UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.8;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

COMPARATIVE ANALYSIS OF SCHOOL BASED FACTORS THAT CAUSE EDUCATIONAL WASTAGES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA.

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ABSTRACT
This study compared school-based factors that cause educational wastages in public and private secondary school in Anambra state, Nigeria. The design for the study was the descriptive survey research design. Two research questions and Two hypotheses guided the study. The population of the study comprised of 28,102 secondary school teachers in the 258 public and 784 private secondary schools in Anambra State. The sample of the study comprises 750 teachers drawn using multistage sampling procedure. The sample drew 8 secondary schools from Aguata Education Zone, 12 secondary schools in Nnewi Education Zone and 10 secondary schools in Onitsha Education Zone; this selection was due to the population not equally distributed. The instrument for data collection was a structured questionnaire titled School Based Factors that Causes Educational Wastages in Secondary Schools (SBFCEW). The instrument which comprises of two sections (A and B) was validated by three validates, two in Department of Educational Management and Policy and one from the Department of Educational Foundations and Administration all from Nnamdi Azikiwe University, Awka. The internal consistency of the instrument was determined using Cronbach alpha reliability statistics. The reliability of the items in the clusters yielded the following coefficient values 0.72 and 0.73 respectively for the two clusters. The overall reliability coefficient value was 0.73. Data was collected using the direct delivery approach, with the use of five research assistants. Data collected was analyzed using descriptive statistics of mean and standard deviation and inferential statistics of T-test for independent sample at 0.05 level of significance. The findings of the study revealed that teachers in public secondary schools agreed to facility-related issues that cause educational wastage, while teachers in private secondary schools disagreed to facility-related issues that cause educational wastage. Teachers in public and private secondary schools agreed to teaching-quality related issues that causes educational wastage. Analysis relating to the hypotheses revealed a significant difference in teaching-quality related issues. The study further revealed no significant difference in facility related issues that cause educational wastages in public and private secondary school in Anambra State. Based on the findings it was recommended among others that facilities should be provided, equipment, infrastructure and other materials needed to add value to education. Also, teachers should make use of proper teaching methods.

Keywords: School-based factors, Educational wastages, Public and private secondary school

Introduction

The delivery of secondary school education in Nigeria has been marked by numerous challenges, some of which have culminated in wastage. This wastage has resulted from non-enrolment, declining retention and completion rates, grades repetition and dropouts in schools. Thus, this form of wastage has overtime hampered the attainment of the Education for All (EFA) goals as well as other educational goals which the Federal government of Nigeria is set to achieve. Education is largely recognized as critical to national development. Education is viewed by Ofojebe and Nnebedum (2016) as a vital tool for inculcation of the right values and skills necessary for the development of individuals and the society at large. An increase in access and quality of education

contributes significantly to improved health, enhanced democracy, good governance and effective leadership. Education is therefore an investment in human resource that empowers people to improve their nation.

The levels of education in Nigeria differ and ranges from pre-primary level (primary), post primary education (secondary) and tertiary education level. The focus of this study is on secondary education, secondary education system in Nigeria is described in its National Policy on Education, Federal Republic of Nigeria (FRN) (2013) stated a crucial link between primary school, tertiary education and the labour market. The secondary education level is of a strategic importance to Nigerian development and capacity building process, given the fact that 60 percent of Nigerian population are made up of students of the secondary school age and young people in general.

Educational wastage refers to human and material resources spent on students who have to repeat a grade or who drop out of school before completing a cycle (Ngome, 2015). According to Ajayi and Mbah (2008), wastage arising from repetition and drop out is a sign of internal inefficiency in the education system. Educational wastage has three components-failures, grade repetition and drop-out. It can be said to exist in the following forms; the failure of the system to provide universal education, failure of recruit child within the system, failure to hold children within the system, failure of the system to set appropriate objectives, inefficiency in the achievement of objectives (Sylvia, 2017). Students who never gain access to secondary schools and those who enrol but do not attain an adequate level of learning constitute a tragic wastage of the human, social, and economic potential of the countries concerned.

