International Journal of Innovative Social Sciences & Humanities Research 12(1):211-226, Jan.-Mar., 2024

© SEAHI PUBLICATIONS, 2024 www.seahipublications.org ISSN: 2354-2926

Strategies For Reducing Resource Wastages On Students' Retention In Public Secondary Schools In Ebonyi State: Administrative Implications

Prof. (Mrs) U. Aja-Okorie[1] & Umennabuike, C. Endurance[2]

[1,2]Department of Educational Foundations
Ebonyi State University, Abakaliki, Nigeria
[2]Email: chyendy@gmail.com[1]Email: uzajaokorie@yahoo.com/

ABSTRACT
The study assessed the strategies for reducing resource wastage on students' retention in public secondary schools in Ebonyi State. Three specific objectives, 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 "Strategies for Reducing Resource Wastage for students' Retention in Public Secondary Schools Questionnaire" (SREWSRPSSQ). 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 0.69. Mean and standard deviation were used to answer the research questions, while a t-test of the independent sample was used to test the hypotheses formulated for the study at a 0.05 level of significance. The finding of the study revealed among other things that ensuring manpower development and proper allocation of resources by the principals would reduce resource wastage for students' retention in public secondary schools in Ebonyi State to large extent. 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 extent principals adopts strategies for reducing resource wastage for students' retention in public secondary schools in Ebonyi State. Based on these findings, recommendations and suggestions for further studies were made therein.
Keywords: Strategies, Reducing, Resource, Resource Wastage, Students' Retention, Administrative Implications

INTRODUCTION

The value of resources in the growth and development of any organisation cannot be underestimated. This is because resources are inputs of any organization needed for effective implementation of policies and administrative changes (Elezovi´ and Falk, 2020). It is a widely acknowledged opinion that the success or otherwise of any enterprise (be it private or public) among other things depends largely on the availability

and utilization of relevant related resources by individuals or organizations (Abhishek, 2016; Mwai, Namada and Katuse, 2018, Elezovi´ and Falk, 2020). Resources whether human, material (tangible or intangible) are recognized vital facets of any successful human endeavour including education. Resources refer to materials, services, human resource, or other assets that are transformed to produce benefits in an organization (Aja-Okorie, 2014; Min-Seok, Gwanhoo, William, 2014). Resources could be seen as things or events that can be used to help achieve an aim in an organization. Typically, in a school setting, reading materials such as books/journals and periodicals as well as equipments provide information for teachers and students for effective pedagogy (Hornby, 2010; Jeffrey, Amy, Corey and Jon, 2020). Resources whether tangible or intangible are essential inputs needed for effective teaching and learning and must be used effectively in school to avoid wastage (Nwabueze and Oragwu, 2019).

Wastage is an economic terminology which was incorporated into the field of education which mean un-utilised or under-used resources. Wastage in respect to education refers to resources spent or 'wasted' on students who have to repeat a grade or who drop out of school before completing a cycle (Ngome and Kikechi, 2015; Ige, 2015; Amaonye and Anachuna, 2018). Wastage denotes the school's inability or inefficiency of a school to make use of available opportunities and resources in the development of students' cognitive, affective, and psychomotor attributes that are needed for a productive living and life-long learning (UNESCO, 2015). In the context of this study resource wastage in schools refers to the inability of the school management to effectively maintain and efficiently utilize available human, material and other resources of secondary schools to ensure that students are not leaving public schools to private schools. This is because when human and material assets of the schools are not efficiently and effectively utilized, it would be a waste of resource. 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. As noted by the Federal Republic of Nigeria (FRN, 2013) in her National Policy on Education, there must be manpower development, proper allocation of resources, proper students-teacher relationship, mentorship and school partnership programme as well as community participation to ensure that teaching and learning takes place in secondary schools.

Manpower development is a process of intellectual and emotional achievement through providing the means by which people can grow on their jobs. It relates to series of activities, which an enterprise would embark upon to improve its managerial capacity. Manpower development is important in any discussion of strategic human resources management. According to Jack (2021), the manpower development's function is to oversee the development of human expertise in the organization to improve productivity and efficiency. Through planning and monitoring of employee work results, development programs are designed to ensure employees acquire pertinent skills and qualities required for working at higher levels (Uyeri, 2016). It implies that a suitably manpower development can facilitate and promote social change and contribute to economic growth and development of requisite skills and competences, where it is well planned and managed. It becomes a problem for planners and administrators to expand secondary school levels in terms of their institutional framework and structures. The researcher has observed that most teachers in secondary schools lack the requisite skills in innovative methods of teaching as well as the use of improved technologies in teaching and researching. The teachers need to develop their skills always because they cannot give what they do not have to the students. Therefore, it requires meaningful progression rate of teachers' knowledge, skills and competencies to reduce wastage inform of poor performance of secondary school students. In addition, the sustainable manpower development can also be achieved through proper resource allocation.

