

CAUSAL FACTORS AND CONTROL MEASURES TO WASTAGE AMONG GIRLS IN PUBLIC SECONDARY SCHOOLS IN NORTHERN SENATORIAL DISTRICT OF ONDO STATE, NIGERIA

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Abstract

The study examined the causal factors and control measures to wastage among girls in secondary schools in Ondo North Senatorial District of Ondo State. The ex-post-facto and descriptive research designs were adopted for the study. The population comprised all the principals, teachers, and female students in 91 state-owned public secondary schools in Ondo North Senatorial District. Purposive, proportionate and simple random techniques were used to select the 25 secondary schools involved in the investigation. The respondents comprised 75 teachers and 458 female students. A Questionnaire on titled "Teachers and Students Perception on Wastage among Girls in Secondary Schools (TSPWAGSS) was used to seek information from teachers and students on causal factors and control measures of wastage among female students. Two research questions and one hypothesis guided the study. Percentages and mean were employed to answer the research questions. The hypothesis was tested using t-test analysis at 0.05 level of significance. The study revealed that teenage pregnancy and early marriage account for wastage among girls. The study further revealed that there was no significance difference between students and teachers in their perception of causal factors of wastage among girls in Ondo North Senatorial District. Based on this finding it was concluded that students' perception was higher than the teachers due to the causal factors affecting them.

Keywords: Wastage rate, Females Students, Secondary Schools, Causal Factors, and Control Measures.

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Introduction.

Education is a necessary instrument for individual and societal developments. Adepoju, 2000 viewed Nigeria education as a good investment for national development. According to him education is expected to produce the required quality and quantity of human resource for the economic growth using the right mix of input. Secondary education is seen as an avenue for the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It is also to prepare the young adult for purposeful organization of oneself for achieving maximally one's potential to be able to withstand the complexities of living in the environment. Furthermore, secondary education is meant to prepare young adults for further training and education which would lead to the acquisition of some specialized skills needed in different specific operations within the society (Federal Republic of Nigeria, 2013). This is needed to create a bright promising future for both individuals and the entire nation.

Secondary level of education started in Nigeria as far back as 1859 with the founding of Church Missionary Society (C.M.S.) Grammar School in Lagos but not until 1879 that the first only girl's school was founded. From 1859 up to 1960, only nineteen (19) girls secondary school were built compared to sixty-one (61) boys only and ten (10) co-educational in Nigeria (Ogunyemi, 2015). Some of this girls' secondary schools established are, Methodist Girls High School in Lagos (1879), St. Anne's School, Ibadan (1896), Queens College, Yaba Lagos (1927), St. Margaret school, Ilesa (1948), Yejide Girls Grammar School, Ibadan (1956), Fiwasaye Girls Grammar School, Akure (1960), Ife Girls Grammar School, Ile-Ife (1960), among several others. Daily Trust (2017) reported that Nigeria has the highest number of children who are not receiving formal education in which the majority of non-attendees are girls.

The term wastage is incorporated into the educational system from the economists' terminology because educational system is similar to an industry where investment and materials that ought to be transferred into finished product are wasted and the expected desire is not achieved (Oyeyemi, Akinyemi & Gbesoevi, 2014). According to Nwankwo (1981) cited in Yusuf and Sofoluwe (2014), the concept of wastage and efficiency are twins that are very difficult to separate with no line of demarcation drawn. He defined wastage in education as an inefficient use of educational resources. Oyetakin and Odunayo (2013) included unprofitable and uneconomic utilisation of time as part of wastage in education. Other terms used to describe wastage are stagnation and inefficiency.

Wastage is obvious in the school if the students input years exceed their output years (Anyanwu, 2013). Zahedi, Pardakhtchi and Samkhaniyan (2012) state that school wastages include being probated, not achieving accepted grade, making the academic course longer, dropout, dismissal, and so on. Kiumi and Chiuri (2005) identify class repetition and dropout as the dual problem of wastage in education. Repeaters and dropouts deplete resources that lead to wastage. Similarly, Akinsolu (2017); Deribe, Endale and Ashebir (2015) stated that repetition and dropout are the common parameters used in measuring wastage in education. According to them repeating a class means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Similarly, dropping out of school before completing a particular cycle/level of education is wastage in resources which indicates inefficiency of the educational system. If an educational system is efficient then such system tries to reduce wastage to the barest minimum (Deribe *et al*, 2015).