The present state of quality of education in most of Nigerian secondary schools has much to be expected. Many of the secondary schools' graduate outputs exhibit low quality education while the prevalence rate of students repeating and dropping out of the system calls for urgent attention. The poor quality and inefficient condition of secondary schools is alarming that only a small proportion of secondary school products is qualified to enter the university in Nigeria (Yusuf & Sofoluwe, 2014). The act by which a student repeats a class and spends 7 years instead of the estimated 6 years, implies an additional cost and by extension constitutes wastage. That is to say, educational wastages are caused by myriad of factors; school-based factors inclusive.

School-based factors refer to school aspects that can impact on student's learning positively or negatively. According to Muhammad and Muhammad (2011), the school-based factors contributing to educational wastage (repetition and dropping out) include: poor school performance, disruptive behaviours, poor attendance, negative attitudes toward school, and early school failure-particularly, repeating grades and corporal punishment. Research has shown that school-based factors leading to wastage in schools among others include facility-related issues, teaching-quality related issues, personnel-related issues, student-related issues and evaluation-related issues. Hence, these aforementioned school-based factors will be investigated because they are significant influencers of educational wastage.

Facility-related issues are those factors that related to physical facilities and instructional materials that cause educational wastage in the school. Physical facilities refer to the essential resources which must be made available for the objectives of the school system to be accomplished. The availability of adequate facilities which include buildings, classrooms, chairs, desks, washrooms, laboratories, libraries, chalk board and office enhances learning and their absence may hinder the retention of students in the school. Physical facilities can contribute to a highly valued learning environment and acceptable learning outcomes for all students. For instance, adequate buildings including classrooms allow students to enjoy learning because over-crowding is limited; hence they feel motivated to remain in the system (Ouma, 2017). Besides, lack of lavatories in the school can lead to disease outbreak which can keep students out of school for treatment and possible closure. Parents would withdraw

their children from school with inadequate facilities capable of providing a conducive environment. In overcrowded classrooms, class management can be problematic and learning can be affected. Kimatu (2017) observed that small classrooms result to overcrowding which in turn result poor classroom management, making the classes un conducive for learning and further leading to misuse of learning facilities. The use of instructional materials such as textbooks raises academic standards and increases the efficiency of schools. When instructional materials are not provided, the result is low educational achievement which results in repetition and dropout of students. The teaching-learning process becomes difficult since the teacher will not be able to handle the large classes and at the same time the students cannot concentrate. This eventually leads to dropping out. Additionally, teachers may find it difficult to offer individual attention to students and this can result in those who feel neglected not performing well and eventually these results to repetition and consequently dropout. This is against the backdrop that there is limited learning opportunity in an over-crowded classroom with insufficient instructional materials. Thus, repetition impacts on the secondary school completion rates. The higher the repetition rate the fewer the students that complete secondary schooling and the more likely there is of some students who have repeated going to dropout. Teaching quality-related issues is also seen as a School based factor that cause educational wastage.

Teaching quality-related issues refer to teaching methods and strategies employed by the teachers which are capable of causing educational wastages. The teacher is the single most important factor in improving student's achievement outcomes. Fuhrman (2010) found out that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use variety of teaching methods and strategies and help students appreciate the relevance of information in their own context. Unattractive teaching methods due to lack of teacher's inadequacy results in students dropping out of schools due to low academic achievements. (Hande, kamath & D' Souza, 2014) opines that effective teaching is important for raising students achievement. Under-age students may not get the concept taught in their respective grades in various subjects thus both ages can result to dropout and low completion rates.

History supporting enrolment figures in public and private schools suggest that management and financing of these schools are provided by government. With regards to private schools, churches provide subsidies for the running of these schools (World Bank, 2014). Unlike private secondary schools, public secondary schools are vulnerable to industrial action (strikes) which could lead to over-stay and by extension, the dropping out of the students. This explains' parents' preference to have their children in private schools in lieu of public schools. This scenario has prevailed generally in Nigeria and particularly in Anambra state. This is evident as secondary schools (public and private) are not given necessary support in terms of infrastructure. This has contributed in public school losing students the private school setting.