Allocation of resources deals with the way teaching and learning resources in public secondary schools are equitable distributed for students that are in need of them in secondary schools. Resource allocation is the process of assigning and managing assets in a manner that supports secondary school strategic goals (Cecilia, Chigbata and Ikpo, 2019). Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best competitive advantage on investment. To distribute resources

equitably, principals must collect and analyze school-level data beyond per-students' funding such as teacher experience levels, teacher turnover rates, as well as student data on demographics, poverty rates, and achievement levels. This situation according to Dangara, (2015) may help in allocating the resources more to disadvantageous schools and increase the ability of students in staying in that particular secondary school. This is because most students like to attend to school with quality teachers, facilities and instructional materials (e.g. science apparatus for learning). Funds are very essential and critical resources in the process of implementing strategic plans, therefore money must be made available to make school conducive and attractive for students as this invariably may make them to like and stay in public secondary schools. It is also envisaged in this study that proper allocation of resources can equally promote students-teacher relationship.

Student-teacher relationship is another important feature in the context of learning and students' retention. According to Koen (2018), student-teacher relationship is one of the factors affecting student-teacher development, students' retention in school and academic motivation. Student-teacher relationships form the basis of the social context in which learning takes place (Nurmin, 2012). Bunmi and Tsotetsi (2018) note that supportive and positive relationships between teacher and students ultimately promote a sense of school belonging and encourage students to participate cooperatively in classroom activities and equally stay in the school. For instance, the self-determination theory by Edward Deci and Richard Ryan in 1980s also argues that individuals have three basic psychological needs: the need for relatedness, autonomy, and competence (Krasovskaya, 2016). According to Omodan and Tsotetsi (2019), belonging refers to a human being's tendency towards wanting to feel connected to others; to love and care. The need for belonging is so strong that individuals seek to develop relationships even in adverse situations. Belonging is a powerful motivation in itself, and that is why students who feel connected with and supported by their teachers are more likely to feel motivated to participate and remain in the school without dropping or moving to other school. The social context of the schools created by the administrative process of principals can go a long way 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 determines 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 embodies in the economic field, but also leads 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 is designed to determine the strategies for reducing resource wastages on students' retention in public secondary schools in Ebonyi State.

Statement of the Problem

Issue surrounding students' retention has become a topical one among public secondary schools in Ebonyi State in particular. This is because where the enrolled students are not properly managed till completion of their academic programmes, it will result to 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. The researcher's personal observation shows that the major cause of repeat of classes may be related to the effect of long absence from schools, particularly where huge amount of money is spent on the secondary education programmes, whether it is from the State Government or parents. It is in this context that the researcher the researcher became curious and sought to find out whether poor staffing and allocation of staff to various subject areas, poor maintenance of materials and facilities, low remuneration and motivation of staff as well poor utilisation of available material and facilities could be contributing to these wastages, and seeking strategies to address these educational problems. Therefore, the thrust of this study is to determine the strategies for reducing resource wastage on students' retention in public secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of this study is to determine the strategies for reducing resource wastage on students' retention in public secondary schools in Ebonyi State: Administrative implications. Specifically, the study is designed to:

1. find out the extent manpower development strategies of principals help in reducing resource wastage for students' retention in public secondary schools in Ebonyi State.
2. determine the extent proper allocation of resources is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State.
3. ascertain the extent students-teacher relation is a strategy adopted by principals for reducing resource wastage for students' retention in public secondary schools in Ebonyi State.

Research Questions

The following research questions were formulated to guide the study

1. To what extent do manpower development strategies of principals reduce resource wastage for students' retention in public secondary schools in Ebonyi State?
2. To what extent is proper allocation of resources a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State?
3. To what extent do principals ensuring students-teacher relation help in reducing resource wastage for students' retention in public secondary schools in Ebonyi State?

Hypotheses

The following three (3) null hypotheses were formulated and will be tested at 0.05 level of significance.

HO_1: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the extent manpower development strategies of principals help in reducing resource wastage for students' retention in public secondary schools in Ebonyi State.

HO_2: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the extent proper allocation of resources is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State.

