



## **IMPACT OF HUMAN AND MATERIAL RESOURCES WASTAGES ON THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN EBONYI STATE.**

<sup>1</sup>Nwani, Okereke Boniface Jerry <sup>2</sup>Prof. Sunday Nwambam Aja

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

<sup>1</sup>[nwanibonjerryo70@gmail.com](mailto:nwanibonjerryo70@gmail.com)+234 803 745 8930<sup>2</sup>[saja4net@gmail.com](mailto:saja4net@gmail.com)+234 803 740 7461

### **Abstract**

The study examined the Impact of human and material resources wastages on the administration of secondary school in Ebonyi State. Two research questions and two null hypotheses guided the study. Descriptive research design was adopted for the study. The population of the study consist of 4,816 senior secondary school principals and teachers in 224 public secondary schools in Ebonyi State. The sample size for the study was 405 respondents which was drawn through simple random sampling. Instrument for the data collection was a structured questionnaire titled “Educational Resource Wastages Questionnaire (ERWQ)”. The reliability of the instrument was determined using Cronbach Alpha technique. The result yielded a co-efficient index of 0.53. The findings of the study include the following among others: Human educational resource wastages impact negatively on the administration of secondary schools through inadequate manpower, heavy workload and lack of commitment of some staff to school activities and Educational materials resource wastages impact negatively on the administration of public secondary schools as some school desk are left in an open atmosphere where they are damaged by weather conditions and use of obsolete materials in teaching. Based on the findings of the study, the researchers recommended among others that: Human resources development should be given high premium through various enlightenment activities by school principals on the need to avoid school personnel negligence on the proper utilization of school material resources. Further, that government at all levels should support secondary schools in the management of school material resources through an adequate supply of facilities and proper audit of their utilization.

**Key words:** Resources. Material Resources, Human Resources, Wastages, Administration

## **Introduction**

Educational wastage means pre-mature withdrawal of a student from school without completing the educational programme. Since the student does not complete the cycle of education, the time, money and energy expended on such a student is said to be wasted. The Union of International Associations (UIA, 2017) identified wastages in education to include; school dropouts, pre-mature school leaving, repetition of educational stages, under-performance of the education sector and educational underachievement. Based on the above, a school dropout is seen as a pupil/student who leaves school before the end of the final year of the educational stage in which he/she enrolled. Thus, a student who successfully completed the secondary school education and has the required credits and passes but does not further his studies do not constitute school dropout. This is because the National Policy on education has it that senior secondary graduates that are not proceeding to the tertiary level as a means of preparing them for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria (FRN 2014).

Repeating a class implies the student has utilized more resources than that which had been allocated to the student. Leaving school before completing is wastage of resources because the investment by the government for that period of years that the student was not in school is wasted. This is because the student continues to depend on the sponsors and could not be useful to either himself or the society. Another dimension of educational wastages is when a student after repeating and completing that particular cycle of education but has not passed qualifying examinations, such students are as good as having no certificate at the end, for example, if a student failed his examination subjects in the West African School Certificate Examination. All these constitutes educational wastages because it depletes the educational resources (Rajesh & Roy, 2014).

In some states of Nigeria, UNESCO (2012) report revealed that about 38% of the population of the state are illiterates, most of which constitutes school dropouts or premature withdrawal from school. Also, UNESCO (2022) report estimated that Nigeria currently has approximately 20 million out of school children. This was corroborated by UBEC Executive Secretary, Hamid Bobo who stated that Nigeria needs an additional 20,000 schools and 907,769 classrooms to absorb the growing number of out-of-school children. He identified infrastructural gaps and inadequate manpower as some of the challenges hindering access to quality basic Education on Nigeria.

Wastage can take different forms in educational system. According to Durosaro (2012). Some noticeable signs of wastage in secondary schools in Nigeria include premature withdrawals/drop out, repeaters, misuse of educational resources, unemployment of school leavers and brain drain. In a study carried out by Rajesh and Roy (2014), they describe premature withdrawal/drop out of student as when he/she fails to complete the full course of study prescribed by leaving school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling except death and transferring to another school. Furthermore, the study also revealed that official regulations controlling number of times of repetition or expulsion due to bad behaviour of the students in school can cause premature withdrawal or when he/she drops out of school on his/her own. This is economic and human resources wastage in education. Repeaters lead to larger number of students to teach, assess and supervise effectively (UNESCO, 2006).

