AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

CAUSATIVE FACTORS AND MANAGERIAL PREVENTIVE INTERVENTIONS FOR EDUCATIONAL WASTAGE IN PUBLIC UNIVERSITIES PROGRAMMES IN ANAMBRA STATE

Prof. Ada Sam Omenyi & Ogechi Lucymary Okpala
adaomenyi@unizik.edu.ng ; ogeohachu@gmail.com
Department of Educational Management and Policy, Faculty of Education, NnamdiAzikiwe University, Awka, Anambra State, Nigeria

ABSTRACT

The study investigated the causative factors and managerial preventive interventions for educational wastage in public universities programmes in Anambra State. Three research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study consisted of 18,636 respondents (14,674 undergraduates, 3,767 postgraduates and 195 administrators) in public universities in Anambra State. The sample size for the study was 835 respondents (82 administrators and 753 students) drawn using two-stage sampling procedure involving purposive and simple random sampling techniques. Researcher-developed instrument titled "Causative Factors and Managerial Preventive Interventions on Educational Wastage Questionnaire (CFMPIEWQ)" was used for data collection. The instrument was face validated by three experts who were lecturers from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the CFMPIEWQ was ascertained using Cronbach alpha method which yielded coefficient values of 0.81 and 0.79 for Clusters A and B with overall coefficient value of 0.80. The researcher together with four research assistants collected data for the study using the direct approach method and 90% return was recorded. Mean and standard deviation were used to answer the research questions, while t-test was used to test hypotheses. The finding of the study revealed among others that there are many factors that cause educational wastage in public universities in Anambra State. Also, there is no significant difference in the mean ratings of students and administrators on perception of causative factors and preventive interventions on educational wastages in public universities in Anambra State. Based on the findings, it was recommended among others that Federal Government of Nigeria should increase budgetary allocation to Education to at least 26% recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO) to enable university management apply managerial interventions on educational wastage through provision of learning facilities, orientation of students, recruitment of staff, retraining and motivation of lecturers.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Keywords: Causative Factors, Managerial, Preventive Interventions, Educational Wastage, Universities Programmes

Introduction

Education is a veritable tool for imparting knowledge, inculcating values and improving skills of individuals to empower them to behave responsibly and make significant contributions to the development of the society. It is also a means of providing learning opportunity for individuals to positively mold their character and develop full potentials to make them useful members of society. Education can be formal or informal, where Formal learning is delivered in a controlled systematic way and guided by an educator in a formal learning environment with a definite goal of achieving a certification or degree while informal learning takes place outside of formal learning settings which is self-directed and usually happens spontaneously and naturally. Students receive formal education in institutions of learning and the highest institution of learning in Nigeria is university.

University is the apex of tertiary education which trains students to become highly qualified personnel in different specialized areas to contribute to the development of the society. Akpoguma and Nwogbo (2024) described university as an institution of learning where teaching, learning, research and community service are provided individuals to produce skilled manpower to contribute to the economic and technological growth of the nation. The university provides opportunity for students to advance their knowledge, improve their intellectual capacity to develop their potentials and attitude through teaching, learning and scholarly research. Nnebedum and Onyali (2021) noted that the Nigerian universities offer both undergraduate and postgraduate programmes to produce the needed high-level manpower for the development of the nation. The situation where students fail to complete their undergraduate and postgraduate programmes at a stipulated time constitute educational wastage.

Educational wastage is a situation where students end up not graduating or obtaining any certificate for a given educational programme at an expected period. Students who are studying in universities are expected to finish at a given time. Low academic performance, class repetition, sudden withdrawal of student from programmes of study could be referred to educational wastage. Ogunode, Ndubuisi and Jegede (2022) described educational wastage as a situation whereby students leave or dropout from school before completing the cycle or final level of education at the expected time. Educational wastage rate is the degree to which the enrolment figures fail to correspond with the completion figures of students in a given cohort at a stipulated period. Ishaku, Oziegbe and Shehu (2023) defined educational wastage as the inability of a learner to complete his/her schooling within

the given period of time allocated for the programme. The students who enroll for four years programme and have carryovers without passing the courses at the final year will spend more years which will bring additional cost to the students and universities. Edeki and Idehen (2022) noted that educational wastage is an enormous loss of resources such as efforts from teaching and non-teaching staff, textbooks, lecture rooms, equipment, school building, social services, and school transport among others invested in the universities. Educational wastage occurs when high number of students who enrolled in the university drops out along the programmes leading to low rate of completion. Students fail to complete their university programme at the stipulated period probably due to some causative factors.

