



Administrative Strategies Against Resource Wastages On Students' Retention In Public Secondary Schools In Ebonyi State

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ABSTRACT

The study assessed the administrative strategies against resource wastages on students' retention in public secondary schools in Ebonyi State. Three specific purposes, three research questions and three null hypotheses guided the study. The design of the study was descriptive survey design. The population of the study comprised two hundred and twenty six (226) principals and Four Thousand, five hundred and thirty (4,530) teachers from 226 public secondary schools in Ebonyi State. The sample size of the study comprised four hundred and eighty (480) principals and teachers. Purposive sampling technique was used to select all the Education Zones in the State. The instrument for data collection is researcher developed Questionnaire titled "Effectiveness of Principals' Administrative Strategies for Reducing Resource Wastages on Students' Retention Questionnaire" (EPASRRWSRQ). The instrument was validated by three (3) lecturers; two lecturers from the Department of Educational Foundations (Educational Administration and Planning option) 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 method with the aid of the Statistical Package for Social Sciences (SPSS), yielded an overall reliability index of 0.76. 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 study revealed that mentorship, school and community partnership programmes are effective in reducing resource wastages on students' retention. The study also revealed that there was no significant difference ($p > 0.05$) in the mean ratings of principals and teachers in rural and urban public secondary schools on the effectiveness of principals' mentorship, school and community partnership programmes in reducing resource wastages on students retention in public secondary schools in Ebonyi State. One of the implications of the findings is that mentoring programmes must be instituted in all rural and urban public secondary schools in Ebonyi State.

Keywords: Effectiveness, Principals' Administrative Strategies, Resource Wastages, Students' Retention, Public Secondary Schools

INTRODUCTION

The importance of resources in the attainment of educational objectives in any nation cannot be underestimated. This is because resources are essential inputs needed for effective administration of schools (Aja-Okorie, 2014). Resources in education are tangible and intangible assets that are very

essential in the smooth running of an organization (Nwabueze and Oragwu, 2019). Tangible resources are those quantifiable resources that can be seen or touched and valuable in the attainment of organizational goals and objectives (Jeffrey, Amy, Corey and Jon, 2020). Tangible resources include human beings, materials, and facilities used in teaching and learning in education. According to Nwabueze and Oragwu (2019), human resources as intangible asset refer generally to people that staff and operate an organization. According to Aja-Okorie (2016), human resources are staff that perform the management functions in an organization. According to William (2013), human resource is an organizational function that deals with the people basically in form of compensation, hiring, performance, management, and training. Material resource is another tangible resource used to complete a task or transmitting knowledge in organization. Material resources include materials which could be textbooks or semi-text (i.e. chart, maps, pictures, photographs which are commercially made) and non-texts which include models, real objects, video, films and audio aids (Akinsolu, 2012). These materials make learning interesting, motivating, easy and understandable. Resources whether tangible or intangible are effectively in school to avoid wastage.

Resource wastage in education has a lot of negative implications on the health of the school and social life of the students. This is because poor performance and continuous dropout of students from secondary schools reduce the mental and social wellbeing of students. For instance, Durosaro (2012), Olatoun (2021) maintained that educational wastage results to dropouts, repeaters, premature withdrawals, misguided types of education, non-employment of school leavers and even brain drain in the system. According to Babalola (2014), school wastage reduces students' growth process due to incidence of repetition and dropout. It is importance to note that repetition and dropout rates are the commonly used parameters to measure educational wastage (Deribe, Endale and Ashebir, 2015). According to author repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Similarly, leaving a school (dropping) before completing a particular cycle/level of education is wastage in resources. This implies that resource wastage negatively affect the attainment of the objective of secondary education in Nigeria. This calls for administrators to adopt good measures that would ensure reduction of wastage of resources in public secondary schools in Nigeria. As noted by the Federal Republic of Nigeria (FRN, 2013) in her National Policy on Education, there must be effective mentorship and school partnership programme as well as community participation to ensure that teaching and learning takes place in secondary schools.