Adebayo (2015) opined that wastage could also mean people whose lives depend on variables that are detrimental to their progress and contribution to nation building. She further stated that wastages arise as a result of high-out-of-school, dropout and poverty among others. Ngome and Kikechi (2015) described wastages as a threat to internal efficiency; dropout and repetition contribute to heavy costs in education. When a school fails or is inefficient to achieve educational objectives, it is inevitable that there is wastage of human learning, school buildings, equipment, instructional materials and the labour of teachers. This means when the degree of wastage is high, the internal efficiency of the system becomes low and vice-versa (Samuel, 2017). The components of wastage according to Rajesh and Roy (2014) are failure or grade repetition and drop out which means premature withdrawal. The main burden of wastage are joblessness, less income earnings, increased criminality, public dependency and poor health.

From the foregoing, it could be affirmed that wastage means the input, time, efforts expended in doing things but with no positive outcomes or outputs. Wastage in education gives beyond its quantitative efficiency because it affects the quantitative features; they are in no way separated to the quality of education. Understanding this fact helps to clearly visualize the quantity and quality of education being offered and extent to which educational objectives are achieved. Wastage could be measured through apparent, reconstructed and true cohort method.

According to Akinsolu (2017), cohort analysis is the critical examination or the description of the school history of a group of students entering school together (JSS1) in a particular year and tracing them through the educational cycle i.e SS3. He further said that student flow could be got through the examination of promotion rate, repetition rate and dropout rate in the system. Wastage rate could be crude or refined wastage rate. Crude-cohort wastage rate is the percentage of repeaters and drop outs from the first year to the final year of the academic session of some given cohort students, while the refined cohort wastage rate is the percentage of those who passed out or the graduates to the enrolment. This is based on the fact that not all the students that reached the final year took final examinations or passed (Abdulkareem, Akinnubi & Oyeniran, 2013).

Wastage can take different forms in educational system. According to Durosaro (2012), some noticeable signs of wastage in Nigeria include premature withdrawals/drop out, repeaters, misguided types of education, unemployment of school leavers and brain drain.

In a study carried out by Rajesh and Roy (2014), they describe premature withdrawal of student 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. Repeater are students that spend a year or more in a particular class. It is an educational management issue since it leads to more number of students to teach, assess and supervise effectively (UNESCO, 2006).

Misguided type of education the students are receiving is not economically and socially relevant to their needs as well as to societies. This means that what one learns in school may not be useful to him after one leaves school. Most people in Nigeria see formal education as a form of productive investment. Consequently, such people weigh the costs

of educating their children against the future benefits to be derived. 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. Most parents send their children to school so that the children may acquire a qualification and certificate that will enable the children 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 exists to meet the expectations and aspirations of the youths. With this type of situation, continued schooling for some children appears to them and their parents as a waste of time and resources (Mallum, 1992 cited in Ogiri, 2016).

Brain drain is another sign of wastage in which educated persons in a substantial number leave their country and take up appointments in other countries thereby making the country to lose manpower leading to economic loss (Durosaro, 2012). Furthermore, it has been observed that many Nigerian students are heading abroad to pursue undergraduate and graduate degrees which will have socio-economic implication for the country now and in the future in terms of human resources wastage (Olutayo, 2016).

All noticeable signs of wastage listed above shows the existence of wastage, not mutually exclusive; rather they are related to another. The existence of wastage in one of its forms is an indicator that if a timely measure is not taken to reduce it, it will ultimately allow room for another form of wastage that may ultimately lead the entire educational system to crisis.

Ideally, there should be a progressive flow of students from one class to another. The wastage factors earlier specified are elements of inefficiency, which are important educational problems worth investigating. It denotes that inefficiency of an educational system constitutes a sort of waste to the system. If a student repeats a class once, he/she will spend seven years instead of the six years, and this is an additional cost to the government. Worse still, if at the end of the six years, a student fails the terminal examination and cannot proceed into the tertiary level according to plan, he/she will have to re-enter the course thereby incurring additional costs. The aforementioned situation implies that the secondary school system is not functioning efficiently as expected when compared with the inputs injected. Oyetakin and Odunayo (2013) and Uche (2013) stated that judicious use of scarce educational resources in ensuring that students stay for the minimum number of years expected in the school system will reduce wastage to the barest minimum.

According to Akinsolu (2012), the following constitute general wastage within the secondary school system, in Nigeria.