Wastage consequently results whenever parents and school children fail to see much hope of reaping future rewards from present efforts and resources invested in attending school.

Human resources are essential in coordinating other resources in every organization. Irondu (2019) stated that human resources are made up of school administrators, teachers, students, bursars, typist, clerks, messengers, cleaners, watch men, cooks, drivers, librarians and gardeners. Human resources in secondary school are made up of both skilled and unskilled workers. Casterter (2016) opined that there is no school that can function properly without adequate and qualified personnel, he added that the quality of the personnel determines the quality of the school products. Shortage of human resources, employing of unqualified personnel and or over usage of qualified personnel imply wastage of resources in secondary school administration.

Over-utilization of materials constitutes a waste if available resources are used beyond their carrying capacity or above the degree they ought to be utilized. Over-utilization of school material resources occurs due to under-supply of school facilities such that the number of available users exceeds the carrying capacity of facilities. For instance, many school desks could be easily destroyed if the number of students sitting on them is more than the expected number. Imagine 10 students sitting in a seat designed for six students. All these forms of material resource wastages could affect the quality of education instructional delivery by teachers, students' academic performance, and the overall effectiveness of schools. This is because many schools could lose their staff, students or both to other well-equipped institutions due to the lack or poor management of required facilities. Poor maintenance of school facilities,

also promotes educational wastage (Danestry, 2014 and Dike, 2015). In the study, resource wastages referred to inappropriate utilization of available educational resources in the administration of school.

Resources can be classified into the following: human resources. and material resources

Material wastages happens where materials are provided or supplied to schools, and such materials are left to be destroyed by either man, animals, insect, or other biological processes, without serving the need for which they were provided. Mbon, Ukpabio, Ekanem, Okon, Uko, Ngaji and Okon, (2020), posited that wastages of school material resources could be seen as the complete or partial destruction, over-utilization or under utilisation of materials available in the school. For instance, a school where buildings are dilapidated without any efforts made to refurbish them or a school where desk are left in an open atmosphere for both rain, sun, and other natural processes to impede on them. It will lead to destruction and such materials may no longer be available or in good shape for effective utilization.

Presently in Ebonyi State, it appears that most secondary schools do not have the required number of teachers, both in terms of quantity and quality. In some of our schools, the success and good performance of students in some subjects appeared to be hampered by some teachers who claimed that they can teach subjects that they are not specialized on. The WAEC result as reported by the National Bureau of Statistics (NBS, 2019) showed that Ebonyi state ranked the least among the five South-East states. This is because it appears there is a gap between the expectancy and actual output due to alleged inefficiency in the administration of school system which seem to constitute a sort of waste to the educational system. Some specialized teachers seem to be having unrealistic workload and this may prevent them to have enough time to assist students individually. In addition, personal observation has also shown that material resources are in short supply in most secondary schools. The poor status of materials facilities in the schools may not be unconnected with dearth of fund in the system. Available facilities that could enhance students' academic performance such as library, laboratory, computer laboratory, home economic laboratory appears not to be maintained by some school administrators probably as a result of carelessness, lack of fund or mismanagement of fund.

Many parents send their children to school, so that the children may acquire skills and certificate that will facilitate them to secure paid employment in the modern sector of the economy. But neither a sufficient number of jobs nor the level of skill of vocational training seem to exist to meet the expectations and aspirations of the youths. In this type of situation, continuing schooling seem to the children and their parents as a waste of time and resources

(Osiri, 2016). At this juncture, it is worthy to note that educational wastages in any form is an indicator that if appropriate measure is not taken by educational stakeholders to avert the situation, it will give room for wastage of educational output that may create room for high rate of crisis in the study area. It was based on this development that this study is undertaken to further examine the

Impact of human and material resources wastages on the administration of secondary school in Ebonyi State.

### **Purpose of the Study**

The main purpose of the study is to investigate impact of educational resources wastages on the administration of public secondary schools in Ebonyi State.

Specifically, the study shall determine the impact of:

1. Human educational resource wastage on the administration of public secondary schools in Ebonyi State.
2. Material educational resource wastage on the administration of public secondary schools in Ebonyi State.

### **Research Questions**

The following research questions were raised to guide the study.

