



“Determinants of Educational Wastages Amongst Public Secondary Schools Students in Lagos State, Nigeria”

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ABSTRACT

The main focus of the study was to examine the inherent factors that cause educational waste among public secondary school students in Lagos State, Nigeria. With a problem like education waste gaining a lot of attention from the government and the ministry of education, doing a study like this becomes critical. This study, which used a descriptive correlation research approach, was guided by three research hypotheses. All public secondary school located in Lagos State makes up the population of the study. the study employed a disproportionate simple random and convenient sampling technique to select 1267 participants, comprising 997 teachers and 270 parents from 103 public secondary schools throughout six (6) educational districts in Lagos State, Nigeria, using a multistage (disproportionate, simple random, and convenient) sampling approach. To collect data from respondents, this study used a self-designed instrument a questionnaire and an unstructured interview. The instrument was validated using face and content validity, and it was determined to be reliable using the test-retest reliability approach with a coefficient of 0.73. Using the Statistical Package for Social Science, the acquired data were analyzed using the Pearson product moment correlation coefficient (PPMC) to examine the stated hypotheses at the 0.05 level of significance (SPSS). The data revealed a significant relationship between economic factors and educational wastes ($r = .042$, $n = 1267$, $p = .005$), a strong correlation between school-related factors and wastes ($r = .111$, $n = 1267$, $p = .005$), and a significant correlation between home-related factors and wastes ($r = .047$, $n = 1267$, $p = .005$). The study came to the conclusion that variables connected to economics, family, and school are responsible for educational waste in public secondary schools in Lagos State. Therefore, it is advised that all parties involved unite to address the problem of educational waste with a sense of mission and accountability, with the government and parents leading the way.

Introduction

The need for optimization of education values and benefits to individuals and nations without any form of waste become a matter of necessity to all and sundry if any nation would compete favorably and globally with quality education delivery. As a result, there is a need for continual examination further into area of waste in any organization, particularly in an educational firm that works with humans. Wastage is defined as something that has outlasted its purpose and value. The negative impacts of waste have an impact on the progress of any organization, including the educational system. Wastage, according to Harlow (2013), is described as reckless consumption, expenditure, or loss of energy or vitality. Wastage is a loss caused by the breaking, decay, handling, leaking, and shrinking of items or material. Understanding wasting without mentioning waste, from whence the term wastage is derived, is inappropriate.

Waste is a lonely, ruined, striped, empty landscape that is dreary, dismal, gloomy, cheerless, sitting unused, worthless, discarded, and discarded as waste land and paper waste. It may also mean to bring rain, devastate, destroy, gradually wear away, gradually impair, diminish by constant loss, use up, waste, and wear out. It also denotes spending foolishly or carelessly, utilizing prodigiously and extending without worthwhile impact, applying to fruitless goals, squandering vainly, wasting and allowing to be spent, and causing damage by dispersing or injury. Material thought to be useless or unattractive. It may refer to the property of exhausted resources (Oscar,

2019). According to Aboderin (2011), waste is recognized by stating that Nigeria's goals for a better secondary education in Nigeria are only a frustrated dream. The term "school dropouts" was only recognized because of the large number of students who left public secondary schools across the country to become traders, in an attempt to make money like the government employees. Educational wastage became a modern term in the educational system in Nigerian public secondary schools. The term "waste" can refer to a failure in education. Educational waste includes children who don't perform at high levels, repeat classes, and leave school too soon (Igbinweka, 2017). Any student who is receiving education at any point is required to finish it within the allotted time. However, the sudden withdrawal of student from academic course work could be termed a waste of educational resources.