Mentorship is a process of transferring skills and offer people the opportunity to learn needed skills that allow them to function at a more senior level. According to Hudson and Hudson (2016), mentoring provides workplace learning in a less stressful environment. Mentoring can also be seen as the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools which is an ongoing relationship that extends throughout the first year of a new teacher's professional practice. Teacher mentoring fosters a relationship of ongoing support, collaboration, and the development of knowledge and skills that translate into improved teaching strategies (Cook, 2012). Mentoring is also a relationship which exists between the mentor (principals) and the mentee (teachers and vice principals) with the aim of assisting the mentee to cope with a new situation like a new job or a change in personal circumstances or in career development (Chukwu, 2014). From the above definition, men mentorship is an act of informal transmission of knowledge, social capital and the psychosocial support perceived by the recipient as relevant to work, career, or professional development which entails informal communication, usually face to face and enduring a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom or experience (the mentor) and the person perceived to have less (the mentee). In the context of this, mentoring is a process by which principals of secondary schools assist staff to help them develop their abilities, skills and competencies needed to harness schools resources to avoid wastage and enhance students' retention in secondary schools in Ebonyi State. The principals in this study as mentors are expected to give their expert knowledge so that their subordinates (vice principals

and teachers) will develop their full potentials while in teaching profession as this invariably may affect students' retention. However, rendering mentorship to staff may also be part of school partnership programmes.

School partnership programme is a friendship created between two schools in different locations. According to Joel and Rodolfo (2017) this partnership may extends to expanding and improving learning and career opportunities of students in public secondary school students through various cultural awareness projects, students exchange programmes and pedagogy exchanges, close, committed and ongoing relationship. According to Blank, Jacobson and Melaville (2012), through these process schools can hope to not only provide fascinating global opportunities for their students, but also improve their own policies and teaching approaches to benefit the whole school community. Therefore, retaining students in the programme could also involve providing exceptional experiences for the students such as competitive engagements, field-trips, international visits, leadership roles, providing mentorship programmes for all students irrespective of their background. Advancing and maintaining a positive partnership programmes creates an avenue for private engagement in improving the standard of secondary education. This engagement can make the school a learning environment that attract and stimulate community participation.

Community participation in programme implementation is the process of engaging the community members of the environment where the secondary schools are situated. Participation as a concept came to the lime light as a result of rising advocacy for the end of the top-down strategies and to promote bottom-top approaches to development, in favour of greater inclusion of the subjects of the development programmes (Waheduzzaman, Assaber and Hamid, 2018). McEvoy, Tierney and MacFarlane (2019) added that community participation is the synergic action of individuals to raise awareness and bring about change in the implementation of development programmes and services secondary schools. From the above definitions, community participation is a social transformation mechanism, where the power of the implementing agency is transformed by civil society. Effective participation is evident when communities intervene in issues affecting the students' retention in secondary school resulting in enhanced influence over decision-making, monitoring and evaluation processes (Abbass, 2016). They added that people's participation in development programmes could helps to ensure a successful and sustainable development. Communities are strategic in a variety of ways towards the provision and management of educational resources as well as teaching, learning and enforcement processes. The roles communities play in the provision and management of education cannot be over emphasized. More often than not, communities can sustaining intervene in the learning processes of the entire educational system in terms of financial and material resources designed to support schools, teachers and students. Nevertheless, the effectiveness in the participation of communities in school programme implementation can help in students' retention.

Retention could be said to be ability of a student to store, retain and subsequently continue in any programmes of education without attrition. According to European Commission (2015), retention can be defined as the number of learners or students who progress from one part of an educational programme to the next. Similar to persistence, the term students' retention in school typically refers to whether students finish their programmes of studies. For others, retention is successful when students are able to retain information learned in a course (Ajibola, 2014; Oluwatosin and Terfa, 2017). In this study, students' retention is the ability of secondary school administration to keep learners in programmes until they achieve their goals using varieties of strategies to curb resources. A student can be retained for various reasons but poor grades, attendance, and a negative change in attitude towards schooling can help educators identify students who may need assistance. However, the withdrawal of students which is often sudden, cause interruption to the administrative practice of most school administrators (Bua, 2016). The ability to address the perceived interruption brought about by sudden massive dropout of students from a given secondary schools is important to educators and researchers in the field of educational

administration. This is because, most school administrators are not prepared to face the problem before it occurs even though it is a phenomenon that affects all levels of education but it appears to be more noticeable at the secondary school level. Wastage in terms of students' attrition cannot be afforded, hence school administrators whose responsibility is to manage these students would face the challenge of administering a school ravaged by students' attrition. Nevertheless, students' retention in secondary schools in Ebonyi State may vary in accordance to the differences that exist between schools in terms of location. This is because a location of schools may determine the level availability of teachers, basic amenities that support learning (electricity, pipe born water, good road, facilities, etc.), use of instructional materials among others.

