

## **Institutional Planning and Wastage Reduction in Kwara State Secondary Schools, Nigeria**

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### **KEY WORDS**

Institutional Planning,  
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Supervision Planning,  
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Wastage Reduction

### **ABSTRACT**

The study examined institutional planning and wastage reduction in Kwara State secondary schools, Nigeria. The key objective of the study was to investigate the correlation among resources planning, counseling planning, instructional planning and supervision planning and wastage reduction in secondary schools, Kwara State. The study determined the level of institutional planning in Asa Local Government, Kwara State and five null hypotheses were formulated to guide the study. Descriptive survey design was used for the study. Two sets of researcher-designed questionnaires tagged “Institutional Planning Questionnaire” (IPQ) and “Wastage Reduction Questionnaire” (WRQ) were used to generate data. 144 heads and their deputies in all the 36 secondary schools in Kwara State were the population for this study. Simple random technique was employed to choose 104 out of the total population in all the 36 secondary schools in Kwara State. Hence, everybody has equal opportunity to be selected. Data generated were subjected to analyze with the use of Pearson product-moment correlation and all the hypotheses were tested at 0.05 significant

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level. The results of the study showed that a substantial relationship exist among resources planning, supervision planning and wastage reduction in Kwara State secondary schools. It was recommended that school managers should put more efforts in ensuring adequate resources planning for effective wastage reduction in schools.

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## **Introduction**

Education is the backbone of societal development with many countries in the world contributing lion share of their budget for its survival. It has been seen as the means of cultural transmission and technological advancement for the realization of national development. The funds being allocated to educational system or schools have to be judiciously utilized for efficiency as well as the realization of educational goals. One of the principles of school administration is to ensure internal efficiency by way of avoiding wastages ranging from repetition of a class, dropout from the school system, expulsion, and pre-mature withdrawal among other indices in the school system. School administrators must always put in place some measures in order to minimize wastages year in and out. However, despite the school and other stakeholders' efforts in ensuring there is adequacy in the provision of funds, effective supervision and monitoring, counselling, approval of professionally developed programmes for members of staff, motivation and regular payments of salaries in the system, the level of wastage rate reported in our senior secondary schools is disheartening.

Senior secondary school otherwise referred to as post-basic education is defined as the type of education received by children after successful completion of the ten years compulsory education preceding it (FME, 2013). Education at this level is a voluntary and it prepares students with the mindset of contributing their quota to societal development as well as preparing them for tertiary education. If these goals are to be attained, certain things have to be put in place and all the resources allocated to education have to be well organized and utilized for efficiency and effectiveness. However, there have been reports of wastages in our senior secondary educational level and which is militating against success of educational system in terms of internal efficiency of the schools. What then is wastage in education?

Wastage can be defined as the inability of utilizing provided resources efficiently in order to attain stated objectives. Educationally, wastage is referred to as the total number of drop outs, repeaters, failures or altogether, the total number of people that cannot be accounted for at the end of a particular session. This view conforms to Durosaro (2012) that stated

that wastage means inability to utilize resources as expected and its measures are pre-mature withdrawal, inability to move to a higher class, drop outs, non-employment of school leavers' brain-drain and misguided type of education. Also, Samuel, Mulwa, Migosi and Kamau (2017) extend their views on wastages in education to the community level and regard it as inability of the community or nation to achieve the expected community development due to the lower quality of education and knowledge available among the young graduates in the community.

In Kwara State specifically, wastage are higher in JSS 2 and JSS 3 and between SS 2 and SS 3. According to the findings of the study carried out by Abdulkareem, Atolagbe, Olaolu, Akinnubi and Afolabi (2013), the number of students that enrolled in JSS 2 in 2006 amounted to 18,385 where 17349 eventually promoted to JSS 3 having total students of 1036 which is 5.6% to be wastage. In the same way, 15,995 students enrolled in SS2 in 2009 where 14,825 students made it to SS3 leaving total of 1170 (7.3%) were all wastage. The state of this wastage in Kwara state secondary schools over the years has put a lot of questions in the mind of educational stakeholders as to the cankerworm called wastage in education can be reduced. In order to reduce the incidence of wastages in schools, institutional planning has been suggested as a tool that can help in achieving it.