The term "educational wastage" refers to a pupil leaving school before the full educational cycle has been completed. The time, money, and effort invested in such a student are considered to be squandered since they do not finish the educational cycle. The most common definition of "wastage" in education is the waste of time, energy, and resources (Duze, 2017). The nation's inability to offer universal education for everyone, to enroll kids in the system, and in the system's failure to establish acceptable goals were all examples of educational waste. Educational wastage, according to Henderson and Mapp (2002), occurs when there is a decline, loss, deterioration, damage, out-of-date, decreased, useless, toss away, extermination, and extinction of useful goods or activities. A student who failed a subject and had to

retake it must be considered a "school wasted learner," but a student who leaves school early is referred to as a "school dropout." The learning stage known as secondary education begins after the primary learning stage has concluded. Public secondary schools in Nigeria, notably those in Lagos State and its surroundings, have suffered several detrimental repercussions as a result of educational waste. Due to the high percentage of secondary school dropouts and other infamous criminals fueling societal vices and instability, Lagos State has long struggled with organized youngsters known as Agberos, or area boys, who forcefully collect illegal levies commuters and bus drivers. According to Emmanuel (2018), although male school theft in Lagos State has reached alarming levels, female banditry and prostitution have taken over. Wasted educational resources also resulted in jobless, unimaginative teenagers who would commit crimes and perish. Meanwhile, some caregivers or parent would rather teach their children at home than send them to a conventional school. The primary goals of education were to develop the whole kid and apply knowledge to daily living (Agogo, 2016). When a student receives training but is unable to apply it to a profession or to exist in a country with a challenging economy, educational waste has served its whole negative purpose in the student's life.

One of the main reasons of educational waste in public secondary schools, according to Duze (2017), may be due to social/economic, political/governmental, educational/school, parental/community, religious/belief, health/other issues. Some researchers hold the opinion that a minute component might

waste educational resources in a way that unintentionally impacts the learner, preventing them from interacting with teachers and other students and hindering their capacity to learn. According to the Union of International Associations, inefficiencies in education include school dropouts, early school leaving, repeating school, lack of success of the higher education, and educational underachievement (UIA, 2017). A student is considered a dropout if they quit school just before completion of the last year of the phase of education in which they were enrolled. As a result, a student who completes his secondary education, gets the required credits, and passes but chose not to continue his education is not considered a school dropout. If a student needs to repeat a class, it is likely that he has used more resources than those that were given to him. It is a waste of resources when a student drops out of school before graduating since the government's investment for those years is lost. This is due to the student's continued reliance on sponsors and inability to contribute to both himself and society. Rajesh and Roy (2014) provided a different perspective on educational waste by arguing that it occurs when a student completes a certain cycle of education without receiving a diploma. In the event that a pupil fails the West African School Certificate Exam, for instance Due to the depletion of educational resources, all of these are considered educational wastes.

As a result, President Olusegun Obasanjo's administration, which was in office from 1999 to 2004, enacted a policy forcing schools to open so that street children may leave the street and attend school. Any parent who did not take

responsibility for making certain that their children attended school would suffer legal consequences. Prior to the implementation of free education, parents were actively impeding the government's attempts to achieve the UBE's goals. Many students had refused to send their children to school, saying that they chose to hawk instead of attending, regardless of the amount of money invested in education. In the year 2020, Mr. Babajide Sanwoolu, the Executive Governor of Lagos State, built classrooms, dug boreholes, awarded scholarships, installed computers in schools, set up forums for discussions, and created employment possibilities, yet the rate of school dropouts and repetition remained high. The Lagos State Ministry of Education has fought against educational waste, but efforts to reduce it have not been successful. There must be action taken since educational waste is disturbing and becoming worse in Lagos State's public secondary schools. If nothing is done, perhaps by 2025, only a very small percentage of students attending these schools would successfully finish their academic programs.

In Lagos State's public secondary schools, it has recently been discovered that educational waste poses a serious danger to students' completion of their secondary education. High rates of school failure and dropouts come from this, which can occasionally cause students to completely stop attending classes altogether. Every aspect of the Nigerian educational system is impacted by educational waste, but students themselves are the most adversely affected. Every time there is educational waste, schools first see a little drop in enrollment. Public secondary schools in Lagos State have been noted to consistently keep track of

high school dropouts. Even students who are enrolled in school lose interest in their academic programs and end up failing tests and repeating courses. Girls who abandon their education without a husband often end up in prostitution or die young. When students are caught loitering during school hours, it often leads to armed robberies, prostitution, theft, fraud, and kidnapping. This is an example of educational waste. These students, who left school to seek other occupations, occasionally fail and engage in social vices such as abduction, religious fanaticism, greed ritual, homicide, political thugs, fraud, drug addiction, and other vices.