1. How does human educational resource wastages impact on the administration of public secondary schools in Ebonyi State?
2. How does educational materials resource wastages impact on the administration of public secondary schools in Ebonyi State?

### **Research Hypotheses**

The following hypotheses are formulated to guide the study.

1. **H01.** There will be no significant difference in the mean ratings of principals and teachers on the impacts of human educational resource wastages on administration of public secondary schools in Ebonyi State.
2. **H02.** There will be no significant difference in the mean ratings of principals and teachers on the impacts of educational materials resource wastages on administration of public secondary schools in Ebonyi State.

### **Literature Review**

Teaching and learning resources are variety of instructional materials that produce rich experiences for the teacher and students especially as they progress through knowledge

acquisition. (Amaele, 2012). Different words have been used to describe teaching resources. Some of these are teaching aids, instructional materials, educational media, apparatus, audio-visual aids and curriculum materials, depending upon different professional, background and orientation. Teaching resources are human and material objects which help the teacher to make a lesson more interesting, more explicit, more meaningful, functional and real to the learners (Amaele, 2012). Teaching resources if well utilized in learning process expose the learners to primary experiences and thus enrich learning. Since teaching is essentially an issue of communication (not transmitting) the effective use of teaching resources in the classroom situation is indispensable. These resources being real and concrete help to fill the gap between reality and the abstract.

Education resources refer to all human, material, non-material and audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also, include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources include the teachers in the school human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout the community at large and other fundamental materials like pencils, pens, exercise books which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Education resources are important in the development of a conducive teacher-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. However, Blunt (1990) noted that it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration.

Wastage is an economic term which is used in the field of education to describe various aspects of failures that occur in the education system and which militate against the achievement of education objectives. This is in tandem with Babalola (2004) that the term 'wastage' is applied to education as unfamiliar and educationists may object to it as a depersonalizing of what is essentially an individual growth process. This agrees with Idowu (2002) who defined educational wastages as the inefficient use of education resources: teachers, labour school building and equipment. This occurs when an investment preparation (in education) does not produce either its desired or anticipated results or produces result at a scale, considerably lower

than it has set for itself. When material resources including time are not used for their purposes, then such resources can be said to have been wasted. According to Derbe, Endale and Ashebir (2015), educational wastage occurs when educational objectives are not realized. They noted that wastage in education indicates inefficiency of the educational system since an education system is efficient when such system tries to reduce wastage to the barest minimum. This corroborates Durosaro (2012) that the concept of efficiency refers to the capacity of the educational system to turn out graduates with minimal wastage. The writers conceived wastage in education as the inefficient use of educational resources (human and material) which jeopardize the achievement of the objectives of secondary education in Nigeria.

Ahmed (2003) who stated that in most secondary schools in the country, teaching and learning take place under non conducive environment lacking the basic materials, thus hindering the fulfillment of educational objectives. This kind of situation makes students lose interest in education and sometimes they prematurely drop out of school. Derbe, Endale and Ashebir (2015) noted that leaving school (dropping out) before completing a particular cycle/level of education is wastage in resources, number of graduates and students' years.

Human resource wastage manifest in different forms, it could be under-utilization or over-utilization. Where human resource (teachers) are inadequate in their right numbers and caliber or specialty, the few available human resource is over utilised this scenario is most common in schools in the rural areas. Conversely, where there is over concentration of human resource (teachers) as is the case in most schools in the urban areas under-utilization occurs. This is a situation whereby the professional expertise of the personnel in education is not optimally maximized. Buttressing this, Ordu (2013) conceived it as the under-utilization of personnel in handling education. This is a situation where professionals with requisite skills in certain areas are not allowed to function in their areas of specialization probably because there are others, but are rather given administrative functions. Supporting this, Usen. Udofia and Offiong (2012) asserted that it is sheer waste of skills where an engineer is appointed to head the Ministry of Health rather than Ministry of Works and Housing. In the same view, a specialist in mathematics should be assigned to teach mathematics in order to ensure effectiveness and total instructional delivery.

However, this is not always so, as there are situations where the available skilled manpower is not given the opportunity to apply the skills fully in their area of specialty for intellectual development of the learners' interest which could possibly affect the interest of the learner and apparently lead to failure, repetition and perhaps dropping out of the school.