- Students dropping out of the secondary school system because of death of parents, inability to cope financially, inability to cope academically, transfer of parents from one area and thus not being able to complete the programmes of study.
- Students repeating class because of failure, thus completing the course with additional numbers of year(s).
- High proportion of public secondary school system seems not able to enter tertiary institutions or the labour market at the completion of their courses due to failure in the Senior Secondary School Certificate Examination (SSCE).

Purpose of the Study

The purpose of this study is to investigate the perception of students and teachers toward the causal factors of wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District of Ondo State. The study will also examine the perception of

students and teachers concerning the control of wastage among girls in Public Secondary Schools in Ondo North Senatorial District of Ondo State.

Research Questions

1. What is the perception of teachers and students on causal factors of wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District?
2. What is the perception of teachers and students on control measures to wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District?

Hypothesis

H₀₁: There is no significant mean difference between students' and teachers' perception on the causal factors of wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District.

Methodology

Research design: The descriptive research of the survey type was used for the study. The descriptive survey type design is suitable because it afforded the researcher the opportunity to obtain the perception of the respondents on causal factors and control measures on wastage among girls. This study is equally *ex post facto* as it was an after fact or after event research by making use of students' result in Senior Secondary Certificate Examination by WAEC and on input and output of students.

Population and Sample: The target population for this study comprised all the principals, teachers and female students in the ninety-one (91) State owned public secondary schools in Ondo North Senatorial District. The sample consisted of twenty-five (25) state owned public secondary schools, 75 teachers, 25 principals and 458 female students in the selected schools.

Instrumentation: an instrument entitle 'Teachers' and Students' Perception on Wastage Among Girls in Secondary School Questionnaire', was used to collect information on female students and teacher's perception on causal factors responsible for wastage and control measures to wastage among girls. The instrument was validated and found reliable at $r=0.79$.

Results

Research Question1: Perception of Teachers and Students on Causal Factors of Wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District?

Table 1: Students' and Teachers' Perception on Causal Factors of Wastage among Girls in Secondary Schools

S/N	Causal Factors of Wastage among Girls		SA	A	D	SD	X	Remarks
1.	Farm work or petty trading reduced time for studying.	Trs	18	46	4	7	3.00	Agree
		Stds	162	190	56	50	3.01	Agree
2.	Truancy and absenteeism lead to wastages.	Trs	22	38	13	2	3.07	Agree
		Stds	158	174	70	56	2.95	Agree
3.	Peer pressure account for poor performance of female students.	Trs	29	38	5	3	3.24	Agree
		Stds	108	161	121	68	2.67	Agree
4.	Early marriage and teenage pregnancies account for wastage.	Trs	31	30	9	5	3.16	Agree
		Stds	185	162	65	46	3.06	Agree
5.	Lack of comprehension in the class contributes to wastage.	Trs	19	39	10	6	2.88	Agree
		Stds	139	198	85	36	2.96	Agree
6.	Mistaken belief of educating girls lead to wastage.	Trs	21	38	9	7	2.97	Agree
		Stds	161	150	93	54	2.91	Agree
7.	Sexual harassment in the school contributes to wastage.	Trs	22	32	15	6	2.93	Agree
		Stds	204	186	42	26	3.24	Agree
8.	Teachers' commitment to work has reduced leading to wastage.	Trs	19	30	18	8	2.80	Agree
		Stds	166	184	74	34	3.05	Agree
9.	Socio-economic status of parents contributes to wastage.	Trs	18	22	17	18	2.53	Agree
		Stds	171	188	68	31	3.09	Agree
10.	Fear of examination contributes to wastage.	Trs	22	26	16	11	2.79	Agree
		Stds	111	156	123	68	2.68	Agree
11.	Long distance and unsafe road lead to wastage	Trs	17	28	17	13	2.65	Agree
		Stds	103	176	99	80	2.66	Agree
12.	Poor infrastructure of the school (sanitary) account for wastage.	Trs	18	28	19	10	2.72	Agree
		Stds	98	177	89	94	2.61	Agree

Trs= Teachers; Stds = Students. Cumulative Trs Mean = 2.90; Cumulative Stds Mean = 2.91

Table 1, the students and teachers agreed with all the statements on the questionnaire items since they all score above 2.5 cut-off point based on 4-point Likert scale. Although the teachers and students differ in their responses as to lesser time for studying because of the socio-economic status of parents, fear of examination and mistaken belief of girls could lead to wastage as represented by items 1, 2, 5, 6 and 11 with a cluster mean of 2.91 for teachers and 2.90 for students. Item 4 which focused on teenage pregnancy and early marriage accounts for wastage among girls with a mean of 3.16 and 3.06 respectively. This means that the teachers agreed more than the students.

