka, Enugu state.
- Manea, A.D. (2015). *Innovation in the management of educational institutions*. *Procedia-Social and Behavioral Sciences*, 20(9), 310–315.
- Marija, C., Slavko, K. & Gordana, G. (2013). Innovative management in education using communication instruments. *Innovative Management*, 3(4), 88-108.
- Mohammad, A., & Hian, Z. (2017). The degree of schools' principals practicing innovation and its relation with the teachers' professional development. *Journal of Education and Practice*, 8(8), 20-36.
- Moses, S. S. (2014). *The theory of financial management*. New York: Columbia University Press.
- Nnabuo, A.C. (2020). Efficient financial management. In Van Deventer, I. & Kruger, A.G. (eds.). *An educator's guide to school management skills*. Pretoria: Van Schaik.
- Noko, E.J. (2016). Economic recession in Nigeria: Causes and solution. *EduCacInfo*. <http://educacinfo.com/economic-recession-nigeria/>.
- Omur, Y.E., & Argon, T. (2016). Teacher opinions on the innovation management skills of school administrators and organizational learning mechanisms. *Eurasian Journal of Educational Research*, 6(6), 243-262.
- Rosebeth, M.K. (2016). *Principals as Innovators: Identifying fundamental skills for leadership of change in public schools*: US: Harvard University Publication.
- Stan, C. (2014). The involvement of the universities in adult education—compulsion or necessity? *Procedia- Social and Behavioral Sciences*, 14(2), 214–219