HO_3: There is no significant difference in between the mean ratings of principals and teachers in rural and urban public secondary schools on the extent students-teacher relations is a strategy for reducing resource wastage for 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 "Strategies for Reducing Resource Wastage for students' Retention in Public Secondary Schools Questionnaire" (SREWSRPSSQ). 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: *To what extent is manpower development a strategy for 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 the Extent is Manpower Development a Strategy 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
1	Improvement in teachers' knowledge through in-service training improves students' retention	260	3.15	0.71	220	3.17	0.82	VHE
2	Teachers highly exposed to good delivery methods enhance students' retention in public secondary schools	260	2.47	0.77	220	3.00	0.84	VHE
3	Teachers' regular attendance to in-service training enhance students' retention.	260	2.54	0.79	220	2.97	0.87	HE
4	Teachers with innovations in teaching improve students' retentions.	260	3.19	0.82	220	2.93	0.78	VHE
5	Teachers with motivation ability enhance students' retention.	260	3.07	0.78	220	3.02	0.88	VHE
6	Teachers' entrepreneurial skills through manpower training encourages students' retention	260	3.06	0.74	220	2.91	0.82	VHE
7	Teachers' classroom management strategies enhance students' retention.	260	3.08	0.81	220	3.10	0.84	VHE
8	Teaches' modeling behaviours encourages students' retention.	260	3.03	0.80	220	3.07	0.79	VHE
	Overall		**2.94**	**0.78**		**3.02**	**0.83**	**VHE**

Key: High Extent (HE); Low Extent (LE), Decision (Dec) (**Source,** SPSS Output 20th Sept, 2023)

Result in **Table 1** showed that item 1-8 had a mean scores ranging from 2.47-3.19 for rural principals and teachers and 2.91-3..17 for urban principals and teachers with their standard deviation scores ranging from 0.71-0.82 and 0.78-0.88 respectively. The grand mean scores for rural principal which is 2.94 and that of the urban principals which is 3.02 are above the criterion mean value of 2.50. These are all indications that manpower development to large extent reduces resource wastage for students' retention in public secondary schools in Ebonyi State.

Research Question 2: *To what extent is proper allocation of resources a strategy for 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 the Extent Proper Allocation of Resources is a Strategy for Reducing Resource Wastage for Students' Retention in Public Secondary Schools in Ebonyi State

S/N	Items Statements	Rural	χ	SD	Urban	χ	SD	Dec
9	Adequate supply of qualified teachers in public secondary schools encourages students' retention rate.	260	3.09	0.86	220	2.94	0.83	VHE
10	Proper disbursement of funds in procuring learning materials encourages students' retention.	260	3.13	0.82	220	2.81	0.78	VHE
11	Implementing counselling services encourage students' retention.	260	3.07	0.81	220	2.65	0.84	VHE
12	Establishing functional internet facilities for browsing increases students' retention.	260	3.09	0.78	220	2.91	0.85	VHE
13	Functional science laboratory for practical encourages retention of students	260	3.09	0.83	220	2.54	0.88	VHE
14	Implementing sports services in public secondary schools encourages students' retention.	260	3.00	0.77	220	2.80	0.85	VHE
15	Stimulating learning environment through provision of quality plan enhance students' retention.	260	3.10	0.87	220	3.10	0.82	VHE
16	Providing mentoring services in public secondary school encourages students' retention.	260	3.07	0.82	220	3.17	0.79	VHE
	Overall		**2.94**	**0.82**		**2.86**	**0.83**	**HE**

Key: Very High Extent (HE); Low Extent (LE), Decision (Dec) (**Source,** SPSS Output 20th Sept, 2023)

Results of the data analysed on Table 2 revealed that the respondents in item 9-16 had a mean scores ranging from 3.07-3.13 for rural principals while the mean scores for urban principals and teachers ranged from 2.54-3.17 with the standard deviation scores ranging from 0.77-0.86 and 0.78-0.88 respectively. However, the grand mean of 2.94 representing the response of rural principals and teachers and 2.86 representing the response of urban principals and teachers showed that proper allocation of resources as a strategy would help in reducing resource wastage on students' retention in public secondary schools in Ebonyi State is to a high extent. This is because the two grand mean scores representing the opinions of rural and urban principals are above the criterion mean of 2.50.

Research Question 3: *To what extent is students-teacher relationship a strategy 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 the Extent Students-Teacher Relationship is a Strategy 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	Good rapport of teachers with students give them sense of belonging to continue in learning task	260	3.05	0.80	220	2.83	0.84	HE
18	Friendly relationship of teachers with students gives emotional stability to continue with public schools	260	2.90	0.73	220	2.87	0.77	HE
19	Teachers' periodic learning engagement with students enhance students' retention.	260	2.70	0.82	220	2.68	0.91	HE
20	Positive attitude to studies through friendliness in public schools encourages students' retention	260	2.99	0.84	220	2.88	0.89	HE
21	Students' learning difficulties are identified through friendliness with their teachers	260	2.53	0.86	220	2.50	0.90	HE
22	Students' area of counseling needs is identified through friendliness with their teachers.	260	2.79	0.77	220	2.80	0.86	HE
23	Good friendship with students in schools boost teachers' knowledge of subject matter which enhance retention ability	260	2.90	0.86	220	3.07	0.79	HE
24	Students share their experiences with teachers through good rapport which enhance their retention.	260	2.98	0.83	220	2.95	0.87	HE
	Overall		**2.86**	**0.81**		**2.82**	**0.85**	**H**E

Key: High Extent (HE); 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 2.53-3.05 for rural principals while the mean scores for urban principals and teachers ranged from 2.50-3.07 with their standard deviations ranging from 0.73-0.86 and 0.77-0.91 respectively. The grand mean scores of rural principals' opinions is 2.86 with a corresponding standard deviation scores 0.81 while that of the urban principals is 2.82 with the standard deviation 0.85 which are all above the criterion mean of 2.50. This is an indication that students-teacher relationship was a strategy for reducing resource wastage on students' retention in public secondary schools in Ebonyi State to a high extent.