Items 3 and 7 focused on how peer pressure and sexual harassment can contribute to wastage. Analyzed result showed that the teachers have a mean of 3.09 while the students recorded a mean of 2.96. Item 8 addressed how the commitment of teachers to teaching and learning could lead to wastage among girls. Both teachers and students agreed with the statements as evidenced in the mean of 2.80 and 3.05 respectively.

As regards items 9 and 12 on distance from home to school and the sanitary condition of a school which could account for wastage, both teachers and students agreed with a mean of 2.63 and 2.85 respectively, while on item 10, both teachers and students consented to the statement that parents level of education could contribute to wastage with a mean of 2.72 and 2.61 respectively.

Research Question 2: What is the perception of teachers and students on control measures to wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District?

Table 2: Students' and Teachers' Perception on Control Measures to Wastage Rate among Girls in Secondary Schools

S/N	Control Measures to Wastage among Girl	SA	A	D	SD	X	Remarks
13.	Good teacher/student relationship can reduce wastage.	Trs Stds	28 169	36 194	8 60	3 35	3.19 3.09 Agree Agree
14.	Providing functional & strengthening guidance and counseling.	Trs Stds	28 118	29 235	12 79	6 26	3.05 2.97 Agree Agree
15.	Offering remedial/tutorial programme to academically weak.	Trs Stds	30 89	23 186	12 97	10 86	2.97 2.61 Agree Agree
16.	Improvement of school environment (good sanitary).	Trs Stds	25 143	22 135	17 109	19 71	2.81 2.76 Agree Agree
17.	Use follow up program for repeated & dropouts female.	Trs Stds	25 193	30 179	14 70	6 16	2.99 3.20 Agree Agree
18.	Regular meetings with parents of truants & delinquent female.	Trs Stds	33 126	22 201	12 93	8 38	3.07 2.91 Agree Agree
19.	Improved parent socio-economic status.	Trs Stds	29 115	33 144	9 152	4 47	3.16 2.71 Agree Agree
20.	Adequate funding of secondary schools by government.	Trs Stds	29 102	36 186	10 150	0 20	3.25 2.81 Agree Agree

Trs = Teachers; Stds = Students. **Cumulative Trs Mean = 3.06; Cumulative Stds Means = 3.21**

Table 2, Item 13 showed that good relationship between teachers and female students could reduce wastage as both agreed as shown in mean of 3.19 for teachers and 3.09 for students. Items 16 and 20 which focused on adequate funding of secondary schools with the improved sanitary condition could control wastage among girls in secondary schools with a mean of 3.25; 2.81 for teachers and 2.81; 2.76 for students respectively.

The teachers and students differed in their responses as to different programmes that could help as a measure to control wastage as represented by items 14,15,17 and 18 with a cluster mean of 3.02 for teachers and 2.92 for students. This implies that teachers agreed more than the students that providing functional Guidance Counselling unit in the schools, programmes for female weak students, repeaters and dropout with regular meeting with parent of truants and delinquent female students could control wastage. Item 19 which focused on improved socio-economic status of parents could reduce wastage was agreed by both the teachers and students with a mean of 2.71 and 3.25 respectively.

Hypothesis 1: There is no significant mean difference between students' and teachers' perception on the causal factors of wastage rate among girls in Public Secondary Schools in Ondo North Senatorial District.

In testing this hypothesis, the perceptions of students and teachers on causal factors of wastage among girls from the sampled schools were averaged and compared to arrive at Table 3.

Table 3

Summary of the Difference between Students' and Teachers' Perception on Causal Factors of Wastage among Girls in Public Secondary Schools in Ondo North Senatorial District

Variables	N	Mean	SD	df	t-cal.	t-tab.	Decision
Students	458	34.71	11.33	531	-.073	1.96	Not Sig
Teachers	75	34.81	10.42				

@ 0.05 level of significance

From table 3, the t- calculated value is -.073 while table value is 1.96 at 531 degree of freedom and 0.05 level of significance. Since t-calculated value is less than the table value, therefore the null hypothesis which states that there is no significant difference in the students' and teachers' perception on causal factors of wastage among girls is not rejected.