Causative factors are potential reasons for educational wastages in universities. Udo and Eni (2019) described causative factors as economic-related, government-related, school-related, home-related and gender-related factors that could account for educational wastages. Omini and Ameh (2023) noted that the potential causes of educational wastages which could slightly vary from one learning institution or country to another are poverty, health related issues, insufficient family support, teenage pregnancy, peer pressure, truancy/indiscipline, lack of students' interest in school, poor academic performance and absence of infrastructure in educational institutions. The factors that cause educational wastage could differ based on the gender of students. These factors can be combated in the universities through managerial preventive interventions.

Managerial preventive interventions are rational measures taken by the management of the university to prevent or handle the incidences of educational wastages. According to Owhondah and Nwosu (2022), managerial preventive interventions are various measures put into practice by managers in learning institutions to reduce educational wastage among students. Managerial preventive interventions are approaches geared toward averting educational wastages in learning institutions. Managerial preventive interventions for stopping or handling educational wastages could be connected to creating conducive learning environment, offering counseling services, recruitment of qualified lecturers and training of the existing ones. Tarekegn, Alene, Ketsela, Kassie, Demisse, Birhan and Kifle (2022) noted that school-based management interventions for mitigation of educational wastages include provision of school infrastructure, effective management and training of teachers to improve their competencies, functional counseling services, coordination and supervision of the activities of students and staff. The prevention of educational wastages could make the enrolment figures of students to be proportionate to completion rates in public universities.

In an ideal situation, all students admitted in the first year of university education programmes are expected to

enroll in the second year in the next academic session and continue until they complete the programmes at the stipulated time. It is worrisome that some students seem to fail some courses and accumulate carryovers which tend to make them spend additional year(s) to complete the programme in which they enrolled in public universities in Anambra State. Some students tend to get frustrated and depressed retaking carryovers several times and this seem to lead to drop out and low graduation rates in public universities in Anambra State. Insufficient learning facilities, quick wealth syndrome, inability of students to pay their school fees and meet other financial expenses could contribute to educational wastages among students.

Wastage in education could be responsible for some youths who prematurely withdrew from university to engage in street hawking, apprenticeship and trade related activities at various markets in Anambra State. Consequently, there seem to be unskilled man-power and unemployed youths who engage in cyber-crime, banditry, cultism, fraud, burglary, early marriage, kidnapping, prostitution, rape and political thuggery that have slowed down economic growth and development in Anambra State. The responsibility of managing educational wastages cut across parents, religious leaders, community and most especially the university management. These problems prompted the investigation into causative factors and managerial preventive interventions for educational wastage in public universities programmes in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the students' perceptions of causative factors of educational wastages in public universities in Anambra State?
2. What are the perceptions of university administrators of causative factors of educational wastages in public universities in Anambra State?
3. What are the preventive interventions on educational wastages applied by administrators of undergraduate and postgraduate programmes in public universities in Anambra State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in mean ratings of students and administrators on their perception of causative factors of educational wastages in public universities in Anambra State.
2. There is no significant difference in mean ratings of students and administrators on preventive interventions on educational wastages applied by the management of undergraduate and postgraduate programmes in public universities in Anambra State.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Research Method

The study adopted descriptive survey research design. The area of the study was public universities in Anambra State located in the South eastern part of Nigeria. The population of the study comprised 18,636 respondents (14,674 undergraduates, 3,767 postgraduates and 195 administrators) in public universities in Anambra State. The sample size for the study was 835 respondents (82 administrators and 753 students) drawn using two-stage sampling procedure involving purposive and simple random sampling techniques. In first stage, purposive sampling technique was used to draw all the Faculties that meet the criteria for the study on the basis of four years course of study and postgraduate programme of two years which is the masters' degree. In the second stage, simple random sampling (balloting without replacement) was used draw six Faculties that met the criteria of four years. This gave rise to sample size of 753 students and all the 82 administrators made up of 70 Heads of Department and 12 Deans of Faculties were used for the study.