Test of hypotheses

H_{01}: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the extent manpower development is a strategy 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 the Extent Manpower Development is a Strategy for 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	3.15	0.71	478	-2.17	0.83	NS
	Urban	260	3.17	0.82				
2	Rural	220	2.47	0.77	478	-7.20	0.00	S
	Urban	260	3.00	0.84				
3	Rural	220	2.54	0.79	478	-5.69	0.00	S
	Urban	260	2.98	0.87				
4	Rural	220	3.19	0.82	478	3.63	0.00	S
	Urban	260	2.93	0.77				
5	Rural	220	3.07	0.78	478	0.75	0.45	NS
	Urban	260	3.02	0.88				
6	Rural	220	3.06	0.74	478	2.07	0.04	S
	Urban	260	2.92	0.82				
7	Rural	220	3.08	0.81	478	-0.30	0.76	S
	Urban	260	3.10	0.84				
8	Rural	220	3.03	0.80	478	-0.63	0.53	NS
	Urban	260	3.07	0.79				
	Overall		**2.98**	**0.80**		**-1.19**	**0.33**	**NS**

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

Table 4 showed that the mean values of rural and urban principals had a significant difference in item 2, 3, 4, 6 and 7, and no significant difference in items 1, 5 and 8 respectively. It also showed overall t-calculated value of -1.19 and P-value of 0.33 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 extent manpower development is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State was upheld.

$H0_2$: There is no significant difference in the mean ratings of principals and teachers in rural and urban public secondary schools on the extent proper allocation of resources is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State.

Table 5: t-test Summary of Rural and Urban Principals/Teachers on the Extent Proper Allocation of Resources is a Strategy for 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
9	Rural	220	3.09	0.86	478	1.97	0.05	NS
	Urban	260	2.94	0.83				
10	Rural	220	3.13	0.83	478	4.25	0.00	S
	Urban	260	2.82	0.78				
11	Rural	220	3.07	0.82	478	5.55	0.00	S
	Urban	260	2.65	0.84				
12	Rural	220	3.09	0.78	478	2.38	0.02	S
	Urban	260	2.91	0.86				
13	Rural	220	3.09	0.83	478	7.11	0.00	S
	Urban	260	2.54	0.88				
14	Rural	220	3.00	0.77	478	2.75	0.01	S
	Urban	260	2.80	0.85				
15	Rural	220	3.10	0.87	478	-0.05	0.96	NS
	Urban	260	3.10	0.82				
16	Rural	220	3.04	0.79	478	-1.71	0.09	NS
	Urban	260	3.16	0.79				
	Overall		**2.97**	**0.83**		**2.78**	**0.14**	**NS**

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 10, 11, 12, 13, and 14, and no significant difference in items 9, 15 and 16 respectively. It also showed overall t-calculated value of 2.78 and P-value of 0.14 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 extent proper allocation of resources is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State was upheld.

H_{03}: There is no significant difference in between the mean ratings of principals and teachers in rural and urban public secondary schools on the extent students-teacher relationship is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State.

Table 6: t-test Summary of Rural and Urban Principals on the Extent Students-Teacher Relationship is a Strategy for 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
17	Rural	220	3.05	0.80	478	3.00	0.03	S
	Urban	260	2.82	0.85				
18	Rural	220	2.90	0.73	478	0.34	0.74	NS
	Urban	260	2.87	0.77				
19	Rural	220	2.70	0.82	478	2.29	0.77	NS
	Urban	260	2.68	0.91				
20	Rural	220	2.99	0.84	478	1.34	0.18	NS
	Urban	260	2.88	0.89				
21	Rural	220	2.53	0.87	478	1.44	0.66	NS
	Urban	260	2.50	0.90				
22	Rural	220	2.78	0.77	478	-0.18	0.86	NS
	Urban	260	2.80	0.86				
23	Rural	220	2.90	0.86	478	-2.19	0.03	S
	Urban	260	3.06	0.79				
24	Rural	220	2.98	0.83	478	0.45	0.65	NS
	Urban	260	2.83	0.84				
	Overall		**2.97**	**0.79**		**0.81**	**0.49**	**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 item 17 and 23, and no significant difference in items 18, 19, 20, 21, 22 and 24 respectively. It also showed overall t-calculated value of 0.81 and P-value of 0.49 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference in between the mean ratings of principals and teachers in rural and urban public secondary schools on the extent students-teacher relationship is a strategy for reducing resource wastage for students' retention in public secondary schools in Ebonyi State was upheld.