Location of school is the physical area where a school is sited. Location denotes the physical attributes of a school which distinguished it from another school in terms of buildings, materials, access road, pipe bone water, electricity, human beings among others. Okorie and Ezeh (2016) defines a school location as a particular place, in relation to other areas in the physical environment (rural or urban), where the school is sited. Human beings have unlimited capacity to learn, but many however be limited by the behavior patterns and facilities that the immediate school environment offers (Oredein, 2016). According to Idialu (2013) urban areas are those thickly populated towns or cities with the basic amenities (electricity, good road, good health facilities and internet facilities, etc.) that make life comfortable, while rural areas are those places distinguished from towns and cities with little or no basic amenities or facilities. It is important to note that with the advancement of urbanization, the educational opportunities of urban-rural social members are also changing fundamentally: both in scale and quantity, and the educational opportunities have been significantly improved. The urban and rural differences not only embody in the economic field, but also lead to the unequal allocation of educational resources between urban and rural areas (Jinying and Tong, 2009). Under the education system of urban-rural separation, the "urban priority" policy causes serious differences in educational level (Yu-you and Zhi-hui, 2017). On the one hand, Jun and Chudan (2017) note that the narrowing of the gap between urban and rural investment in education can hardly conceal the actual gap in the level and quality of basic education between urban and rural areas. The differences in rural and urban secondary schools may manifest in terms of resource wastages in public secondary schools in Ebonyi State. However, the researcher worries on the level of manpower development and training, resource allocation, school mentorship programmes, school partnership programmes as well as community partnership in schools which seems to be very low in public secondary schools in Ebonyi State. In addition, the level of teachers-students' relationship seems to be low in public secondary schools in Ebonyi State. A situation like this could mar the retention of students in public secondary schools in the area. It is against this background that the present study determined the administrative strategies against resource wastages on students' retention in public secondary schools in Ebonyi State.

Statement of the Problem

The importance of students' retention in the attainment of educational objectives cannot be underestimated. This is because where the enrolled students are not properly managed till completion of their academic programmes, it would result to a waste of resources. There are disturbing signs of wastages in the school system in Ebonyi State. This present itself in form of students' withdrawals from school programmes, students' dropout, repeaters, misguided types of education, and unemployment of school leavers. There are cases of low retention of students in public secondary schools in Ebonyi State. For instance, the study conducted by Ochuba (2021) showed that there was low retention of students in public secondary schools in Ebonyi State. In addition, the researcher visit to some markets in Ebonyi State (Kpiripkiri, International market, New market, Eke Ezzamgbo, etc.) tend to confirm this claim. In Abakaliki metropolis, children of school age are often seen hawking particularly during the school hours, for livelihood despite the priority of Universal Basic Education (UBE) Programmes in the State. The researchers' personal observations showed that one major causes of repetition of classes may be related to

the effect of long absence from school. This scenario shows that despite the efforts of government, parents, and other educational stakeholders, there is still a gap between students' retention and completion. However, the question that borders the mind of the researcher is on the effectiveness of these strategies in addressing the issues of students' retention. Therefore, the thrust of this study is to determine the administrative strategies against resource wastages on students' retention in public secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of this study was to determine the administrative strategies against resource wastages on students' retention in public secondary schools in Ebonyi State. Specifically, the study is designed to:

1. Find how principals' mentorship helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State
2. Determine how principals' partnership programme helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State.
3. Ascertain how principals' community partnership helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

Research Questions

The following research questions guided the study

1. How does principals' mentorship helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State?
2. How does principals' partnership programme helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State?
3. How does principals' community partnership helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State?

Hypotheses

The following three (3) null hypotheses were formulated and tested at 0.05 level of significance to guide the study.

HO₁: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' mentorship helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

HO₂: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' partnership programme helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

HO₃: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' community partnership helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

METHODOLOGY

The design of this study was descriptive survey design. According to Nworgu (2015), descriptive design is a type of research design that studies group of people or items of the population by collecting and analyzing data descriptively and objectively from the sample representation of the parent population. The population of the study comprised two hundred and twenty six (226) principals and four Thousand, five hundred and thirty (4,530) teachers from 226 public secondary schools in Ebonyi State (Source: SEB, 2023). As at the time of this study, there are 78 public secondary schools in Abakaliki Education Zone, 79 public secondary schools in Afikpo Education Zone, and 69 public secondary schools in Onueke Education Zone of Ebonyi State (SEB Zonal Headquarters, 2023). The sample size of the study was four hundred and eighty (480) principals and teachers. Purposive sampling technique was used to select all the Education Zones in the State. This is to ensure that all the Zones are represented to avoid sampling bias. Simple random sampling by balloting was used to select forty public secondary schools from Each

Education Zone making it a total of 120 public secondary schools (60 schools in rural and 60 schools in urban areas). The researcher used random sampling by balloting to select a principal in each of the 120 public secondary schools selected and three (3) teachers from each of the 120 schools selected totally 480 principals and teachers. This was done by writing the total number of principals and teachers to be selected with ‘1’ and mixing it with number ‘zero’. Based on location, two hundred and twenty (220) principals and teachers (55 principals and 165 teachers) was selected from schools in urban areas while two hundred and sixty (260) principals and teachers (65 principals and 195 teachers) were selected from schools in rural areas.