Researcher-developed instrument titled "Causative Factors and Managerial Preventive Interventions on Educational Wastage Questionnaire (CFMPIEWQ)" was used for data collection. The instrument has Section A and B. Section A of the instrument is designed to collect information on the biographic data of respondents. Section B had Clusters A and B. Cluster A had 20 items on causative factors, while Cluster B had 15 items on managerial preventive interventions on educational wastage. The instrument contained 35 items placed on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation unit of the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained through single administration of 40 copies 30 students 10 administrators from public universities in South East Nigeria, which was outside the area of study. The two states have similarity in policies of managing university and this justified the choice of South East for the reliability test. Data collected was analyzed using Cronbach alpha to measure the internal consistency of the items. The internal consistency reliability coefficient values of 0.81 and 0.79 were obtained for Clusters A and B with overall reliability coefficient value of 0.80.

The researcher together with four research assistants who are undergraduates and postgraduate students of the public universities in the state collected data for the study through a direct approach. A total of 835 copies of the questionnaires were distributed to 82 administrators and.753 students out of which 754 copies (76 administrators and 678 students) were properly filled and successfully retrieved indicating 90% return rate. Mean and standard deviation were used to answer the

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

research questions, while t-test was used to test hypotheses. In taking decisions on the research questions, mean item rating that falls below 2.50 was taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. For decisions on all the hypotheses, where p-value is equal to or less than level of significant value of 0.05 ($P \leq .05$), the null hypothesis was rejected but where p-value is greater than level of significant value of 0.05 ($P > .05$), the null hypotheses was not rejected.

Presentation of Results

Research Question 1: What are the students' perceptions of causative factors of educational wastages in public universities in Anambra State?

Table 1:Mean Ratings and Standard Deviation Scores on Students' Perceptions of Causative Factors of Educational Wastages

S/N	ITEMS	Students (n = 678)		
		$\bar{x}$	SD	Remark
1	Poor reading culture of students	2.65	1.00	Agree
2	Examination anxiety among students	2.75	1.05	Agree
3	Insufficient number of lecturers	2.71	1.11	Agree
4	Shortage of learning facilities in university	2.87	1.10	Agree
5	Students engagement in cultism	2.44	1.09	Disagree
6	Students' inability to pay the required fees	2.52	0.97	Agree
7	Unwanted pregnancy among female students	2.39	1.08	Disagree
8	Poor method of teaching students	2.57	1.00	Agree
9	Low interest in university education	2.48	1.02	Disagree
10	Financial constraints which inhibit students ability to purchase learning materials	2.43	1.12	Disagree
11	Broken home lead to depression which impede academic success	2.46	1.06	Disagree
12	Students' absenteeism from lectures	2.79	0.97	Agree
13	Poor funding of university education to create conducive learning environment	2.91	1.05	Agree
14	Recurrent strike which results to stoppage of academic activities	2.68	1.12	Agree
15	Incompetent lecturers to teach the students	2.54	1.11	Agree
16	Inadequate motivation of staff in the universities	2.61	1.06	Agree
17	Lack of opportunities for staff training	2.78	1.05	Agree
18	Poor converge of course outline	2.60	1.01	Agree
19	Get-rich-quick syndrome which makes students abandon their studies	2.70	1.08	Agree
20	Low self-esteem among students	2.53	1.07	Agree
	Cluster Mean	**2.62**	**1.06**	**Agree**

Results presented in table 1 showed that mean ratings of students for in items 1-4, 6, 8 and 12-20 are above 2.50 and thereby indicating agreement with the statements. The mean scores by students for items 5, 9, 10 and 11 which are below indicates disagreement with the item.

The pooled standard deviation scores which stood at 1.06 a revealed homogeneity in their responses. The cluster mean of 2.62

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

above 2.50 indicated that students have perception that there are many causative factors of educational wastages in public universities in Anambra State.

Research Question 2: What are the university administrators' perceptions of causative factors of educational wastages in public universities in Anambra State?

Table 2:Mean Ratings and Standard Deviation Scores on University Administrators' Perceptions of Causative Factors of Educational Wastages