Educational wastage is a significant challenge to planners and administrators since it has influenced their estimation of the true enrollment at a school at any one time. If a school is to be successful, it is believed that the calibre of its administration, its capacity to inspire both students and employees, as well as its capacity to foster team spirit, are all crucial factors. As a result, it has also been determined that parents play a crucial part in the social experiences of the pupils by assisting them in learning and adjusting to societal norms and values. Parents have a responsibility to support their children's education by paying tuition, fostering a supportive environment at home, and serving as positive role models for their kids. This is a significant obstacle to achieving education for everyone and makes forecasting the influx and outflow of students to public secondary schools challenging. The aforementioned condition poses significant challenges for the secondary education system as a whole since no progress could be made in such a worrying climate. In an effort to identify the variables causing educational wastage in

public secondary schools in Lagos State, Nigeria, it is urgently necessary to conduct research on the subject.

Purpose of the Study

The study's overall objective is to identify the factors that contribute to educational waste among students in Lagos State, Nigeria's public secondary schools. The study specifically aims to determine the link between:

1. economic-related factors and educational wastages in public secondary school in Lagos State Nigeria.
2. school-related factors and educational wastages in public secondary school in Lagos State Nigeria.
3. home-related factors and educational wastages in public secondary school in Lagos State Nigeria.

Research Hypotheses

The following hypotheses guided this study:

1. There is no significant relationship between economic-related factors and educational wastages in public secondary schools in Lagos State, Nigeria.
2. There is no significant relationship between school-related factors and educational wastages in public senior secondary school in Lagos State Nigeria.
3. There is no significant relationship between home-related factors and educational wastages in public senior secondary school in Lagos State Nigeria.

Methodology

This study employed a descriptive correlational research technique with all public secondary schools in Lagos State, Nigeria, as the population. 103 public secondary schools from around the state were chosen using the multistage selection approach, which uses disproportionate, convenient, and random sampling. Ten teachers were selected from each of the 103 public secondary schools (junior and senior) making a total of 1030 teacher and 300 parents were selected from across the State making grand total of 1330 respondents for the study. Two research instruments were designed for this study. An unstructured interview and a questionnaire titled "Determinants of Educational Wastages Amongst Public Secondary Schools Students in Lagos State, Nigeria." A and B were the two sections of the questionnaire. Section A collected data on the respondents' personal information, whereas Section B had a 15-item questionnaire with three sections. As a predictor of educational wastage in public senior secondary schools in Lagos State Education, parts one and two of this study collected data on economic-related, school-related, and home-related issues. Response mode type was a 4-point Likert scale. As a scale for grading the replies, the following values were used: The results were given as follows: Very True (VT) - 4, True (T) -3, Untrue (D) - 2, and Very Untrue (VU) - 1. Additionally, information on the factors that contribute to educational waste in public secondary schools in Lagos State, Nigeria, was gathered from some parents through an unstructured interview. Additionally, during the interview, parents who could not read or write but still wanted to participate in the process were provided

with an interpretation of the substance of the items and interview questions related to the research. The Pearson Product Moment Correlation was used to conduct the test-retest reliability test, and the coefficient result was 0.73. The instruments were tested for both face and content validity. However, only 1267 of the 1330 copies of the questionnaire that were given out to participants were eventually collected and utilised to analyse the data for the hypotheses. The hypotheses were tested using the Pearson product moment correlation at the 0.05 level of significance with the aid of SPSS Version 21.0.

Result/Findings
Hypothesis One

There is no significant relationship between economic related factors and educational wastages in public secondary school in Lagos State Nigeria.

Table 1: showing Pearson Correlation result of the relationship between economic related factors and educational wastages.

	Economic Factor	Educational Wastages
Economic Factor	Pearson Correlation	.042**
	Sig. (2-tailed)	.005
	N	1267
Educational Wastages	Pearson Correlation	.042**
	Sig. (2-tailed)	.005
	N	1267

** Correlation is significant at the 0.01 level (2-tailed).

The Pearson's correlation study of economic-related factors and educational wastages in public secondary schools in Lagos State, Nigeria, demonstrates a positive and significant link between the variables at (r= .042, n =1267, p = .005). As a result, the hypothesis that there is no substantial link between economics issues

and educational wastes in public secondary schools in Lagos State, is rejected, and concludes that there is a strong link between economic factors and educational waste in public secondary schools in Lagos State, Nigeria.