Discussion

It emerged from this study that there are a number of reasons that lead to wastage among girls. Both students and teachers agreed that house chores and farm work, truancy and absenteeism, teen pregnancy and early marriage, fear of examination, sexual harassment, reduced teachers' commitment to teaching, mistaken belief that educating a girl child is a waste of resources and socio-economic status of parents are the major causal factors of wastages among girls in secondary schools. Ananga (2011), Adams, *et al* (2013) and Alike and Egbochukwu (2010) reported that educational, economic and cultural factors had impact on girls' ability to complete school. This is not in support of earlier studies by Mawere (2012) and Kainuwa and Yusuf (2013) that religion is the major factor of wastage. Whereas other factors such as peer involvement in social vices, parent educational level, sanitary condition of the school were perceived as causal factors of female students wastage, students who are friends of school dropouts and students who are distance resident from school are more likely to drop out of school leading to wastage. This is in consonance with the findings of Matthew (2015) that both students and teachers are in agreement with the causes of dropout in Rivers State.

It was further revealed in the study that students and teachers indicated the level of importance of each items listed in the table such as good teacher and student relationship, strengthening guidance and counseling unit, offering tutorial to academically weak students, programme for repeated and dropout students, adequate funding, improved parent socio-economic, improved toilet facility and regular meeting with the parents of truants. The result of this findings supported the finding of Oyinloye (2015), Adams *et al* (2013), Oliha and Audu (2014) and Achilike and Achilike (2016) who reported that adequate funding of secondary schools could help improve the sanitary condition of the school, and serve as a measure to control wastage. The finding from the study further

agrees with Uche (2013), Agharuwhe (2013) and Balter and Williams (2008) who opined that it was unlikely that the wastage phenomenon will reduce in the nearest future in view of socio-economic, ecology and internal dynamics of secondary schools in Nigeria.

Another finding from the study revealed that there was no significant difference between the students and teachers perception on causal factors of wastage among girls in public secondary school in Ondo North Senatorial District. The students and teachers share the perception that poor socio-economic status of the girls (poverty) imposes considerable limitations upon the continuing stay in school of girls. Poverty breeds ignorance and illiteracy which make such individuals vulnerable to sexual predators and peer pressure, to seek for crumbs from men, hence, teenage pregnancy and dropout that leads to wastage (Uche & Maliki, 2011; Alika and Egbochuku, 2010; Ukah, 2017 and Samuel, 2017). In fact, the incidence of poverty in Nigeria is very high, which affects children's education in general, and in particular that of female. Teenage pregnancy/early marriage was among the listed items shown to be a factor of wastage among girls. This is not surprising as this is also part of the poverty trap, as they are easily seduced and deceived into sexual activities, ostensibly for financial gains, which eventually leads to pregnancy and dropout. This finding is in line with the findings of Kainuwa and Yusuf (2013) who opined that a girl may be withdrawn from school if a good marriage prospect arises. This is confirmed by Fatuma and Sifuna (2006) and Boyle, *et al* (2002) that unfriendly school environment and indiscipline nature of boys intimidate girls so they get scared. There are cases where girls talk of sexual harassment by boys who touch them and sometimes get away with it. This could stop the girls from expressing themselves and not even participating in class so that the boys can view them as less competitors.

Conclusion

The study investigated the causal factors and control measures to wastage among girls in secondary school in Ondo North Senatorial District of Ondo State. Based on the analysis of the data and interpretation of the results, it could be concluded that students differed from teachers in their perception of causal factors affecting them. Finally control measures such as functioning guidance and counseling unit in the school, tutorial, follow-up programmes, regular meetings with parents of truant and delinquent female students, adequate funding among others could predict approach in reducing wastage.

Recommendations

Based on findings and conclusions from this study, the following recommendations are made for reducing wastage, encourage retention and completion among girls in Secondary Schools.

1. The factors associated with wastage such as child labour, absenteeism, early marriage, teenage pregnancy, poor infrastructure among others and the varied nature of these factors; suggest that no single type of intervention strategy can end wastage. It therefore follows that the school management should adopt strategies such as regular meeting with parents, offering remedial /tutorial to academically weak female students, strengthening the guidance and counseling unit among others that are relevant to suit the characteristics of the female students in their environment to make a significant impact in curbing wastage.
2. Teachers should help to establish a positive and respectful relationship with female students. This will enable them to discover students who may be prone to repeat class and eventually dropout from school for proper interventional strategies.

3. The school managers should be able to put in place gender sensitive measures capable of enhancing teachers' mode of delivery in class, gender friendly facilities and motivating packages instituted by the schools for girls.

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