

## **Factors Influencing Wastages amongst Public University Students in Lagos State**

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**Abstract:** *This study investigated the factors influencing wastages in public universities in Lagos State with special reference to conventional public universities. The sample of the study was randomly drawn from two (2) public universities in Lagos State. A total of four hundred (400) students and fifty academic staff (50) took part in the study. The researcher developed a questionnaire – Factors Influencing Wastages Amongst Public Universities Students’ Questionnaire (FIWAPUSQ). The data collected were analyzed by using chi-square statistical tool to determine the factors influencing wastages in public universities. Three (2) hypotheses were tested and results held at 0.05 level of significance; one was rejected and the other was not rejected. Overall findings indicated that there were significant influence of instructional materials and lecturers teaching experience on students’ wastages in public universities. Conclusion drawn from the findings suggest that wastages among the students is a common phenomenon in all the public universities but at varying degrees, and there is need for the entire group within the system to recognize these factors and deliberately make concerted efforts to curtail the negative consequences of wastages. This curtailment could be achieved through meaningful interactions between the universities and the students. This study provides evidence for recommendations for governing council and university management to ensure that Lecturers are well qualified before they can be engaged in the teaching profession and government should regard the provision of educational facilities as an utmost priority.*

**Keywords:** *Factors, Students’ wastages and public universities*

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### **1. INTRODUCTION**

Education is both a consumption and an investment. Education equips people with skills and knowledge that enable them to contribute towards the growth and development of their immediate environment where they live. A common feature observed in most developed nations is higher attainment in education than the developing nations. For instance, according to Egwunyenga and Nwadiani (2004), Britain had 98% education attainment, United State of America 89% while Nigeria and Sudan had 59% and 33% respectively as reported by the World Bank (1996) on development indicators.

Higher education, as a key institute, is specially considered by the nations and governments with a history dating back over more than eight centuries. Achieving new technologies and advanced knowledge can be done through enhancing higher education and the planning for quality and quantity promotion which can have a key role in the realization and acceleration of social and economic progress among the nations (Zahedi, Pardakhtchi and Samkhaniyan, 2012).

The term school wastage is originated from the economists' terminology, in that educational system is similar to an industry in which the part of investment and initial material that ought to be transferred to final product is wasted and, the expected and desired context is achieved

(Aminfar, 1985). School wastage means not to be successful in achieving goals and educational purposes; in other words, every factor which reduces the output of educational, family or society system in achieving educational purposes. The shortages and shortcomings in planning, execution methods and guidelines, lack of competence of educational staff, shortage of facilities and lack of cooperation among educational staff (society, family), are the most important bases of school wastage (Moayeri, 1985). In considering the meaning of school wastage in educational system, this system is like a factory that gross materials are inserted into and disposable materials are presented to the society after making the required changes. Three main parts of this system are input, process and output, respectively. That is, the materials inserted to this system as input are presented to society as an output after making the required changes (Snaie and Pasha, 1996). Educationally speaking, school wastage is the total years that are wasted away by basic repeats and dropouts. Probation is one of the forms of school wastage in higher education. School wastage includes being probated, not achieving accepted grade, making the academic course longer, dropout, dismissal, and so on (Zahedi, *et al.*2012).

However, it is observed that the Federal Government of Nigeria has invested a lot of its limited resources to increase the supply of education especially at the tertiary school level, allows any student who wants to repeat or dropout of school to do so at will. The National Policy on Education (2004) stated that the school system will be on the 6-3-3-4 plan. It opined that the system will be flexible enough to accommodate both formal and non-formal education and will allow leaving and coming back to the school system. This is because the curriculum is diversified to cater for those who wish to leave the school system at certain levels and those who wish to come back to school to complete their course of study. Hence, the rate at which tertiary institution students are observed to be leaving school at will to engage in diverse socio-economic activities calls for the review of the policy statement. This is with a view to saving scarce productive resources which would have been put into alternative use from being wasted on those who will not likely complete their school programmes. These are the school wastages which this study intends to establish the factors influencing the occurrence amongst public universities' students in Lagos State.

## **2. STATEMENT OF THE PROBLEM**

It is the opinion of most parents and school administrators that boys withdraw from school to go into buying and selling while the girls migrate into urban centers in search of daily bread.