Wastage of school material resources could be seen as the complete or partial destruction, over-utilisation, and under utilisation of materials available in the school. Thus, when materials are provided or supplied to schools, and such materials are left to be destroyed by either man, animals, insect, or other biological processes, without serving the need for which they were provided, it is seen as school material resource wastage. On his own contribution, Akindele (2015) noted that materials that are not optimally utilised in line with provisional prescriptions, specifications, and guidelines are also considered as wastage. This is because in cases where lots of facilities are provided beyond the enrolment figures or beyond the number of available users in schools, a large portion of such resources are left unutilized and may rot consequently. This type of wastage is borne out of the over-supply of materials or the under utilisation of materials that have been provided. Another instance of school material wastage can be seen in a hypothetical example where textbooks are provided by the Government for distribution to students, and for selfish reasons, the principals of some secondary schools refused to distribute same to the target recipients.

However, due to selfish motives, some secondary school principals withhold the books from the intended beneficiaries. Instead, the books are stored in the school library, where they are eventually destroyed by termites and white ants. In another case, wastage can also be seen in situations where resources are unevenly distributed across classes, sections, schools, or regions. Such that some classes, schools or areas have more than their needs, while other classes, schools, or areas have little or nothing (Dike, 2015).

Over-utilization of materials constitutes a waste if available resources are used beyond their carrying capacity or above the degree, they ought to be utilized. Over-utilization of school material resources occurs due to under-supply of school facilities such that the number of available users exceeds the carrying capacity of facilities. For instance, many school desks could be easily destroyed if the number of students sitting on them is more than the expected number. Imagine 10 students sitting in seats designed for six students. Dike (2015), averred that various forms of material resource wastage can negatively impact the quality of teaching, student academic achievement, and the overall efficiency of schools. Poor availability or mismanagement of essential facilities may lead to the loss of teachers, students, or both, as they may move to better-equipped institutions.

Poor maintenance of school facilities also promotes poor academic performance among learners (Danestry, 2013). There is a nexus between availability of school facilities, students learning and academic excellence in schools (Danestry, 2013). Thus, the optimal use of meagre

resources allocated to education and the minimization of wastages can only be guaranteed to ensure efficiency in the educational sector (Akindele, 2015). More so, poor maintenance of facilities in schools can lead to health and sanitary condition problems. For instance, broken toilets that are not repaired in schools would encourage indiscriminate defecation, that would in turn, give rise to epidemics, infection and other contagious diseases; thus, putting the lives of the students, members of staff, the immediate neighbourhood and the nation at large at risk (Oladipo & Oni, 2010).

### **Methodology**

This study adopted descriptive survey research design to determine the Impact of human and material resources wastages on the administration of secondary school in Ebonyi State. Two research questions and two hypotheses guided the study. The population of the study consisted of all the 4,816 senior secondary school principals and teachers (principals: 224 and teachers, 4,592) in all the 224 public secondary schools in Ebonyi State. Yaro Yamane formula was used in sampling 405 as the sample for the study. Ten-item questionnaire was developed by the researchers. The questionnaire was subjected to face and content validation by three experts; two of the experts are from Educational Foundations Department, precisely, Administration and Planning, and one expert is from the Department of Science Education, Measurement and Evaluation option. Cronbach Alpha reliability technique was used to determine the internal consistency of the instrument and it yielded a reliability co-efficient of 0.53. The researchers with the help of two research assistants administered 405 copies of the questionnaire to the 405 respondents, out of which 400 valid questionnaires were returned and used for data analysis. The data collected were analyzed using mean and standard deviation while the t-test was adopted in testing the null hypotheses at 0.05 level of significance.

### **Results**

**Research question 1:** How does human educational resource wastages impact on administration of public secondary schools in Ebonyi State?

**Table 1: Mean and standard deviation on educational human resource wastages impact on the administration of public secondary schools in Ebonyi State**

S/N	ITEM QUESTIONS	N	x	SD	Decision
1	Lack of experienced teachers may have negative effect on the provision of quality education	400	3.05	0.79	Accepted
2	Members of staff rarely embark on research work due to inadequate motivation from government	400	3.10	0.85	Accepted
3	Some teachers experience stress due to high work of load	400	3.26	0.79	Accepted
4	Inadequate manpower in public secondary schools negatively affect school productivity	400	3.09	0.85	Accepted
5	Some teachers are reluctant to teacher with commitment due to poor incentives and remuneration	400	3.09	0.85	Accepted
<b>Grand mean (x)</b>			<b>3.11</b>		

The result of the data analysis presented in table 1 reviewed the impact of human educational resource wastages on the administration of public secondary schools. Items 1 – 5 obtained mean values that were up to 2.50 and above. This implies that human educational wastages impact negatively on the administration of public secondary schools.