The instrument for data collection is researcher developed Questionnaire titled “Administrative Strategies against Resource Wastage on Students’ Retention Questionnaire” (ASARWSRQ). The questionnaire has two sections. Section “A” covered information on the demographic variables of the respondents (Education Zone, Positions and School Location). Section “B” contains twenty four (24) items structured on strategies for reducing educational wastages for students’ retention in public secondary schools in Ebonyi State. The instrument was validated by three experts (lecturers) from the Faculty of Education, Ebonyi State University, Abakaliki; and reliability was established using Cronbach Alpha technique which yielded the index of 0.67. Mean and standard deviation was used for data analysis.

RESULTS

The data collected were presented in tables based on the three research questions developed from the objectives of the study.

Research Question 1: *How does principals’ mentorship helps in reducing resource wastage on students’ retention in public secondary schools in Ebonyi State?*

Table 1: Mean Ratings of Rural and Urban Principals and Teachers on how Principals’ Mentorship helps in Reducing Resource Wastage on Students’ Retention in Public Secondary Schools in Ebonyi State

| S/N | Items Statements | Rural | \bar{x} | SD | Urban | \bar{x} | SD | Dec |
|-----|---|-------|-------------|-------------|-------|-------------|-------------|-----------|
| 1 | Creating school culture that focuses on teachers’ readiness to mentoring improves students’ retention | 260 | 3.24 | 0.78 | 220 | 3.03 | 0.85 | EF |
| 2 | Students’ recognition of learning goals through mentoring improves students’ retention. | 260 | 3.18 | 0.79 | 220 | 3.05 | 0.87 | EF |
| 3 | Mentoring help students in completing their task of learning. | 260 | 3.17 | 0.75 | 220 | 2.84 | 0.84 | EF |
| 4 | Reducing emotional frustration of students through mentoring enhance students’ retention. | 260 | 3.20 | 0.78 | 220 | 2.98 | 0.89 | EF |
| 5 | Solving students’ academic problems through mentoring enhances their retention. | 260 | 2.98 | 0.84 | 220 | 2.88 | 0.84 | EF |
| 6 | Abilities developed by students through mentoring enhance students’ retention. | 260 | 2.97 | 0.88 | 220 | 2.90 | 0.86 | EF |
| 7 | Learning supports through mentoring enhances students’ retention in public secondary schools | 260 | 3.14 | 0.77 | 220 | 2.82 | 0.85 | EF |
| 8 | Positive experiences developed by students through mentoring improve students’ retention. | 260 | 2.66 | 0.80 | 220 | 2.80 | 0.87 | EF |
| | Overall | | 3.07 | 0.80 | | 2.93 | 0.86 | EF |

Key: EF (Effective), Decision (Dec) (Source, SPSS Output 23rd October, 2022)

Results of data analysis on Table 1 showed that item 1-8 had mean scores ranging from 2.66-3.20 for rural principals and teachers while the mean scores for urban principals and teachers ranged from 2.80-3.05 with their standard deviations ranging from 0.75-0.88 and 0.84-0.89 respectively. The grand mean scores of rural principals and teachers' opinions is 3.07 with a corresponding standard deviation scores 0.80 while that of the urban principals and teachers is 2.93 with the standard deviation 0.86 which are all above the criterion mean of 2.50. This is an indication that mentorship was an effective strategy for against resource wastage for students' retention in public secondary schools in Ebonyi State.

Research Question 2: *How does principals' partnership programme helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State?*

Table 2: Mean Ratings of Rural and Urban Principals and Teachers on how Principals' Partnership Programme helps in Reducing Resource Wastage on Students' Retention in Public Secondary Schools in Ebonyi State