Hypothesis 2

There is no significant relationship between school-related factors and educational wastages in public senior secondary school in Lagos State Nigeria.

Table showing significant relationship between school related factors and educational wastages.

	School Related Factor	Educational Wastage
School-related Factor	Pearson Correlation	.111**
	Sig. (2-tailed)	.005
	N	1267
Educational Wastage	Pearson Correlation	.111**
	Sig. (2-tailed)	.005
	N	1267

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 2, the results of the test show that there is a strong, favorable, and significant correlation between school-related characteristics and educational wastages in Lagos State, Nigeria’s public senior secondary schools (r = .111, n = 1267, p = .005). This suggests that the claim that there is no connection between issues connected to the school and educational wastages in Lagos State, Nigeria’s public senior secondary schools is thus rejected. This has the conclusion that educational wastages are significantly influenced by school-related factors in a non-inverse manner.

Hypothesis 3

There is no significant relationship between Home related factors and educational wastages in public senior secondary school in Lagos State Nigeria.

Table 3 showing significant relationship between Home-related factors and educational wastages

	Home-related Factor	Educational Wastage
Home Factor	Pearson Correlation	1
	Sig. (2-tailed)	.087**
	N	1267
Educational Wastage	Pearson Correlation	.087**
	Sig. (2-tailed)	.005
	N	1267

**Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows a statistically significant relationship between home-related attributes and educational waste in Lagos State's public senior secondary schools ($r = .087, n = 1267, p = .005$). Furthermore, the positive Pearson's Product Moment Correlation Coefficient implies a link between home-related traits and educational waste. Therefore, the null hypothesis, according to which there is no correlation between home-related characteristics and educational losses in public secondary schools in Lagos State, Nigeria, is rejected.

Discussion of Findings

The results of testing the first hypothesis revealed a strong correlation between economic issues and educational waste in public senior secondary schools in Lagos State, Nigeria. This study supports UIA's (2017) conclusions that educational waste is influenced by economic variables. The first hypothesis revealed that economic-related factors such as parents withdrawing children from school to work and supplement family

earnings, a lack of funds to meet school demands, a low economic value of education as perceived by parents due to the nation's unemployment situation, and child labor at home. It was also observed that due to poverty, parents withdraw wards from school and engage them in other activities that would bring money. This also leads to parents pulling their children from school to pursue less expensive apprenticeship education. The findings are also consistent with Matage, Kyalo, and Shandrack (2017), who found that economic considerations impact educational waste. The findings are also consistent with Adeoye and Olumide (2018), who stated that owing to parents' limited means, they could not purchase small school levies, books, or properly clothe their children. These findings coincide with that RoK (2014) says that students from families earning low income are likely to be sent home for school needs.

According to the results of the second hypothesis, there is a strong correlation between parameters associated to schools and educational waste in public secondary schools in Lagos State, Nigeria. These findings are consistent with those of Sifuna (2016), who identified school characteristics that contribute to dropouts as being a high student workload, school selection criteria based on grades, subpar school facilities, and a long commute to school. This research supports Gamoran's (2012) results that, in addition to the impacts of student attributes at the individual level, the social makeup of students in a school can affect student accomplishment. Additionally, Rumberger and Thomas (2014) revealed that even after adjusting for individual impacts of student background factors, school social mix still predicts

school dropout rates. Some school-related variables also contribute to educational waste. Teachers' classroom attitudes, strict school regulations, long commutes to school, a lack of teaching materials, and teachers' failure to encourage students all have an impact on educational waste. The study discovered a substantial association between school-related characteristics and educational waste.

Home-related elements were also discovered to be contributing causes to educational waste. According to the study, having a big family combined with limited family finances causes parents to withdraw their children from school too soon. Because of divorce or the death of one of the parents, some children live with only one parent. As a result, the single parent was unable to meet the educational demands of the children. The survey also indicated that parents might pull their children out of school to help with domestic duties. The educational degree of the parents, which influences the family income, also has an impact on waste. Illiterate parents are more likely to be low-income earners who cannot finance their children's educational needs. The sort of family setting is also determined by the parents' income. This suggests that "parental employment" has a considerable influence on pupils' academic achievement in secondary schools in Adamawa State, Nigeria's Mubi South Local Government Area, which is consistent with previous research (Ugwaju, 2020). Due to the parents' poor income, a family of seven may be forced to live in a one-room apartment.