**Research question 2:** How does educational materials resource wastages impact on administration of public secondary schools in Ebonyi State?

**Table 2: Mean and standard deviation on educational material resource wastages impact on the administration of public secondary schools in Ebonyi State**

S/N	ITEM QUESTIONS	N	x	SD	Decision
6	Books that are stocked in the school library may be attacked by termites due to none-frequent usage	400	2.99	0.95	Accepted
7	Some school desks are left in an open atmosphere where they are damaged by weather conditions	400	3.32	1.05	Accepted
8	Inadequate distribution of learning materials affects students' academic performance	400	3.40	0.79	Accepted
9	Lack of teaching materials impede the quality of instructional delivery in public secondary schools	400	3.44	0.72	Accepted
10	Some administrators at times acquire books that are obsolete	400	3.30	0.68	Accepted
<b>Grand mean (x)</b>			<b>3.29</b>		

The result of the data analysis presented in table 2 revealed that impact of educational materials resource wastages on the administration of public secondary schools. Items 6 – 10 obtained mean values that were up to 2.50 and above. The grand mean yielded 3.29. Therefore, the

researcher concluded that educational material resources negatively affect the administration of secondary schools.

**H<sub>01</sub>:** There is no significant difference in the mean ratings of principals and teachers on the impact of educational human resource wastage impact on the administration of public secondary schools in Ebonyi State

**Table 3: t-test of difference in the mean rating of principals and teachers on the impact of educational human resources wastages on the administration of public secondary schools**

Items	Group	N	X	SD	DF	T	P – value	Decision
1.	Principals	84	3.20	0.67	398	1.94	0.64	Reject Null
	Teachers	316	3.01	0.82				
2.	Principals	84	3.27	0.73	398	2.07	0.31	Reject Null
	Teachers	316	3.05	0.87				
3	Principals	84	3.46	0.70	398	2.65	0.21	Reject Null
	Teachers	316	3.20	0.80				
4	Principals	84	3.44	0.60	398	4.29	0.31	Reject Null
	Teachers	316	2.99	0.89				
5.	Principals	84	3.39	0.53	398	3.73	0.00	Do Not Reject Null
	Teachers	316	3.00	0.89				

**Note:** Reject Null = Significant Difference    Do Not Reject = No Significant Difference

Result in table 3 shows showed that item 1 recorded t – value of 1.94, p - value of 0.64 at 0.05% level of significance. The researcher rejected the null hypothesis and concluded that there is significant difference in the mean ratings of principals and teachers on how ‘Lack of experienced teachers may have negative effect on the provision of quality education’. For Item 2, the t-test was 2.07, p - value was 0.31 and at 0.05% significance level. The researcher rejected the null hypothesis and concluded that there is significant difference in the mean rating of principals and teachers on how ‘Members of staff rarely embark on research work due to inadequate motivation from government.’. Item 3 recorded t – test score of 2.65, p – value of 0.21, at 0.05% level of significance. Researcher rejected the null hypothesis and concluded that there is significant difference in the mean rating of principals and teachers on how ‘Some teachers experience stress due to high work of load’. Item 4 recorded t – test score of 4.29, p – value of 0.31 and at 0.05% significance level. The researcher rejected the null hypothesis and concluded that there is significant difference in the mean rating of principals and teachers on

how ‘Inadequate manpower in public secondary schools negatively affect school productivity’. And for Item 5, the t – test score was 3.73, p - value = 0.00 at 0.05% significance level. The researcher therefore did not reject the null hypothesis and concluded that there is no significant deference in the mean rating of principals and teachers on how ‘Some teachers are reluctant to teacher with commitment due to poor incentives and remuneration’.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of principals and teachers on the impact of educational material resource wastage impact on the administration of public secondary schools in Ebonyi State

**Table 4: t-test of difference in the mean rating of principals and teachers on the impact of educational material resources wastages on the administration of public secondary schools**