| S/N | Items Statements | Rural | \bar{x} | SD | Urban | \bar{x} | SD | Dec |
|-----|---|-------|-------------|-------------|-------|-------------|-------------|-----------|
| 9 | Schools' partnership programmes provides general shift towards more learning-oriented to enquiry-based cultures in schools that improves students' retention. | 260 | 2.75 | 0.86 | 220 | 3.18 | 0.82 | EF |
| 10 | Partnership programmes help the schools to meet the expectations of students through provision of teaching and learning materials. | 260 | 2.66 | 0.88 | 220 | 2.96 | 0.79 | EF |
| 11 | Schools' support partnership programmes (e.g. discipline) promotes students' attendance rates | 260 | 2.70 | 0.91 | 220 | 3.04 | 0.87 | EF |
| 12 | School involvement in inter-school collaborative activity increases students' goal attainment which improves students' retention. | 260 | 2.62 | 0.89 | 220 | 2.96 | 0.79 | EF |
| 13 | Partnership programmes improves staff professional development of teachers which enhance students' retention. | 260 | 3.13 | 0.79 | 220 | 2.97 | 0.79 | EF |
| 14 | School partnership programmes promotes career opportunities of students which improves students' retention. | 260 | 3.11 | 0.78 | 220 | 3.03 | 0.87 | EF |
| 15 | School partnership programmes provide opportunities for training needs of teachers for students' retention. | 260 | 2.69 | 0.80 | 220 | 2.95 | 0.80 | EF |
| 16 | Teachers' professional dialogue with their colleagues through partnership creates knowledge mobilization that reduces wastages in schools | 260 | 2.70 | 0.85 | 220 | 3.10 | 0.83 | EF |
| | Overall | | 2.79 | 0.85 | | 3.02 | 0.82 | EF |

Key: EF (Effective), Decision (Dec) (Source, SPSS Output 23rd October, 2022)

Results of data analysis on Table 2 showed that item 9-16 had mean scores ranging from 2.62-3.13 for rural principals while the mean scores for urban principals and teachers ranged from 2.96-3.18 with their standard deviations ranging from 0.79-0.91 and 0.79-0.87 respectively. The grand mean scores of rural principals and teachers' opinions is 2.79 with a corresponding standard deviation scores 0.85 while that of the urban principals and teachers is 3.02 with the standard deviation 0.82 which are all above the criterion mean of 2.50. This is an indication that ensuring school partnership programme is a strategy against resource wastage for students' retention in public secondary schools in Ebonyi State.

Research Question 3: *How does principals' community partnership for reducing resource wastage on students' retention in public secondary schools in Ebonyi State?*

Table 3: Mean Ratings of Rural and Urban Principals and Teachers on how Principals' Community Partnership for Reducing Resource Wastage on Students' Retention in Public Secondary Schools in Ebonyi State

| S/N | Items Statements | Rural | \bar{x} | SD | Urban | \bar{x} | SD | Dec |
|----------------|--|-------|-------------|-------------|-------|-------------|-------------|-----------|
| 17 | Community partnership in public orientation programmes improves students' retention | 260 | 2.61 | 0.88 | 220 | 3.05 | 0.78 | EF |
| 18 | Ability of teachers to involve community in construction of school block facilitates students' retention | 260 | 2.74 | 0.90 | 220 | 2.96 | 0.82 | EF |
| 19 | Teachers' recognition of involving community elite in sensitizing education improves students' retention | 260 | 2.56 | 0.87 | 220 | 2.86 | 0.78 | EF |
| 20 | Involving community members as resource person in school curriculum improves | 260 | 3.07 | 0.80 | 220 | 2.65 | 0.84 | EF |
| 21 | Addressing students' learning problems during Parent Teachers Association meeting encourages students' retention | 260 | 3.17 | 0.81 | 220 | 2.94 | 0.85 | EF |
| 22 | Effective discipline of community towards learners enhances students' retention | 260 | 3.17 | 0.79 | 220 | 3.10 | 0.81 | EF |
| 23 | Community enlistment on students' attendance gives room or retention. | 260 | 3.17 | 0.75 | 220 | 3.07 | 0.79 | EF |
| 24 | Involving community as security agents of schools enhances students' retention. | 260 | 3.21 | 0.79 | 220 | 3.13 | 0.87 | EF |
| Overall | | | 2.96 | 0.82 | | 3.02 | 0.82 | EF |

Key: EF (Effective), Decision (Dec) (Source, SPSS Output 23rd October, 2022)

Results of data analysis on Table 3 showed that item 17-24 had mean scores ranging from 2.56-3.21 for rural principals while the mean scores for urban principals and teachers ranged from 2.65-3.13 with their standard deviations ranging from 0.75-0.90 and 0.78-0.85 respectively. The grand mean scores of rural principals and teachers' opinions is 2.96 with a corresponding standard deviation scores 0.82 while that of the urban principals and teachers is 3.02 with the standard deviation 0.82 which are all above the criterion mean of 2.50. This indicates that ensuring school community partnership by the principals was a strategy against resource wastage on students' retention in public secondary schools in Ebonyi State.