Recent happenings in public and private secondary schools in Nigeria reveal that there are some elements of inefficiency in the school system as there is a gap between the expectancy and the actual output. The act by which a student repeats a class and spends seven years instead of the six years, implies an additional cost to the government and other duty bearers. Apart from this, the most devastating of all is for those students that completed the secondary schooling but failed to gain admission into the tertiary level. Some students drop out of the system before completion year. All these are termed as wastages within the system.

Research Questions

The following research questions guided the study.

1. What is the mean rating of teachers in public and private secondary schools on facility – related issues that cause educational wastages?

2. What is the mean rating of teachers in public and private secondary schools on teaching quality – related issues that cause educational wastages?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of teachers in public and private secondary schools on facility – related issues that cause educational wastages.
2. There is no significant difference in the mean ratings of teachers in public and private secondary schools on teaching quality – related issues that cause educational wastages.

Research Method

This study adopted the descriptive survey research design. The population of the study consists of respondents made up of 28,102 secondary school teachers in the 258 public and 784 private secondary schools in Anambra State. The public secondary school consist of 258 teachers while private secondary school consists of 784 teachers. The sample size for the study comprise of 750 teachers. Multi-stage sampling procedure was used. Firstly, simple random sampling technique was used to sample three education zones of Nnewi, Onitsha and Aguata. Secondly, simple random sampling technique was used to obtain 8 secondary schools in Aguata Education Zone, 12 secondary schools in Nnewi Education Zone and 10 secondary schools in Onitsha Education Zone as they represent the public secondary schools that recorded high number of teachers. Hence, 30 public secondary schools were sampled. Thirdly, simple random sampling technique was used to obtain 25 teachers from each of the 30 sampled schools. Hence a total sample of 307 public and 443 private secondary school teachers were sampled accordingly.

The instrument used for data collection is a structured questionnaire. The questionnaire was titled "School Based Factors that Cause Educational Wastages in Secondary Schools (SBFCEW)''. The instrument is a structured questionnaire developed by the researcher and guided by the research questions for this study. The instrument has two sections – A and B. Section A contain the personal data of the respondents indicating the school type such as public or private secondary school. Section B was divided into Two clusters. Cluster one seeks information on facility-related issues that cause educational wastages in secondary schools and contains 10 items. Cluster two seeks information on teaching quality-related issues that cause educational wastages in secondary schools and contain 12 items. The instrument contains 32 Items structured on a four-point rating scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. Face and content validity of the study was established. This was done by presenting copies of the questionnaire along with the purpose of the study, the research questions and hypotheses to three experts, two in Department of Educational Management and Policy and one for the Department of Educational Foundations and Administration all in Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined using Cronbach alpha statistics. The internal consistency of the items in the clusters was determined using Cronbach statistics. The alpha coefficient values got were 0.72 and 0.73 respectively for the two clusters. The average coefficient value is 0.73. The researcher along with five research assistants administered the questionnaire to the respondents and recorded 96 percent retrieval rate.

Data collected were analyzed using descriptive and inferential statistics accordingly. More specifically, mean and standard deviation was used to answer the research questions raised while t-test for independent samples was used to test the null hypotheses at 0.05 level of significance. The criterion means for accepting mean score for research questions will be 2.50, with the decision rule that any weighted mean score from 2.50 and above is termed "Agree" while weighted mean scores below 2.50 is termed "Disagree". In testing the null hypotheses, the decision rule is as follows; reject

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the null hypotheses if the significant value is greater than the alpha p-value, otherwise do not reject the null hypotheses if the significant value is less than the alpha p-value at 0.05 level of significance.

Presentation of Results

Research Question 1: What is the mean rating of teachers in public and private secondary schools on facility – related issues that cause educational wastages?

Table 1: Mean and standard deviation on the mean rating of teachers in public and private on facility-related issues that cause educational wastages (N =720).