DISCUSSION OF FINDINGS

The study explored strategies for reducing resource wastages on students' retention in public secondary schools in Ebonyi State. The discusion of the findings were made based on the specific purposes of the study.

The result of the revealed that ensuring manpower development by the principals would helped to reduce resource wastage for students' retention in public secondary schools in Ebonyi State to large extent. This finding was supported by the findings of Omole (2014), Uyeri (2016) which posited that manpower development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. The implication is that a teacher cannot give what he does not have. Therefore, they need skills, competencies and ability to manage students and attain to students' needs and aspiration in changing society. For these to happen, teachers need to be engage in periodic professional training and development to cope with the emerging classroom needs. According to Pitfield (2012), the modern organisation has witnessed changes in modern times which require that staff to engage in periodic manpower development to be able to manage these changes. These

changes include the method of teaching, assessment techniques, curriculum policies, psychology and philosophy of learning among others.

The findings of the study also revealed that proper allocation of resources by the principals would help to reduce resource wastage for students' retention in public secondary schools in Ebonyi State is to a high extent. This finding is in consonance with the findings of Osim (2016) and Cecilia, Chigbata and Ikpo (2019) that funds and other resources normally support pull-out programmes, and can be used to reduce adult-student ratios by adding staff to the regular classroom or by hiring more full-time regular classroom teachers. It implies that the more a school is equipped with teachers and materials for learning, the more the school is attractive for student to stay without moving to other schools. The finding is in tandem with the Afolabi, Oyewusi and Ajayi (2008) who added that most school plant, buildings, materials and equipments require immediate and urgent repairs to enhance students' retention in public secondary schools. The authors lament that inadequate resources (human, materials and funds) in public schools propels students to move from public secondary schools to private schools. The implication of this finding is that more resources need to be allocated in public secondary schools in Ebonyi State to ensure effectiveness and efficiency in teaching and learning as well as administration. The finding is also strengthened by the Blessing and Vivien (2013) who added that funds are not adequate for the procurement of learning materials in secondary schools and this situation results in pull out of students from public to private schools. Therefore, for students' retention in public schools in Ebonyi State, the principals must ensure that there are adequate resources.

The finding of the study further revealed that students-teacher relationship would reduce resource wastage for students' retention in public secondary schools in Ebonyi State to a high extent. This finding implies that good rapport of teacher and students is a precursor for students' retention in public secondary schools in Ebonyi State. This finding is supported by the findings of Oyeyemi, Akinyemi and Gbesoevi (2014) who added that wastages of resources in schools in Nigeria can be reduced by positive interaction between the staff and students in schools. This interaction promotes truth, friendliness, support and encouragement as well as makes students to feel free in school environment. The implication is that students who are loved and cared for find it difficult to drop out of school or move to another school. It is important to note that positive interactions can influence student's academic performance and behaviour towards schooling and learning. According to Rabo (2022), supportive and positive relationships between teacher and students ultimately promote a sense of school belonging and encourage students to participate cooperatively in classroom activities and reduce withdrawal from schools. A constructive relationship between students and teachers enable students to be able to work on their own because they know their teachers are there for them in case problems arise.

Therefore, positive interaction or relationship could enhance students' retention in public secondary schools in Ebonyi State. The finding is also in tandem with the findings of Sylvia, David, Joash and Leonard (2017) that there is a statistically significant association between teacher-students' relationship, management support and educational wastage in public secondary schools in Kenya. The significance of this finding is that educational wastage in form of students' drop out of school can be reduced if teachers and administrator give students learning support, counselling and guide them properly. Obviously, this cannot be achieved if the teachers do not relate well with the students. Furthermore, the finding supported the finding of Chikendu (2022) who submitted that good teachers treat the students with respect, teach them with Enthusiasm and Passion while poor teachers-students relationship can lead to immoral attitude and behaviour, poor academic performance of students, and encouraging school dropout.

The result of null hypothesis III showed that there was no significant difference in between the mean ratings of principals and teachers in rural and urban public secondary schools on the extent manpower development, properly allocate school resources, students-teacher relationship were strategies for reducing resource wastage for students' retention in public secondary schools in Ebonyi State. This agreement showed that principals and teachers irrespective of their location understood the importance of relationship in building the emotional, psychological, moral and health of students. Therefore, it is imperative for teachers to relate with students irrespective of their background to be able to encourage

them and maintain high level of retention in both rural and urban secondary schools.