This sort of household setting may not allow youngsters to study at home or have enough room to do their schoolwork.

When the relevance of these home characteristics was examined, it was shown that there is a substantial association between home-related factors and educational waste. These findings are to be expected because uneducated parents are likely to have more children. When a family has several children, the parents may be unable to keep up with everything the children need to complete in school, which may result in the children dropping out. The education system is analogous to a cycle system that accepts input from the surrounding environment (society) and then returns the output (product) to the surroundings (Akinsolu, 2019). The output will determine how much the raw material has been refined or treated. Pupils, instructors, facilities, and financing are examples of input. The output is dependent on the proper use of these inputs, and if the input is applied ineffectively and inefficiently, the output may fall short of expectations, resulting in educational waste.

Additionally, the results of the interview showed that the majority of parents concur that the financial situation of the majority of families is the main reason for education waste. However, some of the parents asserted that because of poverty, their child must drop out of school until the tuition can be paid. Additionally, several parents asserted that political instability or government change were to blame for a number of the issues that caused waste in the educational system. Additionally, the findings of the interview indicated that the major parental and community source of wastage in schools is due to parents' ignorance and illiteracy. For this reason, such parents may afford to prevent a child from attending school so that they can sell

things at the market while the students are in class. Focusing heavily on quantitative improvement through universal retention, student quality improvement, use of quality teachers, new enrollment, adequate and attractive buildings, and maintained teacher-student ratios is one of the main strategies for reducing educational waste in public secondary schools.

Conclusion

The results of this study allow us to draw the conclusion that elements associated to schools have a big role in educational waste and should be taken into consideration when managing waste. The study's conclusions also showed that issues associated to the home are to blame for educational waste. Finally, economic concerns also had a role in educational waste. For instance, the majority of respondents said that family money and parental participation in schooling both contribute to waste. Therefore, it can be concluded that focusing on quantitative improvement through a universal retention, quality improvement of students, and use of qualified teachers, fresh enrollment, adequate and attractive buildings, and teacher-student ratio-maintained is one of the key strategies for the reduction of educational wastage in public secondary schools.

Recommendations

Considering the study's conclusions, it is advised that;

1.) Schools should provide a conducive environment for education purposes. Appropriate teaching and learning tools, gender-balanced employees, and cooperative

decision-making including all relevant parties should all be included. Schools should always have an adequate supply of high-quality educational materials. Significant investment should be allocated to the creation of curriculum materials essential for effective teaching and learning. As a result, schools must invest in long-lasting teaching resources. Curriculum diversification is also crucial. The curriculum must be extended and vocalised in order to be more engaging to talented youngsters and adaptive to their demands. This will improve the curriculum's attractiveness. It is vital to develop effective and appropriate policies. These policies should be used to address real-time challenges on the ground. Ineffective policies should be amended or removed. Corporal punishment must be restored in schools to help with disciplinary management.

2.) Parents need to be made aware of the need of finding different ways to raise money for school expenses in order to reduce absenteeism, which will in turn reduce dropout and repeat. Education funding mechanisms need to be improved. The introduction of alternative financial sources to the government can accomplish this. Creating collaborations with the commercial sector, NGOs, families, communities, and religious institutions, for instance, can assist in bridging the financial gap in the education sector.

3.) Additionally, parents should be made aware of the need of making a commitment to their kids' education as well as the necessity of having manageable households. The education of children should involve the parents. They should support their kids,

check their homework, provide a comfortable environment, pay their kids' school fees, and give them the resources they need to learn. The study also suggests improving guidance and counselling in schools to reduce the impact of student-related issues. It is the obligation of all parties involved to motivate students to complete all levels of education. Additionally, once the students have completed their studies, they ought to stress the significance of having children at the appropriate times.

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GBESOEVI, Emmanuel et al (2022): *Determinants of Educational Wastages Amongst Public Secondary Schools Students in Lagos State, Nigeria”*

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