S/N	ITEMS	Administrators (n = 76)		
		$\bar{x}$	SD	Remark
1	Poor reading culture of students	2.68	1.08	Agree
2	Examination anxiety among students	2.74	1.10	Agree
3	Insufficient number of lecturers	2.59	1.11	Agree
4	Shortage of learning facilities in university	2.55	1.07	Agree
5	Students engagement in cultism	2.67	1.05	Agree
6	Students' inability to pay the required fees	2.59	1.03	Agree
7	Unwanted pregnancy among female students	2.41	1.00	Disagree
8	Poor method of teaching students	2.52	1.06	Agree
9	Low interest in university education	2.44	1.10	Disagree
10	Financial constraints which inhibit students ability to purchase learning materials	2.53	1.03	Agree
11	Broken home lead to depression which impede academic success	2.48	1.04	Disagree
12	Students' absenteeism from lectures	2.61	1.11	Agree
13	Poor funding of university education to create conducive learning environment	2.90	1.09	Agree
14	Recurrent strike which results to stoppage of academic activities	2.59	1.13	Agree
15	Incompetent lecturers to teach the students	2.47	1.09	Disagree
16	Inadequate motivation of staff in the universities	2.42	1.05	Agree
17	Lack of opportunities for staff training	2.60	0.96	Agree
18	Poor converge of course outline	2.54	1.04	Agree
19	Get-rich-quick syndrome which makes students abandon their studies	2.80	1.11	Agree
20	Low self-esteem among students	2.57	1.09	Agree
	Cluster Mean	**2.59**	**1.07**	**Agree**

Table 2 shows that university administrators recorded mean scores of 2.50 and above for items 1-6, 8, 10, 12, 13, 14 and 16-20 indicating agreement with the items as causative factors of educational wastages. The mean ratings of university administrators for items 7, 9, 11 and 15 are below 2.50 indicating disagreement with the statements as causative factors of educational wastages.

The pooled standard deviation scores of 1.07 showed that closer convergence of the mean ratings. The cluster mean of 2.59 which is above 2.50 indicated that university have perception that there are many

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

causative factors of educational wastages in public universities in Anambra State.

Ho_1: There is no significant difference in mean ratings of students and administrators on perception of causative factors of educational wastages in public universities in Anambra State.

Table 3: The Summary of t-Test of Significant Difference Between the students and administrators on perception of causative factors of educational wastages

Respondents	N	$\bar{X}$	SD	p-value	∞	Df	Remark
Students	678	2.62	1.06	0.24	0.05	752	Not Significant
Administrators	76	2.59	1.07				

As shown in table 3, the p-value of 0.24 is greater than 0.05 level of significance at 752 degree of freedom. Thus, the null hypothesis which states that there is no significant difference between the groups was not rejected. This is an indication that there is no significant difference in mean ratings of students and administrators on perception of causative factors of educational wastages in public universities in Anambra State.

Research Question 3: What are the preventive interventions on educational wastages applied by administrators of undergraduate and postgraduate programmes in public universities in Anambra State?

Table 4: Mean Ratings and Standard Deviation Scores of Students and University Administrators on the Preventive Interventions on Educational Wastages applied by Administrators of Undergraduate and Postgraduate Programmes

S/N	ITEMS	Students (n =678)			Administrators (n=76)		
		Mean	SD	Decision	Mean	SD	Decision
21	Organizing periodic seminar to encourage students to cultivate good reading culture	2.82	1.08	Agree	2.72	1.11	Agree
22	Encouraging students with examination anxiety to seek intervention of university counsellors for assistance	2.78	1.03	Agree	2.81	1.04	Agree
23	Recruitment of more lecturers	2.87	0.98	Agree	2.76	1.10	Agree
24	Soliciting supports of wealthy individuals for provision of learning facilities in universities	2.65	1.11	Agree	2.58	1.16	Agree
25	Strengthening of anti-cult group to minimize students engagement in cultism	2.45	1.07	Disagree	2.47	0.95	Disagree
26	Offering of fees discount to over stayed students	2.60	0.99	Agree	2.54	1.12	Agree
27	Organizing workshop on sex education for female students	2.65	1.02	Agree	2.57	1.07	Agree
28	Retraining of lecturers to improve their method of teaching students	2.64	1.05	Agree	2.17	1.17	Agree
29	Organizing periodic orientation for students to improve their interest in university education	2.78	1.03	Agree	2.61	1.01	Agree

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

30	Offering counselling services to students from broken home	2.55	1.03	Agree	2.67	1.09	Agree
31	Improving the competency of lecturers through periodic workshop	2.67	1.01	Agree	2.61	1.02	Agree
32	Regular motivation of staff in the universities	2.87	1.06	Agree	2.90	1.07	Agree
33	Engagement in strict monitoring of lecturers to ensure coverage of course outline	2.63	1.03	Agree	2.57	1.14	Agree
34	Carrying out public enlightenment programme to minimize get-rich-quick syndrome which makes students abandon their studies	2.67	1.04	Agree	2.58	1.03	Agree
35	Provision of counseling service to students who are identified with low self-esteem during lecture	2.60	1.13	Agree	2.51	1.04	Agree
	Cluster Mean	**2.68**	**1.04**	**Agree**	**2.60**	**1.07**	**Agree**