Items	Group	N	X	SD	DF	T	P - value	Decision
6.	Principals	84	3.22	0.76	398	2.53	0.00	Do Not Reject Null
	Teachers	316	2.93	0.99				
7.	Principals	84	3.33	0.64	398	0.08	0.00	Do Not Reject Null
	Teachers	316	3.32	1.13				
8.	Principals	84	3.23	0.66	398	-2.11	0.01	Do Not Reject Null
	Teachers	316	3.44	0.81				
9.	Principals	84	3.27	0.73	398	-2.38	0.67	Reject Null
	Teachers	316	3.48	0.71				
10.	Principals	84	3.26	0.66	398	-1.02	0.10	Reject Null
	Teachers	316	3.34	0.69				

Result in table 4 indicated that Item 6 recorded t-test value of 2.53, p - value of 0.00 at 0.05% significance level, the researcher did not reject the null hypothesis and concluded that there is no significant difference in the mean ratings of principals and teachers on how books that are stocked in the school library may be damaged by termites due to none-frequent usage. For Item 7, the t-test was 0.08, p - value was 0.00 at 0.05% significance level. The researcher did not reject the null hypothesis and concluded that there is no significant difference in the mean rating of principals and teachers on how some school desks are left in an open atmosphere where they are damaged by weather conditions. Item 8 recorded t – test score of -2.11, p – value of 0.01 at 0.05% significance level. The researcher also did not reject the null hypothesis and concluded that there is no significant difference in the mean rating of principals and teachers on how

inadequate distribution of learning materials affect students' academic performance. Item 9 recorded t – test score of -2.38, p – value of 0.67 at 0.05% significance level, the researcher rejected the null hypothesis and concluded that there is significant difference in the mean rating of principals and teachers on how lack of teaching materials impeded the quality of instructional delivery in public secondary schools. And for Item 10, the t – test score was -1.02, p - value = 0.10 at 0.05 significance level. The p – value was greater than the 0.05% level of significance. The researcher rejected the null hypothesis and concluded that there is significant deference in the mean rating of principals and teachers on how some administrators at times acquire books that are obsolete.

### **Discussion of the results**

The result of the data analysis presented in tables 1, showed the negative impact of human resources wastages in public secondary schools in Ebonyi state. The respondents agreed that lack of experienced teachers may contribute to skipping of lessons by teachers and absence from classes by students. Also, poor research work due to lack of motivation may hinder teachers' progress, high work load, inadequate manpower and lack of commitment to duties contribute to human educational resource wastages. These findings are in line with that of Adekunle (2016), who found that some educational institutions in Nigeria are known for having problems of inadequate academic and non-academic staff, while some have surplus teaching and non-teaching staff. This is another human resource wastage in the system due to poor management. There are instances where the academic staff strength is bottom heavy instead of the recommended student/ staff ratio by regulatory agencies regarding staffing policies for both academic and non-academic staff. Adigwe (1997), also stressed that the poor conditions of schools, such as poor teaching, poor motivation of teachers, lack of facilities and equipment have culminated into inefficiency in the system with students dropping out and repeating classes constitute educational wastages.

The result of the data analysis presented in tables 2; showed how materials resource wastages affected public secondary schools' administration. Termites destroy school library books due to none frequent usage, leaving school desk in an open atmosphere where they are damaged by weather conditions, inadequate distribution of learning materials to students and lack of teaching aids impeded the quality of instructional delivery especially in public secondary schools. These findings are in line with that of Akindele (2015) who opined that materials that are not optimally utilized in line with provisional prescriptions, specifications, and guidelines

are also considered as wastage. This is because in cases where lots of facilities are provided beyond the enrolment figures or beyond the number of available users in schools, a large portion of such resources are left unutilized and may rot away.

### **Conclusion**

The conclusion of the study includes: over boarding experience by many teachers due to heavy work load affect the effectiveness of educational resources, also negative attitude of human resources most administration of public secondary school. There is inadequate distribution of learning materials to students and lack of teaching aids which hinder the quality of instructional delivery especially in public secondary schools.

### **Recommendations**

1. Human resources development should be given high premium and there should be enlightenment by school principals on the need to avoid negligent utilization of school material resources.
2. The government at all levels should support secondary schools in the management of school material resources through an adequate supply of facilities and proper audit of their utilization.

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