Nwadiani (1998) is not happy with parents whose preference to menial jobs brings quick monies to solve domestic problems. It is also important to note that besides students dropping from the system, there are those who are observed to dropout within the system. These are students that willfully leave one public school for another or from one public school to a private school as reported by Nakpodia (2010). What is not clear however, are the factors responsible for students' wastage in the school system, particularly amongst public universities' students in Lagos State.

## **3. PURPOSE OF THE STUDY**

The purpose of the study was to investigate the factors influencing wastages in public universities in Lagos State.

To this end, the purposes of this study were as follows.

- i. To examine the provision of instructional materials and its influence on students' wastages in public universities in Lagos State.
- ii. To determine how the years of teaching experience of the lecturers affect students' wastages in public universities in Lagos State.

## **4. RESEARCH QUESTIONS**

The study made attempts find answers to the following questions to understand the issues involved in the problem.

1. Can provision of instructional materials influence student wastages in public universities in Lagos State?
2. How does the years of teaching experience of the lecturers affect students' wastages in public universities in Lagos State?

## **5. RESEARCH HYPOTHESES**

The following hypotheses guided this study:

Ho<sub>1</sub>: There is no significant influence of instructional materials on students' wastages in public universities in Lagos State.

Ho<sub>2</sub>: There is no significant effect of lecturers teaching experience on students' wastages in public universities in Lagos State.

## **6. SIGNIFICANCE OF THE STUDY**

The study is significant in that it would again call attention to the students who drop out of school and engage in unfruitful activities like drug abuse, prostitution, and criminal activities posing a great threat to the society. The study findings will assist policy makers, administrators, teachers, parents, school managers and entire stakeholders to effectively deal with the problem of wastages amongst public universities' students in Lagos State in order to enhance student performance and completion rates. The study will also encourage further studies in the area of school wastages and students' academic achievement.

## **7. METHOD**

### **Research Design**

This study adopted the descriptive research design for the purpose of making description about factors influencing wastages amongst public universities students in Lagos State.

### **Population of the Study**

The targeted population of the study comprised the two public conventional universities' staff and students in Lagos State, owned by Federal and State Government. These include: Lagos State University, Ojo and University of Lagos, Akoka.

### **Sample and Sampling Techniques**

The two public universities were involved in the study since there are only two public conventional universities in Lagos State. Hence four hundred (400) students and fifty (50) academic staff were selected using stratified random sampling technique. From each higher institution two hundred (200) students and twenty-five (25) academic staff were selected from five faculties, that is, 40 students and five academic staff from each faculty. Thus, a total number of four hundred and fifty (450) participants formed the sample of the study.

### **The Research Instrument**

The main instrument that was used for this study is a self-constructed questionnaire "Factors Influencing Wastages Amongst Public Universities' Students Questionnaire" tagged (FIWAPUSQ) to collect information from the staff and students on factors influencing wastages amongst public universities' students in Lagos State.

The FIWAPUSQ consists of sections A and B. Section A consists of items on participants' personal data while section B consists of twenty items on factors influencing wastages amongst public universities students in Lagos State. The following corresponding scores were used as rating scale for the responses: Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

### **Administration of Instrument**

The questionnaire was administered personally by the researchers to the randomly selected staff and students in each of the selected faculties of the universities of the study. The researchers made explanation to the respondents where necessary for more clarification on the questionnaire but never influenced their opinions. Effort was made in collecting the questionnaire the same day. to ensure high percentage returns.

### **Data Analysis**

In analyzing the data, the researchers adopted simple percentage and chi-square with the aid of Statistical Package for Social Sciences (SPSS). The hypotheses formulated were tested at 0.5 level of significance.

## 8. RESULTS

**H<sub>01</sub>:** There is no significant influence of instructional materials on students' wastages in public universities in Lagos State.

**Table 1.** A table showing chi-square result of the influence of instructional materials on students' wastages in public universities in Lagos State

Chi-Square	366.889 <sup>a</sup>	288.667 <sup>a</sup>	38.000 <sup>a</sup>
Df	3	3	3
Asymp. Sig.	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 112.5.

The table 1 showed that the cal-value of 693.556 is significance at 0.05 level of significance. Since the 0.000 is less than 0.05 significant level, this showed that there is significant influence of instructional materials on students' wastages in public universities in Lagos State. Therefore the null hypothesis is hereby rejected.