HO₁: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' mentorship for reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

Table 4: t-test Summary of rural and urban principals/Teachers on how Principals' Mentorship help in Reducing Resource Wastage for Students' Retention in Public Secondary Schools in Ebonyi State

| S/N | Location | NO | \bar{X} | S.D | Df | T | P-Value | Decision |
|----------------|----------|-------------|-------------|------|-----|-------------|-------------|-----------|
| 1 | Rural | 220 | 3.24 | 0.78 | 478 | 2.85 | 0.05 | NS |
| | Urban | 260 | 3.03 | 0.85 | | | | |
| 2 | Rural | 220 | 3.18 | 0.79 | 478 | 1.66 | 0.09 | NS |
| | Urban | 260 | 3.05 | 0.87 | | | | |
| 3 | Rural | 220 | 3.17 | 0.75 | 478 | 2.97 | 0.03 | S |
| | Urban | 260 | 2.95 | 0.85 | | | | |
| 4 | Rural | 220 | 3.21 | 0.79 | 478 | 2.98 | 0.03 | S |
| | Urban | 260 | 2.98 | 0.89 | | | | |
| 5 | Rural | 220 | 2.98 | 0.84 | 478 | 1.20 | 0.23 | NS |
| | Urban | 260 | 2.88 | 0.84 | | | | |
| 6 | Rural | 220 | 2.97 | 0.89 | 478 | 0.90 | 0.36 | NS |
| | Urban | 260 | 2.90 | 0.86 | | | | |
| 7 | Rural | 220 | 3.14 | 0.77 | 478 | 4.19 | 0.00 | S |
| | Urban | 260 | 2.82 | 0.85 | | | | |
| 8 | Rural | 220 | 2.66 | 0.80 | 478 | -1.94 | 0.05 | NS |
| | Urban | 260 | 2.81 | 0.87 | | | | |
| Overall | | 2.99 | 0.83 | | | 1.85 | 0.12 | NS |

Key: Significance (S), Not Significant (NS) (Source, SPSS Output 23rd October, 2023)

Table 1 showed that the mean values of rural and urban principals had a significant difference in item 3, 4, and 7, and no significant difference in items 1, 2, 5, 6 and 8 respectively. It also showed overall t-calculated value of 1.85 and P-value of 0.12 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the effectiveness of principals' mentorship for reducing resource wastage on students' retention in public secondary schools in Ebonyi State was upheld.

Ho2: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the effectiveness of principals' partnership programme for reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

Table 5: test Summary of rural and urban principals/Teachers on the Effectiveness of Principals' Partnership Programme for Reducing Resource Wastage on Students' Retention in public secondary schools in Ebonyi State.

| S/N | Location | NO | \bar{X} | S.D | Df | T | P-Value | Decision |
|----------------|----------|-------------|-------------|------|-----|--------------|-------------|----------|
| 9 | Rural | 220 | 2.75 | 0.86 | 478 | -5.61 | 0.00 | S |
| | Urban | 260 | 3.18 | 0.82 | | | | |
| 10 | Rural | 220 | 2.66 | 0.88 | 478 | -3.90 | 0.00 | S |
| | Urban | 260 | 2.96 | 0.79 | | | | |
| 11 | Rural | 220 | 2.70 | 0.91 | 478 | -4.14 | 0.00 | S |
| | Urban | 260 | 3.04 | 0.87 | | | | |
| 12 | Rural | 220 | 2.62 | 0.89 | 478 | -4.44 | 0.00 | S |
| | Urban | 260 | 2.96 | 0.79 | | | | |
| 13 | Rural | 220 | 3.13 | 0.79 | 478 | 2.30 | 0.02 | S |
| | Urban | 260 | 2.96 | 0.79 | | | | |
| 14 | Rural | 220 | 3.11 | 0.78 | 478 | 1.14 | 0.25 | NS |
| | Urban | 260 | 3.02 | 0.87 | | | | |
| 15 | Rural | 220 | 2.69 | 0.80 | 478 | -3.54 | 0.00 | S |
| | Urban | 260 | 2.95 | 0.79 | | | | |
| 16 | Rural | 220 | 2.70 | 0.86 | 478 | -5.14 | 0.00 | S |
| | Urban | 260 | 3.10 | 0.83 | | | | |
| Overall | | 2.91 | 0.83 | | | -0.95 | 0.04 | S |

Key: Significance (S), Not Significant (NS) (Source, SPSS Output 23rd October, 2022)

Table 5 showed that the mean values of rural and urban principals had a significant difference in item 9, 10, 11, 12, 13, 15 and 16, and no significant difference in items 14 respectively. It also showed overall t-calculated value of -0.95 and P-value of 0.04 which is lesser than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the effectiveness of principals’ partnership programme for reducing resource wastage on students’ retention in public secondary schools in Ebonyi State was not upheld.