		Public schools (*n=423*)			Private schools (*n*=297)		
S/N	**My school:**	**Mean**	**SD**	**Remark**	**Mean**	**SD**	**Remark**
1	Has computers to teach the modern-day students.	2.12	.95	Disagree	2.10	.93	Disagree
2	Uses computer in teaching modern day students.	2.39	.49	Disagree	2.39	.49	Disagree
3	Does not have multi-media projector for teachers' use.	2.49	.81	Disagree	2.51	.81	Agree
4	Has programmed instructional materials for use by teachers.	2.08	.95	Disagree	2.08	.94	Disagree
5	Does not have chemicals for practical lessons.	2.02	.77	Disagree	2.01	.77	Disagree
6.	Does not insist on the use professional working tools such as lesson notes, scheme of work for teaching.	2.50	.80	Agree	2.49	.79	Disagree
7.	Uses smart board to teach	3.09	.94	Agree	3.09	.94	Agree
8.	Does not have adequate construction instruments such as mathematical set for mathematics lessons.	2.57	.92	Agree	2.59	.91	Agree
9.	Teachers teach without slides for power point presentation.	2.47	1.12	Disagree	2.50	1.12	Agree
10.	Does not have sufficient departmental offices.	2.24	.88	Disagree	2.26	.88	Disagree
11.	Does not insist on the use of equipped computer laboratory for me to teach.	2.15	1.14	Disagree	2.15	1.14	Disagree
12.	Library is ill-equipped for me to do meaningful research.	2.51	1.10	Agree	2.50	1.11	Agree
13.	Science laboratories are inadequate for students to learn science subjects.	2.90	.52	Agree	2.89	.53	Agree
14.	Has playing ground for sporting activities.	3.18	.88	Agree	3.18	.87	Agree
15.	Does not have adequate electricity supply for teachers	2.44	1.28	Disagree	2.47	1.28	Disagree

	to teach.						
16.	Does not have clean water supply.	2.16	.85	Disagree	2.18	.86	Disagree
17.	Has well-spaced classrooms for teachers to teach.	1.99	.77	Disagree	1.99	.77	Disagree
18.	Has adequate sanitary facilities.	2.50	1.11	Agree	2.49	1.12	Disagree
19.	Has sufficient chairs and desks in the classroom.	2.50	1.11	Agree	2.49	1.12	Disagree
20.	Does not have chalkboards for teachers to teach the students.	2.90	.54	Agree	2.89	.54	Agree
	Mean of means	**2.56**		**Agree**	**2.46**		**Disagree**

Data presented in table 1 show data analysis on facility-related issues that cause educational wastages in public and private secondary schools. The analyses revealed that teachers in public schools disagreed to 11 items and agreed to 9 items, while teachers in private schools disagreed to 12 items and agreed to 8 items stated in the instrument. The average mean score for public schools is 2.56 and 2.46 for private school. This goes to show that teachers in public secondary schools agreed to facility-related issues that causes educational wastage, while teachers in private secondary schools disagreed to facility-related issues that cause educational wastages. The standard deviation scores revealed that the respondents have homogeneity in their responses (that is; comparing the mean scores with the corresponding standard deviation).

Research Question 2: What is the mean rating of teachers in public and private secondary schools on teaching-quality related issues that cause educational wastages?

Table 2: Mean and standard deviation on the mean rating of teachers in public and private secondary schools on teaching-quality related issues that cause educational wastages(N =720).

			Public schools (*n=297*)			**Private schools (*n=423*)**	
S/N	**In my school:**	**Mean**	**SD**	**Remark**	**Mean**	**SD**	**Remark**
21.	I teach without involving students in the teaching process.	3.27	.78	Agree	3.28	.78	Agree
22.	I vary teaching strategies for		1.15		3.09		Agree