**H<sub>02</sub>:** There is no significant effect of lecturers teaching experience on students' wastages in public universities in Lagos State.

**Table 2.** A table showing chi-square result of the effect of lecturers' teaching experience on students' wastages in public universities in Lagos State.

Chi-Square	180.222 <sup>a</sup>	71.778 <sup>a</sup>	303.636 <sup>b</sup>
Df	3	3	3
Asymp. Sig.	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 112.5.			
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 110.0.			

The table 2 showed that the cal-value of 555.636 is significance at 0.05 level of significance. Since the 0.000 is less than 0.05 significant level, this showed that there is a significant effect of lecturers teaching experience on students' wastages in public universities in Lagos State. Therefore the null hypothesis is hereby not retained.

## 9. DISCUSSION OF FINDINGS

The first finding of the study shows that there was a significant influence of instructional materials on students' wastages in public universities in Lagos State. The finding agrees with some earlier studies and researches across all educational levels, that of Adesina (1980) which recorded 31 to 75% dropout in Lagos State Schools in Nigeria; and Bayo (1981) which was 35.4% in defunct Bendel State of Nigeria. The finding also agreed with the opinion of Nwadiani (1998) that it was unlikely that the wastage phenomenon will reduce in the nearest future in view of the socio- economic, ecology and internal dynamics of schools in Nigeria. Instructional materials is a vital element for effective classroom control and discipline. To a large extent when it is available, it impacts positively on classroom situation. It must be pointed out that the low level of provision of instructional materials in public schools is a factor in the non-challant attitude of both teachers and students in the teaching and learning process of schools in the country. This equally affects the level of students' concentration with high degree of siting disorderliness, noise making among other distractions that are prevailing in our schools today. This point is supported by Dike (2003) and Oriola (2011)

The second finding reveals that there is a significant effect of lecturers' teaching experience on students' wastages in public universities in Lagos State. It must be pointed out that teachers are expected to make conscious attempt at ensuring that the classroom is under his/her control in the course of the teaching and learning process. However, year(s) of experience cannot be totally ruled out in this respect. Experience, as the axiom goes is the best teacher. Owing to the fact that in public schools, job security is far more guaranteed, teachers are more likely in such a setup, to acquire experience on the job. This findings is consistent with the views of Ajibade (2005) in her study on the teacher, experience guides a teacher in the areas of lesson preparation and delivery, use of instructional materials, classroom management among other requirements for effective

teaching and learning. Adeyemi (2011) also emphasizes this point in his work on teacher training and preparation.

### 10. CONCLUSIONS

The study investigated the factors influencing wastages amongst public universities students in Lagos State. Meanwhile wastages among the students is a common phenomenon in all the public universities in Lagos State but at varying degrees. Factors like instructional materials and lecturers' years of teaching experience were discovered to have had the greatest influence on students' wastages in public universities in Lagos State.

From the findings of the study show that there was a significant influence of instructional materials on students' wastages in public universities in Lagos State. The second findings revealed that there is a significant effect of lecturers' teaching experience on students' wastages in public universities in Lagos State. It was further revealed in the study that there is a significant influence of students' age on wastages in public universities in Lagos State. The results of the study also reveals that there is significant effect of teacher-student ratio on student wastages in public universities in Lagos State

### 11. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made; that governing council and university management should ensure that Lecturers are well qualified before they can be engaged in the teaching profession. Lecturers teaching in university need to engage in the management of instructions and to this extent, university management should encourage them to be resourceful and innovative in the discharge of their responsibilities in this regard. This could be achieved through the process of training, workshops and seminars. The home is the foundation of the society. Parents should therefore, acknowledge this fact and ensure their families make meaningful contributions towards the building of a virile education for the nation. Thus, like the Japanese mothers, according to Nwadiani (1996) should be seriously and genuinely committed to the education of their children. There is need to radically improve the nation's moral and ethical standards through a reevaluation of the value system. Also the Nation must de-emphasize materialism. In doing so, hard work must be positively rewarded and men who have distinguished themselves in their various professional callings including teachers should be adequately rewarded. On a final note, the government should regard the provision of educational facilities an utmost priority. Also there should be a better condition of service for lecturers.

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