CONCLUSION

The study assessed the 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 utilized effectively to attain the curriculum goals and objectives. The study concluded that the extent to which principals ensure manpower development, properly allocate school resources, ensures students-teacher relationship would help to improve the quality of teaching and learning in public schools and equally reduce wastage of resources on students' retention. In addition, the application of these administrative strategies would help to enforce effective teaching and learning in public schools, maintain good attendance of students in schools, reduce indiscipline and also encourage active participation in learning activities.

RECOMMENDATIONS

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

1. the principals should periodically mobilize teachers for manpower development training established by the State Government and other education Agencies to improve teachers' skills, knowledge and competences needed in modern classroom practice. This would help teachers to engage actively in teaching process which would reduce resource wastages.
2. the principals as the head administrators of the school should constantly relate with the secondary education Board to allocate resources to rural and urban public schools in Ebonyi State in order to promote effective teaching and learning and reduce wastages of resources on students' retention.
3. the principals should create an enabling environment where teachers and students meet periodically to share their experiences and learning problems. This invariably would help to reduce resource wastage for students' retention in public secondary schools in Nigeria.

Administrative Implications of Findings

The findings of the study showed some implications on the strategies for reducing resource wastage on students' retention in public secondary schools in Ebonyi State. Secondary school principals in Ebonyi State were aware that ensuring manpower development by the principals would help to reduce resource wastage for students' retention in public secondary schools in Ebonyi State. The implication of this finding is that if teachers are not empowered to manage the emerging classroom, they might not engage actively in teaching process. Hence, the teacher cannot give what he/she does not have. The teacher periodically needs training to be able to manage the innovations in teaching. In addition, the findings of the study showed that proper allocation of resources by the principals helped to reduce resource wastage for students' retention in public secondary schools in Ebonyi State is to a high extent. The implication of this finding is that provision of adequate and relevant textbooks in the library, and or provision of adequate and relevant instructional materials and ensuring the adequacy of teachers in various subjects can help in teaching and learning in schools. For this, it implies that lack of principals' proper allocation of resources would definitely results to students' poor performance repetition, withdrawal as wastages of resources.

REFERENCES

Abhishek, G. (2016). *Values: An organizational resource*. India: ISSWOV Publication: Abuja: NERDC Press.

Adeyemi, T.O. (2012). School variables and internal efficiency of secondary schools in Ondo State. *Nigeria Journal of Education and Social Research, 2*(3), 204-214.

Afolabi, F.O., Oyewusi, L.M., & Ajayi, M.A. (2008). Allocation and management of resources for the sustenance of free qualitative secondary education and reduce wastage in Ondo State. Retrieved from http://www.nobleworld.biz/images/A_O_A.pdf

Aja-Okorie, U. (2014). Personnel management in school administration. In G. O. Unachukwu & P. N. Okorji (Eds.), *Educational Management: A skill building approach* (pp. 366- 384). Nimo: Rex, Charles & Patrick.

Aja-Okorie, U. (2016). Teachers' personnel management as determinants of teachers' productivity in secondary schools in Delta State, Nigeria. *British Journal of Education, 4*(8), 13-23.

Ajibola, A. (2014) Effects of two methods of teaching on students' retention in basic science and technology. *Journal of Education and Practice, 3*(3), 12-18.

Akinsolu, A.O. (2012). Resource utilization and internal efficiency in Nigerian secondary schools: implications for socio problems of education. *Internal Journal of Sociology and Anthropology, 4*(1), 23-30.

Amaonye, B. C., & Anachuna, O. N. (2018). Planning: A veritable tool for curbing wastage in secondary education in Nigeria. Unizik *Journal of Educational Management and Policy (UJOEMP), 2*(1), 148-157.

Ankita, P. (2021). *Importance of time management. The most precious resources*. Retrieved from https://blog.madeeasy.in/importance-time-management

Babalola, J.O (2014). *Trends and issues in educational planning*. *A paper presented at the Conference of Directors, Planning, Research and Statistics (DPRS).* National Institute for Education. Abuja.

Baiz, M.K. (2013). Parent involvement in education: Possibilities and limitations. *The school Community Journal, 6(*1), 1-12.

Blessing, A., & Vivien, E. (2013). Budgeting and resource allocation in public secondary school libraries in Rivers State. Retrieved from https://www.researchgate.net/publication/340051709_budgeting_and_resource_allocation_in_public_secondary_school_libraries_in_rivers_state

Bua, F.T. (2016). *Educational management: A tri-dimension approach–education system analysis, demographic aspect of education and office and record keeping management*. Makurdi: F.D. Judens Ventures Nigeria.

Bunmi, S.O., & Tsotetsi, C.T. (2018). Student-Teacher Relationship as a Panacea for Students' Academic Performance in Nigeria Secondary Schools: An Attachment Perspective. *Journal of Social Studies Education Research, 9*(4), 82-101.