Table 4 showed that mean ratings of students and university administrators for all items with exception of 25 are above 2.50 and thereby indicating agreement with the statements; except for items 5 and 9 which rated below 2.50 indicating disagreement with the statements as the preventive interventions on educational wastages applied by administrators. The pooled standard deviation scores of 1.04 for students and 1.07 for university administrators showed that closer convergence of the mean ratings. The cluster mean of 2.68 for students and 2.60 for university administrators which are above 2.50 indicated that preventive interventions on educational wastages are applied by administrators of undergraduate and postgraduate programmes in public universities in Anambra State

Ho_2: There is no significant difference in mean ratings of students and administrators on preventive interventions on educational wastages applied by management of undergraduate and postgraduate programmes in public universities in Anambra State.

Table 5: The Summary of t-Test of Significant Difference Between the Students and University Administrators on Preventive Interventions on Educational Wastages Applied by Management of Undergraduate and Postgraduate Programmes

Respondents	N	$\bar{X}$	SD	p-value	∞	Df	Remark
Students	678	2.68	1.04	0.17	0.05	752	Not Significant
Administrators	76	2.60	1.07				

As shown in table 5, the p-value of 0.17 is greater than 0.05 level of significance at 512 degree of freedom. Thus, the null hypothesis which states that there is no significant difference between the groups was not rejected. This is an indication that there is no significant difference in mean ratings of students and administrators on preventive interventions on educational wastages applied by management of undergraduate

and postgraduate programmes in public universities in Anambra State.

Discussion of Findings

The result of the study revealed that students have a perception that there are many causative factors of educational wastages in public universities in Anambra State. The students' perceptions of causative factors of educational wastages in public universities in Anambra State were poor reading culture of students, examination anxiety among students, insufficient number of lecturers, shortage of learning facilities in university, poor method of teaching students, students' absenteeism from lectures, poor funding of university education to create conducive learning environment, recurrent strike which results to stoppage of academic activities, incompetent lecturers to teach the students, inadequate motivation of staff in the universities, lack of opportunities for staff training, poor converge of course outline, get-rich-quick syndrome which makes students abandon their studies and develop low self-esteem among students. This affirmed the finding of Tarekegn, Alene, Ketsela, Kassie, Demisse, Birhan and Kifle (2022) which showed that the causes of educational wastages were inadequate school infrastructure, students' absenteeism, unwanted teenage pregnancy, administrative problems, shortage of qualified teachers, and factors related to economic hardships and sociocultural issue. These causative factors make students to prematurely withdrawn from university without completion of their programmes. It was also indicated university administrators have a perception that there are many causative factors of educational wastages in public universities in Anambra State. This finding clearly showed that educational wastages emanate from failures on the parts of students, parents, lecturers and learning institutions.

The university administrators' perceptions of causative factors of educational wastages in public universities in Anambra State were poor reading culture of students, examination anxiety among students, insufficient number of lecturers, students engagement in cultism, students' inability to pay the required fees, shortage of learning facilities in university, poor method of teaching students, students' absenteeism from lectures, poor funding of university education to create conducive learning environment, recurrent strike which results to stoppage of academic activities, inadequate motivation of staff in the universities, lack of opportunities for staff training, poor converge of course outline, get-rich-quick syndrome which makes students abandon their studies and develop low self-esteem among students. This is agreed with the findings of Ezeaku and Onwuka (2021) which showed that strategies for managing educational wastages were proper planning in education, adequate funding of education,recruitment of competent teachers, proper location of schools, subsidizing cost of education and promoting self-employment initiatives. This is in line with Ehinola (2019) which showed that peer pressure, truancy, examination anxiety, poor infrastructure of the school, lack of comprehension in the class, socio-

economic status of parents, teenage pregnancy and early marriage account for wastage among girls. Further findings showed that there was no significant difference in mean ratings of students and administrators on perception of causative factors of educational wastages in public universities in Anambra State.