H₀₃: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the effectiveness of principals’ community partnership for reducing resource wastage on students’ retention in public secondary schools in Ebonyi State.

Table 6: test Summary of rural and urban principals/Teachers on the Effectiveness of Principals’ Community Partnership for Reducing Resource Wastage on Students’ Retention in Public Secondary Schools in Ebonyi State

| S/N | Location | NO | \bar{X} | S.D | Df | T | P-Value | Decision |
|----------------|----------|-----|-------------|-------------|-----|-------------|-------------|-----------|
| 17 | Rural | 220 | 2.61 | 0.88 | 478 | -5.78 | 0.00 | S |
| | Urban | 260 | 3.05 | 0.78 | | | | |
| 18 | Rural | 220 | 2.74 | 0.90 | 478 | -2.79 | 0.00 | S |
| | Urban | 260 | 2.96 | 0.82 | | | | |
| 19 | Rural | 220 | 2.56 | 0.87 | 478 | -3.94 | 0.01 | S |
| | Urban | 260 | 2.86 | 0.78 | | | | |
| 20 | Rural | 220 | 3.07 | 0.80 | 478 | 5.59 | 0.00 | S |
| | Urban | 260 | 2.65 | 0.83 | | | | |
| 21 | Rural | 220 | 3.18 | 0.81 | 478 | 3.13 | 0.02 | S |
| | Urban | 260 | 2.94 | 0.85 | | | | |
| 22 | Rural | 220 | 3.18 | 0.79 | 478 | 1.05 | 0.29 | NS |
| | Urban | 260 | 3.10 | 0.81 | | | | |
| 23 | Rural | 220 | 3.17 | 0.75 | 478 | 1.35 | 0.18 | S |
| | Urban | 260 | 3.07 | 0.79 | | | | |
| 24 | Rural | 220 | 3.20 | 0.79 | 478 | 0.97 | 0.33 | S |
| | Urban | 260 | 3.13 | 0.87 | | | | |
| Overall | | | 2.97 | 0.82 | | 1.89 | 0.10 | NS |

Key: Significance (S), Not Significant (NS) (**Source,** SPSS Output 23rd October, 2022)

Table 6 showed that the mean values of rural and urban principals had a significant difference in items 17, 18, 19, 20, 21, 23 and 24, and no significant difference in items 22 respectively. It also showed overall t-calculated value of 1.89 and P-value of 0.10 which is lesser than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the effectiveness of principals’ community partnership for reducing resource wastage on students’ retention in public secondary schools in Ebonyi State was upheld.

DISCUSSION OF FINDINGS

The finding of the study equally revealed that ensuring principals’ mentorship was an effective strategy against resource wastage for students’ retention in public secondary schools in Ebonyi State to a high extent. This finding implies that helping students to recognize learning goals and reducing emotional frustration of students through mentoring could enhance students’ retention in secondary schools. The finding is in tandem with the Gabriel, Joel and Emmanuel (2020) who submitted that students provided

with mentoring had higher retention ability than those who were not exposed to mentoring programmes. The finding is also in agreement with the finding of Anachuna and Obi (2021) who added that low mentoring of students in secondary schools can lead to low retention of students. The implication of this finding is that mentoring students would help students to understand their career choice and problems affecting the students' learning. This process can reduce students' wastage in form of dropout in school. Olu-ajayi (2020) who submitted that mentoring serves as an effective tool in encouraging students' engagement in teaching and learning process in secondary schools. The significance of this finding is that most students in secondary schools have problems ranging from academic, emotional, psychological and philosophical which can be resolved through mentoring process. This is because through mentoring, students develop the ability to manage or solve their problems which would have affected their school engagement and retention. Hence, the principals as a mentor need to implement programme and have incentives to retain students. For instance, Faremi (2017) adds that effective principals as leaders have the ability to change organizational culture which, in turn, can create an atmosphere of job satisfaction that produces high retention rates of students and teachers. The implication of this finding is that secondary school principals therefore need to engage some practices towards ensuring the retention of students.

The result of null hypothesis I showed that there was no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' mentorship for reducing resource wastage on students' retention in public secondary schools in Ebonyi State. This positive agreement of rural and urban principals and teachers indicates that mentoring is inevitable in encouraging students' learning and possible retention in school. Therefore, mentoring is important in school administration irrespective of location of school. The implication of this finding is that mentoring programmes must be instituted in all rural and urban public secondary schools in Ebonyi State.