Cecilia, E. E., & Chigbata, F. O., & Ikpo, P. A. (2019). Resources Allocation in Strategic Plan Implementation and Administrative Effectiveness of Secondary School Principals, Akwa Ibom North East Senatorial District. *International Journal of Innovation and Research in Educational Sciences, 6(*2), 314-325.

Chikendu, R. E. (2022). Teachers-students relationship and academic performance: evidence from senior secondary schools in Enugu State. *International Journal of Research in Education and Sustainable Development, 2*(2), 1-9.

Chuktu, O., & Uzoigwe, M. C. (2019). An assessment of the implementation of staff development programmes for manpower sustainability in public secondary schools in Cross River State, Nigeria. *British Journal of Education, 7*(8), 100-118.

Dangara, Y. U. (2015). Educational resource: An integrate component for effective school administrative in Nigeria. *Journal of Research in Humanities and Social Sciences, 6*(13), 1-9.

Demetris, T. C. (2014). *A simple definition of time.* Retrieved 27/10/2022 from https://www.researchgate.net/publication/263104630_A_simple_definition_of_Time

Deribe, D. K., Endale B. D., & Ashebir, B.E. (2015). Factors contributing to educational wastage at primary level: The case of LanfuroWoreda, Southern Ethiopia. *Global Journal of Human-Social Science: Linguistics & Education, 15(*6), 45-51.

Durosaro, D.O (2012). *Cost of education. Where the pinches*.103rd inaugural lecture. University of Ilorin.

Eguridus, C. M. (2015).The impact of technology on the validity of assessment in large scale public examinations: The West African Examinations Council's experience. A paper presented at the International Association for Educational Assessment. *41st Annual Conference. University of Kansas, Lawrence, Kansas, USA.*

Elezovi, B. L., & Falk, B. (2020). *The role of learning resources, school environment, and climate in transforming schools from buildings to learning communities*. Retrieved from https://www.the_Role_of_Learning_Resources_School_Environment_.pdf

European Commission (2015). *Dropout and completion of higher education in Europe*. Brussels: European Commission.

Faremi, M.F. (2017). An assessment of teacher retention and job security in private secondary schools in Ogun State, Nigeria. Bulgarian journal of science and educational policy, 11(2), 276-293.

Federal Republic of Nigeria *(2013). National policy on education (4th ed.). Abuja: FRN Publication.*

Hornby, A.S. (2010*). Oxford advanced learner's dictionary of contemporary English, 8th edition. Oxford*: Oxford University Press. http://www.academicjournals.org/ijsa

Idialu, J.O. (2013). Influence of gender, school location and students' attitude on academic achievement in Basic Technology in Delta State. *A Ph.D. Thesis* submitted to the department of Vocational teacher Education, University of Nigeria, Nsukka.

Ige, A.N. (2015). Wastage factors in universal basic education programme implementation in Nigeria: The way out. *Journal of Counseling and Education, 4*(1), 1-12.

Ishola, A. S., & Antoinette, U. E. (2012).The effect of parent-school partnership on the availability and utilisation of learning resources in early childhood centres in Ibadan South-West, Oyo State. *International Research Journal of Arts and Social Sciences, 1*(4), 81-88.

Jack, G. (2021). *The duties of the human resource manpower development*. Retrieved from https://smallbusiness.chron.com/duties-human-resource-manpower-development-78168.html

Jeffrey, C., Amy, R. M., Corey, D., & Jon, D. (2020). The role of instructional materials in the relationship between the official curriculum and the enacted curriculum. Retrieved from https://www.tandfonline.com/doi/full/10.1080/10986065.2020.1855376

Jinying, Z., & Tong, C. (2009). Empirical analysis on the allocation of the urban and rural educational resource in China. *Journal of Agricultural Mechanization, 4*(6), 115-119.

Jun, W., & Chudan, G. (2017). The rural-urban differences in resources allocation of basic education and its social consequence: Base on the analysis of China's education statistics. *Journal of East China Normal University (Educational Sciences), 35*(2), 33-42, 117.

Koen, M. (2018). Relationships. In M. Nel (Ed.), *Life orientation for South African teachers*. (pp. 299-318). Pretoria: Van Schaik.

Kolawole, A. O., & Ogbiye, C. A. (2020). Resource utilization and internal efficiency of secondary schools in Ekiti State, Nigeria. *International Journal of Education, Learning and Development, 8*(5), 11-20.

Krasovskaya M. (2016). Interrelation between close teacher-student relationships and engagement: The case of Finnish pre-schools. *Unpublished Master's Thesis*, University of Jyväskylä, Finland.

Min-Seok, P., Gwanhoo, L., & William, H. D. (2014). IT resources, organizational capabilities, and value creation in public-sector organizations: A public-value management perspective. *Journal of Information Technology, 29*(2), 111–185.