	better understanding.	3.08		Agree		1.14	
23.	I do not summarize lessons for better understanding.	2.60	.67	Agree	2.60	.66	Agree
24.	I do not assess students' existing knowledge to guide lesson planning.	1.99	.77	Disagree	1.99	.77	Disagree
25.	I use rewards and re-enforcements at appropriate time.	2.09	1.30	Disagree	2.09	1.30	Disagree
26.	I do not give opportunity for students to respond to questions in the course of instruction.	2.29	.78	Disagree	2.30	.77	Disagree
27.	I do not adopt individualized instruction.	2.79	.99	Agree	2.80	.98	Agree
28.	I do use of lecture method.	2.97	.90	Agree	3.00	.88	Agree
29.	I introduce new lessons in a way that motivates and arouses the interest of students.	2.89	.95	Agree	2.91	.93	Agree
30.	I apply co-operative learning in the course of teaching.	2.40	1.01	Disagree	2.40	1.01	Disagree
31.	I do not vary the learning experiences.	2.41	.91	Disagree	2.39	.91	Disagree
	Mean of means	**2.61**		**Agree**	**2.62**		**Agree**

Data presented in Table 2 show data analysis on teaching-related issues that cause educational wastages in public and private secondary schools. The analyses revealed that teachers in public schools disagreed to 5 items and agreed to 6 items, teachers in private school disagreed to 5 items and agreed to 6 items. The average mean score for public schools is 2.61 and 2.62 for private school. This goes to show that teachers in public and private secondary schools agreed to teaching-related issues that causes educational wastage. The standard deviation scores revealed that the respondents are heterogeneous in their responses (that is; comparing the mean scores with the corresponding standard deviation).

Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of teachers in public and private secondary schools on facility – related issues that cause educational wastages.

Table 6: t-test analysis on the significant difference in the mean rating of teachers in public and private secondary schools on facility-related issues that causes educational wastages (N=720).

Sources of variance	N	Mean	SD	Df	Sig-value	p-value	Decision
Public	288	62.37	4.30	718	0.00	.05	Not significant
Private	432	60.00	4.83				

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Data presented in Table 6 reports the t-test analysis on significant difference in the mean rating of teachers in public and private secondary schools on facility – related issues that cause educational wastages. The analysis shows that the significant value is lesser than the p value (*0.00 < .05*) at 0.05 level of significance. This implies that the null hypothesis was not rejected, hence there is no significant difference between facility-related issues that causes educational wastages in public and private schools.

Hypothesis 2: There is no significant difference in the mean ratings of teachers in public and private secondary schools on teaching quality – related issues that cause educational wastages.

Table 7: t-test analysis on the significant difference in the mean rating of teachers in public and private secondary schools on teaching-quality related issues that causes educational wastages (N=720).

Sources of variance	N	Mean	SD	Df	Sig-value	p-value	Decision
Public	288	34.25	1.78				
				718	.256	.05	Significant
Private	432	34.50	3.43				

Data presented in Table 7 report the t-test analysis on the significant difference in the mean ratings of teachers in public and private secondary schools on teaching quality – related issues that cause educational wastages. The analysis shows that the significant value is greater than the p value (*0.256> .05*) at 0.05 level of significance. This implies that the null hypothesis was rejected, hence there is a significant difference between teaching-quality related issues that causes educational wastages in public and private schools.

Discussion of Findings

The result of the analysis revealed that teachers in public and private secondary schools have homogeneity in their responses. The mean of means revealed that teachers in public secondary schools agreed to facility–related issues that cause educational wastages, while teachers in private secondary schools disagreed to facility-related issue that causes educational wastage. The result from both segments (public and private secondary schools) comparatively shows that availability of these facilities encourages and promote students' academic performance and vice versa. The multiplying effect of this is repetition of grade level or dropping out of school thereby leading to educational wastages of both facility and human. This finding agrees with the findings of Munyi and Orodho (2015) which revealed that schools lack enough facility and material resources which affects quality of teaching and learning resulting to low pupils' academic achievement. They further stated that unavailability of school facilities or poor school facilities could reduce school retention. School facilities fosters easy flow of the teaching and learning process. Justifying these findings, the availability of adequate facilities which include buildings, classrooms, chairs, desks, water supply, electricity supply, playing grounds, computers, projectors, washrooms, laboratories, libraries, chalk board, offices and instructional materials enhances learning and their absence may hinder the retention of students in the school. Physical facilities can contribute to a highly valued learning environment and acceptable learning outcomes for all students.