Planning is defined as the process of deciding in advance activities to be done in an educational industry. It addresses the questions of what is to be done, how is to be done, when it should be done, where it should be done and for whom is to be done. In fact, it is seen as the backbone of management as well as an effective tool in the attainment of a predetermined goal. For institutional purpose, it is therefore necessary to make certain institutional plans for the realization and attainment of institutional goals and objectives. Institutional planning is the process of developing strategies by the relevant authorities of an educational institution on the basis of its felt needs considering the resources at the disposal of such institution for the purpose of minimizing wastages in such institution. In order to reduce the wastages in our institution of learning, institutional planning has to be put in place for elimination or minimizing it to a reasonable level. In relation to this study, institutional planning centres on resources planning, counseling planning, instructional planning, and supervision planning.

Resources planning is the process of forecasting the materials that will be needed in carrying out effective teaching and learning in order to eliminate or reduce wastages in the system. Without resources in a school, the achievement of the stated goal will be like mirage. According to Adenike and Cornelius (2020), educational resources referred to as the totality of everything brought into play either directly or indirectly to facilitate the acquisition of knowledge, skill and competence and its state determine the length to which the educational programme objectives can be achieved. Also, Ehinola and Oyewole (2009) view resources in education as the

quantity and quality of personnel, materials, facilities, time and funds used either directly or indirectly in a given school so that the goal of that school is achieved without any hindrance. Resource planning is the major work of school administrator in consultation with his members of staff in order to be a successful one. In the study carried out by Kapur (2018), it was emphasized that the availability of resources is one of the major determinants of wastages in school as it constitutes a major part on the level of drop outs in schools. Resources planning encompass planning for the right type of teachers needed in the school, financial planning, effective time management planning as well as facilities planning for the benefits of all and sundry within and outside the school.

Another area in which wastage in education can be reduced is through appropriate counseling planning. Counseling planning involves all the activities that are put in place to ensure that students' emotional, social academic and moral challenges are catered for by a seasoned and certified counsellor. It should be stressed that provision of counselling services is one of the students' personnel administration. In addition, Rutttoh (2015) opined that a very good counselling program is required by the school which should be given to the students in order for them to cope with various challenges within and outside the school. Also, Akinade (2012) expressed that the purpose of counselling activity in the school is to make sure students are successful in their academic, personal and social development. Hence, functional counselling planning should be put in place to reduce the wastage rate in schools. Next to this is instructional planning.

Instructional planning refers to all activities involved in teachers' preparation before and within the class. It focuses on consultation of relevant textbook(s), effective preparation of lesson plan, approval of such by designated individuals or the head, constant practice of it, method of delivery, mastery of subject matter and effective classroom control. Adunola (2011) observed that in order to achieve relatively permanent change in behaviour of the students, teacher's teaching method must be the best for the subject. Also, adequate preparation of instructional materials cannot be side-tracked in the instructional planning process as it has significant influence on the students' academic achievement. In fact, the study carried out by Kayode, Adeniran and Semako (2014) attests to this fact as one of its findings revealed that there was a significant influence of instructional materials on students' wastages in schools. With adequate instructional planning in place, much can be done in the quest of reducing wastages in schools.

Supervision planning has to do with all the activities that are put in place by those who are charged with monitoring role in the school system. This has to do with the planning endeavor made by the teachers to supervise their students and the plans made by the school principals to ensure that the teachers are doing their job at the right time using the right method. Gloria

and Nonye (2016) study revealed that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools and which will consequently have positive impact on the students. Supervision; if well managed is a veritable tool in improving the commitment of the teacher to their work and it will enable them to do the right thing at the right time and this will consequently leads to reduction of wastages in schools.

From the foregoing discussion, it has been established that institutional planning has influence on wastage reduction among school students; it is based on this that the work investigated the connection between institutional planning and wastage reduction in Kwara State, Nigeria. Institutional planning measures were supervision planning, instructional planning, resources planning and counseling planning.

### **Statement of the Problem**

Institutional planning's relevance on the reduction of wastage rate in senior secondary schools cannot be overemphasized. It is a general knowledge that if one fails to plan; such person has planned to fail. It is therefore argued that if institutions planned their activities very well it will go a long way in reducing the cankerworm called wastage in the educational institutions to the barest minimum. The problems of wastage in our institutions have now flared up to the extent that students dropping out of institution have now become something very rampant. This is evident in some States in Nigeria generally and Kwara State specifically.