Ngome, C. K., & Kikechi, R. W. (2015). Educational wastage in Kenya: A threat of internal efficiency in Bungoma County Secondary Education. *Journal of Educational Policy and Entrepreneurial Research (JEPER), 2*(10), 131-137.

Ngome, C. K., & Kikechi, R. W. (2015). Educational wastage in Kenya: A threat of internal efficiency in Bungoma County Secondary Education. *Journal of Educational Policy and Entrepreneurial Research (JEPER), 2*(10), 131-137.

Nurmin, J. E. (2012). Students' characteristics and teacher-child relationships in instruction: a meta-analysis. *Educational Research Review, 7*(30), 177-179.

Nwabueze, A.I., & Oragwu, A. A. (2018). Instructional Resource Management for the Implementation of Vocational Education Programme in Secondary Schools in Nigeria. *Global Journal of Management and Business Research, 19*(A2), 37–48. Retrieved online on 23rd June, 2022 from https://journalofbusiness.org/index.php/GJMBR/article/view/2690

Nwandu, S. I. E., & Ihearindueme, A. B. (2022). Managing Resource Wastages as Predictors of Effective Secondary School Administration in Anambra State, Nigeria. *East African Scholars Journal of Psychology and Behavioural Sciences, 4*(2), 70-75.

Nworgu, B.G. (2015). *Educational research, basic issues and methodology (third edition) Nsukka-Nigeria*: University trust publishers.

Ochuba, J.N. (2021). Analysis of gender disparity in students' enrolment in arts and science subjects in secondary schools in Ebonyi State. A dissertation submitted to the Department of Educational Foiundations, Ebonyi State University.

Okorie, E.U., & Ezeh, D.N.(2016). Influence of gender and location on students. An Achievement in Chemical Bonding. *Mediterranean Journal of Social Sciences, 7*(3), 309-318.

Olatoun A. (2021). Analysis of educational wastage in public secondary schools in olorunda local government area, Osun State, Nigeria. *Journal of Educational Planning, 24*(1), 39-55.

Oluwatosin, V. A., & Terfa, M. A. (2017). Improving senior secondary students' retention in electrolysis using Collaborative Concept Mapping Instructional Strategy (CCMIS). Greener Journal of Educational Research, 7(6), 087-092.

Omodan, B.I., & Tsotetsi, C. T. (2019). Student-teacher relationships as a panacea for students' academic performance in nigeria secondary schools: An attachment perspective. *Journal of Social Studies Education Research, 9*(4), 82-101.

Omole, M.A.L (2014). Training and re-training: A variable of technological development. *Journal of Industrial Education, 14*(2), 76-85.

Oredein, O. (2016). *Effects of school variables on students' academic performance in municipal area of Cross River State.* Calabar: University Publication.

Osim, R. O. (2016). Expanding Access and Quality and Quality in Education in Nigeria. In, J. E. Okon, B. A. Akwegwu, & E. S. Uko (Eds.), Emerging Issues in Educational Administration, Planning and Supervision (pp. 79-96). Calabar: University of Calabar Press

Otti, I N. N. (2011). A critical analysis of manpower development in Nigeria. *A research project submitted to Department of Management, Faculty of Business Administration, University of Nigeria, Enugu Campus.*

Oyeyemi, K., Akinyemi, I. A., & Gbesoevi, E. S. (2014). Factors influencing wastages amongst public university students in Lagos State. *International Journal of Humanities Social Sciences and Education (IJHSSE), 1*(9), 58-62.

Rabo, M U., (2022) Teacher–Students Relationship as a Tool for Positive Academic Performance in Nigeria. *British Journal of Multidisciplinary and Advanced Studies in Education, Learning, Training & Development, 3*(1), 42-53.

Sylvia M. S., David, M.M., Joash, M., & Leonard, M. K. (2017). Influence of School-based Factors on Educational Wastage in Public Secondary Schools in Machakos County, Kenya. *International Journal of Humanities and Social Science, 7*(1), 257-262.

UNESCO (2015). *New Challenges to Education: Lessons from Around the World BCES Conference Books.* Sofia: Bulgarian Comparative Education Society.

Uyeri, A. O. (2016). The relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State. *Global Journal of Management and Business Research, 10*(10), 1-16.

Waheduzzaman, W., Assaber, S., & Hamid, M. B. (2018). Elite capture of local participatory governance. *Policy and Politics, 46*(4), 645-662.

William, M. (2013). *Human resources.* Retrieved from www.wikipedia.com/humanresources Date: 28/12/13

Yu-you, Q., & Zhi-hui, W.U. (2017). Research on the conditions and the future development thoughts of rural education in China. *Journal of Northeast Normal University (Philosophy and Social Sciences), 2*(3), 1-8.