In testing the hypotheses, it was found that there is no significant difference between facility-related issues in public and private secondary schools that cause educational wastage. This shows that even though facility related issues are greatly observed as school-based factor that cause educational wastage, it does not relate significantly in public and private secondary school. The finding also is supported by the study of Ouma (2017) that adequate buildings including classrooms allow students to

enjoy learning because over-crowding is limited; hence they feel motivated to remain in the system. Besides, it can be said that lack of lavatories in schools can lead to disease outbreak which can keep students out of school for treatment and possible closure. And the effect of this will be that parents would withdraw their children from school with inadequate facilities capable of providing a conducive environment. In overcrowded classrooms, class management can be problematic and learning can be affected. This is in line with Kimatu (2017) that when classes are not too large, they result to overcrowding which in turn result to over utilization of facilities such as desks and textbooks. Furthermore, the use of instructional materials such as textbooks raises academic standards and increases the efficiency of schools. When instructional materials are not provided, the result is low educational achievement which results in repetition and dropout of students. The teaching-learning process becomes difficult since the teacher will not be able to handle large classes and at the same time students cannot concentrate.

The result of the analysis revealed that teachers in public and private secondary schools have heterogeneity in their responses. The mean of means revealed that teachers in public and private secondary schools agreed to teaching related issues that cause educational wastages. This finding again agrees with the finding of Munyi and Orodho (2015) that poor quality of teaching results in low pupils' academic achievement. This goes to show that factors such as non-variation of teaching methods and strategies, inefficient assessment of students existing knowledge to guide the lesson, inappropriate use of rewards and re-enforcements among others results in student's repetition and drop out from school. Under-age students may not get the concept taught in their respective grade level lessons due to various subjects and both ages can result to dropout and low completion rate.

With regards to the hypotheses tested, the finding revealed that there is a significant difference between teaching-quality related issues in public and private secondary schools that cause educational wastages. This implies that even though teaching-quality related issue is greatly observed as a school-based factor that cause educational wastage, it relates significantly in public and private secondary school. This finding aligns with the findings of Deribe (2015) which revealed that, one of the main components required to make an education system viable, functional and productive is the availability of qualified and satisfied teaching staff. Effective teaching is important for raising students' achievement. It is worth noting that, good teaching strategies leads to high academic achievement in schools. All students learn in different ways, it is therefore essential that teachers try to incorporate as many different teaching styles as possible into the delivery of what they are teaching. Justifying these findings, teachers who come to the classroom with good teaching method, techniques and strategies help students feel at ease in their environment. Teachers who are able to use both verbal and non-verbal communication help students understand what is expected of them and help build their confidence in learning. Body language, positive word reinforcement, appropriate and effective language for discipline creates a learning environment that inspires students to try without fear that they will be judge unfairly. Teaching methods are very important and can enhance or prevent teaching effectiveness. However, no one method can be recommended for every context, different methods are appropriate for use in different contexts.

Conclusion

Teachers in public secondary schools agreed to facility–related issues that cause educational wastage, while teachers in private secondary schools disagreed to facility–related issues that causes educational wastages. In the same vein, the mean rating of teachers in public and private secondary schools on facility-related issues that causes educational wastages was not statistically significant. On the other hand, teachers in public and private secondary schools agreed to teaching quality - related issues that

causes educational wastage. However, there was a statistically significant difference in the mean rating of teachers in public and private secondary schools on teaching-quality related issues that causes educational wastages.

Recommendations

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

1. There should be provision of facilities, equipment, infrastructure and other materials needed for use in the learning environment.
2. Government should release more fund in the system for procurement of teaching and learning facilities. Also, teachers should be made to use instructional facilities while teaching and improvise where necessary.
3. It is vital for the teachers to make use of proper teaching methods, with the purpose that students are able to understand the concept being taught. They should be encouraged and motivated, so as to generate keen interest and enthusiasm towards learning.

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