Several studies have been carried out that are related to institutional planning and wastage reduction. For instance, Oyetakin and Olufunmilayo (2013) conducted a study on analysis of the cost of educational wastages in Nigeria public University. Also, Kayode, Adeniran and Semako (2014) carried out a study on factors influencing wastage amongst public university students in Lagos State with overall findings that instructional materials and teachers' teaching experience have a significant influence on students' wastages. In addition, Nwaka (2015) examined a study on reducing educational wastage to regenerate Nigerian higher education for national development. Finally, Barnard and Orodho (2017) conducted a study on educational wastage in public secondary schools in Kericho County, Kenya. From the array of literature reviewed, several areas of interest are yet to be covered in the field which are the gaps this study intends to fill. They include institutional planning and wastage reduction, particularly in Kwara State, Nigeria. Also, these scholars focused only on educational wastages neglecting the planning required from the institution to reduce it. Finally, this study focuses on how wastages in educational system particularly in Kwara State secondary schools will be reduced using resources, counselling, instructional and supervision planning. The fact that these areas are yet to be addressed by previous researchers necessitates and makes it important to fill part of these identified gaps.

### **Objective of the Study**

The objective of this study was to investigate the relationship between institutional planning and wastage reduction in Kwara State secondary schools, Nigeria. The specific purposes were to:

1. Determine the level of institutional planning in Kwara State secondary schools, Nigeria;
2. Investigate the correlation between resources planning and wastage reduction in Kwara State secondary schools, Nigeria;
3. Investigate the correlation between counseling planning and wastage reduction in Kwara State secondary schools, Nigeria;
4. Examine the correlation between instructional planning and wastage reduction in Kwara State secondary school secondary schools, Nigeria;
5. Examine the correlation between supervision planning and wastage reduction in Kwara State secondary schools, Nigeria.

### **Research Question**

1. What is the level of institutional planning in Kwara State secondary schools, Nigeria?

### **Hypotheses**

**H<sub>01</sub>** There is no correlation between institutional planning and wastage reduction in Kwara State secondary schools.

### **Operational Hypotheses**

**H<sub>01</sub>** There is no correlation between resources planning and wastage reduction in Kwara State secondary schools, Nigeria.

**H<sub>02</sub>** There is no correlation between counseling planning and wastage reduction in Kwara State secondary schools, Nigeria.

**H<sub>03</sub>** There is no correlation between instructional planning and wastage reduction in Kwara State secondary schools, Nigeria.

**H<sub>04</sub>** There is no correlation between supervision planning and wastage reduction in Kwara State secondary schools, Nigeria.

### **Methodology**

The study used descriptive survey research design. The design is found suitable for this study as it enables the researcher to gather sufficient data from the respondents. Also, by studying a sample, the design provides a numeric description of trends, opinions and attitude of the population from which the researcher can generalize the findings of his/her study to the general population.

### **Population and Sample**

The population of this study comprised all the 144 school heads and their deputies which ascertain by the summation of the 36 school heads and 108 deputies in the entire 36 senior secondary schools in Asa local governments, Kwara State. Simple random sampling technique was used to sample 104

school heads and their deputy school heads from the entire 36 secondary schools in Asa local governments, Kwara State. The sample for the study was obtained using Krejcie and Morgan (1971) table as shown in **table 1**.

**Table 1**

*Population and Sample Size using Krejcie and Morgan Table*

	Population	Sample
Schools	36	36
School Heads and their deputies	144	104

**Source:** State Ministry of Education and Human Capital Development

### **Instruments**

Two sets questionnaires tagged “Institutional Planning Questionnaire” (IPQ) and “Wastage Reduction Questionnaire” (WRQ) developed by the researcher were used to generate data for the study. The “Institutional Planning Questionnaire” (IPQ) was developed on key constructs of resources planning, counseling planning, instructional planning and supervision planning while “Wastage Reduction Questionnaire” (WRQ) was developed around school policy, school environment, instructional factors and government policy. The instruments were used to gather data from the heads and their deputies in all the selected secondary schools. The heads and their deputies were given the instruments with items on (4) points Likert-type scale. The criterion mean used was:  $4+3+2+1/4= 2.5$ . It means that any item that is more or the same with the criterion mean value of 2.50 is accepted while criterion mean value below 2.50 is rejected or low.