The result of the study showed that preventive interventions on educational wastages are applied by administrators of undergraduate and postgraduate programmes in public universities in Anambra State. The preventive interventions on educational wastages applied by administrators of undergraduate and postgraduate programmes in public universities in Anambra State were organizing periodic seminar to encourage students to cultivate good reading culture, encouraging students with examination anxiety to seek intervention of university counsellors for assistance, recruitment of more lecturers, soliciting supports of wealthy individuals for provision of learning facilities in universities, strengthening of anti-cult group to minimize students engagement in cultism, offering of fees discount to over stayed students, organizing workshop on sex education for female students, improving the competency of lecturers through periodic workshop, regular motivation of staff in the universities and provision of counseling service to students who are identified with low self-esteem during lecture. This is in line with the findings of Tarekegn et al (2022) which showed that school-based mitigation strategies for educational wastages are availability of training for teachers to develop their professional competency, motivation of students to develop interest towards learning, teachers use of flexible and appropriate methods of teaching, provision of attractive school infrastructure with well-equipped furniture, reorganization of school curriculum contents and offering of counseling services to students. This is in line with Ehinola (2019) who found that the control measures to wastage rate were good teacher/student relationship, strengthening guidance and counseling, provision of facilities, offering remedial/tutorial programme to the academically weak and organizing follow up programme for repeated and dropout students.

Further result showed that there is no significant difference in mean ratings of students and administrators on preventive interventions on educational wastages applied by management of undergraduate and postgraduate programmes in public universities in Anambra State. This is in consonance with the finding of Ehinola (2019) which showed that there was no significance difference between students and staff in their perception of causal factors of educational wastages. This finding could be explained by the fact that administrators and students are familiar with causative factors of educational wastages in public universities.

Conclusion

Based on the findings, it is concluded that educational wastage is caused by the students, institutional and parental factors. The interventions for managing educational wastages were funding of universities, training of staff, counselling of students and provision of learning facilities among others.

Recommendations

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

1. University management should carry out periodic awareness campaign through mass media to enlighten the students, parents and the general society on various causes of educational wastage.
2. Federal Government of Nigeria should increase budgetary allocation to Education to at least 26% recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO) to enable university management apply managerial interventions on educational wastage through provision of learning facilities, orientation of students, recruitment of staff, retraining and motivation of lecturers among others.

REFERENCES

Akpoguma, S.O. and Nwogbo, V.N. (2024).Autonomous and controlled organizational climate as a predictor of lecturers' job commitment in public universities in Delta State, Nigeria. *Unizik Journal of Educational Management and Policy, 6*(2), 1-7.

Edeki, O.M. and Idehen, K.O. (2022). Demographic determinants of wastage rate among fresh undergraduates in South-South Nigerian Public Universities. *Ilorin Journal of Education, 42*(2), 36-42.

Ehinola, G.B. (2019). Causal factors and control measures to wastage among girls in public secondary schools in Northern Senatorial District of Ondo State, Nigeria. *Benue State University Journal of Educational Management, 1*(1), 69-78.

Ezeaku, S.N. andOnwuka, U.G. (2021). Casual factors and control measures to wastage among girls in public secondary schools in Onitsha South L.G.A., Anambra State. *COOU Journal of Educational Research, 6*(1), 21-35.

Ishaku, A.A., Oziegbe, E.O. and Shehu, S. (2023). Impact of educational wastage in seconondary schools in Fursum District in Jos East Local Government Area of Plateau State, Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies, 5*(2), 241-248.

Nnebedum, C. and Onyali, L.C. (2021).Determination of the completion rates of undergraduate programme in public universities in Anambra State, Nigeria. *International Journal of*

Advanced Academic Research, 7(2), 15-21.

Ogunode, N.J., Ndubuisi, A.G. and Jegede, D. (2022).Resource wastages in public tertiary institutions in Nigeria: Effects and way forward. *European Multidisciplinary Journal of Modern Science, 5*(1), 16-25.

Omini, E.E, andAmeh, E. (2023).Educational wastage and policy planning. *Journal of Environmental and Tourism Education, 6*(3), 19-30.

Owhondah, S.N. and Nwosu, K.L. (2022).Administrative strategies for managing students' wastage in public senior secondary schools in Imo State. *International Journal of Economics, Environmental Development and Society, 3*(4), 411-428.

Tarekegn, K., Alene, M., Ketsela, T., Kassie, G., Demisse, A., Birhan, S. and Kifle, M. (2022). Education wastage: Contributing factors and mitigation strategies in government secondary schools of Amhara Region. *Ethiopian Journal of Behavioural Studies, 5*(2), 115-148.

Udo, N.N. and Eni, B.E. (2019).Factors responsible for educational wastages among senior secondary school science students in Cross River State, Nigeria. *African Journal of Social Sciences and Humanities Research, 2*(1), 1-10.