The finding of the study also revealed that ensuring school partnership programme was an effective strategy in reducing resource wastage for students' retention in public secondary schools in Ebonyi State to a high extent. This finding indicates that schools partnership programme is a collaborative effort between the schools and partners to restore the dignity of the schools through financial contributions or positive ideas. This finding collaborates with the idea of Oden, Bisong and Bisong (2013) that private sector partnership in secondary education can help to reduce under-performance of the secondary education sector and educational underachievement which is rampant in modern time. The finding is in tandem with the findings of Ishola and Antoinette (2012) who submitted that school partnership programmes enhances resource utilization and reduce excess resource wastages in primary schools. This study indicates that partnership programmes monitors students' learning activities, control indiscipline and maintain high level of commitment to learning tasks. Adeyemi (2012) finding equally collaborates with this finding that school partnership programmes provides social services to the schools which help to maintain positive learning condition and enhance students' retention ability. The implication of this finding is that school partnership programmes enable the private organisations and donors to jointly fund and manage the activities of secondary schools. Their involvement indirectly build school environment that support learning and motivate students' towards participating in school programmes.

The result of null hypothesis II showed a significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' partnership programme for reducing resource wastage on students' retention in public secondary schools in Ebonyi State. This finding showed that there was divergent opinion between the principals and teachers of rural and urban secondary schools that school partnership programmes enhance students' retention. The implication of this finding is that there are school that can manage the activities and improve students' learning and retention without depending on partners. Hence, it behoove the principals to device other administrative tools in maintaining participation or engagement of students in school programmes without withdrawal as part of resource wastages in public secondary schools in Ebonyi State.

The finding of the study finally revealed that ensuring school community partnership by the principals was a strategy in reducing resource wastage for students' retention in public secondary schools in Ebonyi State. It implies that community can participate in the orientation programme, construction of school block facilities, disciplining of students towards learning, enlist students' attendance to school and serves as security agent to schools. These activities can invariably enhance students' retention. This finding is in tandem with the finding of Glendinning (2016) who submitted that community where school is situated can help to maintain discipline in schools which project positive learning situation. This process reduces wastage of resources in terms of poor performance and enhances students' retention particularly in public schools. This finding is also supported by the findings of Abdirahman, Muturi and Mohamed (2018) that community involvement in school administration help in building school environment where students learn without stress and other social vices which can endanger students' career and learning goals. This process invariably can help in sustaining students' retention rate. The finding was further supported by the findings of Desforges and Abouchaar (2013) and Ogunbiyi (2017) that schools are more effective and caring places when they are an integral and positive part of the community. The implication of this finding is that the school cannot work in isolation with the community. The relationship of the school with the parents in the community helps the teachers to give learning feedback to the parents while the parent can report the activities of the students at home. The partnership programme can help to build the child academically and reduce the chances of withdrawal from school programme by some students which would have not coped with the school pressure and learning difficulties. This is in line with the idea of Baiz (2013) and Shilpi (2017) that community involvement has a powerful influence on children's achievement in schools. The roles communities play in the provision and management of education cannot be over emphasized. More often than not, communities intervene in the learning processes of the entire educational system in terms of financial contributions designed to support schools, teachers and students.

The result of null hypothesis III showed that there was no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on how principals' community partnership helps in reducing resource wastage on students' retention in public secondary schools in Ebonyi State. The implication of this result is that principals and teachers in rural and urban schools were aware of the effectiveness of the community in building support system where learning takes place in collaborative process. Hence, schools in urban or rural must maintain a partnership process where school and communities participate actively in achieving the educational needs of the students and thereby reduce wastages of resources and enhance students' retention.

CONCLUSION

The study assessed the effectiveness of the administrative strategies for reducing resource wastage on students' retention in public secondary schools in Ebonyi State. It is imperative to note that resources are very essential factor in school administration which must be effectively and efficiently utilized effectively to attain the curriculum goals and objectives. The study concluded that principals creating the avenue for mentoring teachers and students, ensuring school partnership programme and ensuring school community partnership were an effective strategies to improve the quality of teaching and learning in public schools and equally reduce wastage of resources on students' retention.

RECOMMENDATIONS

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

1. Principals should create time table for mentorship in public schools to identify students' problems in such as social, emotional, career and psychological among others. This programme would help to encourage students to engage in school activities and reduce wastages on students' retention.

2. The principals should relate with other organizations (research agencies, entrepreneurs, donors among others) to participate in developing school buildings and environment to make learning attractive and reduce resource wastages on students' retention
3. The principals should periodically invite the school community partnership through PTA to brief them on the educational needs of their children. This process can help the parents to contribute their quota in the overall development of the child and reduce resource wastages in public secondary schools in Nigeria.

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