### **Psychometrics of the Instruments**

To determine this, the questionnaires were perused and assessed by three lecturers who are specialist in the field of study and two professionals in test construction, University of Ilorin for validation to ensure content validity of the instrument. Cronbach’s Alpha measure of internal consistency was adopted to carry out the reliability of the two instruments where the prepared questionnaires were subjected to test using twenty (20) people who are part of the population but were not part of the sample and thereafter subjected to analysis with the use of SPSS. The coefficient generated for IPQ and WRQ were 0.823 and 0.905 respectively which are greater than 0.70. This indicated that the instruments were reliable.

### **Data Analysis and Results**

The research question raised was answered using descriptive statistics while inferential statistics of Pearson product-moment correlation was adopted to test the hypotheses formulated. This was adopted because the study was a relationship study and it intended to find out if there was any relationship that exists between the variables involved in the study.

#### **Research Question 1**

What is the level of institutional planning in Kwara State, secondary school Nigeria?

Analyzing this research question, data collected from items 1-20 of IPQ were collated to answer the question with the use of descriptive statistics as reflected below:

Table 2

*Level of Institutional Planning in Kwara State Secondary Schools*

<i>Sr. No.</i>	<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1.	<i>Resource Planning (High)</i>	104	3.38	0.717
2.	<i>Counseling Planning (Moderate)</i>	104	3.14	0.715
3.	<i>Instructional Planning (High)</i>	104	3.29	0.631
4.	<i>Supervision Planning(High)</i>	104	3.30	0.667

Source: Fieldwork, 2019

Mean < 2.5 (rejected/low); Mean ≥ 2.5 (Accepted)

The mean and standard deviation of institutional planning in secondary schools in Kwara State was shown in Table 2 above. The mean scores of resources planning, counseling planning, instructional planning and supervision planning were found to be 3.38 3.14, 3.29 and 3.30 respectively.

Based on this, it was concluded that resources planning was the most planned activities as it scored the highest mean score of 3.38 and counseling planning was the least planned activities with the minimum mean score of 3.14.

**Hypotheses Testing**

**H<sub>01</sub>:** *There is no correlation between institutional planning and wastage reduction in Kwara State secondary schools.*

**Table 3**

*Institutional Planning and Wastage Reduction*

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>df</b>	<b>r value</b>	<b>p-</b>
<b>value Decision</b>						
Institutional Planning	104	3.281	0.688			
<b>H<sub>01</sub></b>				103	.285	0.003
Rejected						
Wastage Reduction	104	3.513	0.615			

As shown in Table 3, the r-value was 0.285 while the p-value was 0.003 which was less than 0.05 error level set to test the formulated hypothesis. This indicated that there exists a positive significant relationship between institutional planning and wastage reduction in Kwara State



secondary schools. Hence the main hypothesis which stated that there is no correlation between institutional planning and wastage reduction was not accepted.

**Operational Hypotheses**

**H<sub>01</sub>:** There is no correlation between resources planning and wastage reduction in Kwara State secondary schools.

**Table 4**

*Resources Planning and Wastage Reduction*

Variable	N	X	SD	df	r value	p-
value Decision						
Resources Planning	104	3.38	0.717			
<b>H<sub>01</sub></b>				103	.222	0.023
Rejected						
Wastage Reduction	104	3.513	0.615			

The result as shown in Table 4 above revealed the calculated r-value to be 0.222 while the p-value was 0.023 that was not up to 0.05 error level set to test hypothesis. Therefore, the hypothesis formulated that there is no correlation between resources planning and wastage reduction was rejected. This means resources planning and wastage reduction was significantly related in the locale of the study.

**H<sub>02</sub>:** *There is no correlation between counseling planning and wastage reduction in Kwara State secondary schools.*

**Table 5**

*Counseling Planning and Wastage Reduction*

Variable	N	X	SD	df	r value	p-
value Decision						
Counseling Planning	104	3.148	0.715			
<b>H<sub>02</sub></b>			—	103	.183	0.063
Accepted						
Wastages Reduction	104	3.513	0.615			

The result in Table 5 shows the calculated r-value to be 0.183 and the p-value (0.063) which is greater than 0.05 error level set to test formulated hypothesis. Hence, the formulated hypothesis with the assumption that there is no significant correlation between counseling planning and wastage reduction was accepted. By implication, there exists a positive non-significant correlation between counseling planning and wastage reduction in the locale of the study.

**H<sub>03</sub>:** *There is no correlation between instructional planning and wastage reduction in Kwara State secondary schools.*

**Table 6**  
*Instructional Planning and Wastage Reduction*

Variable	N	X	SD	df	r value	p-
value Decision						
Instructional Planning	104	3.290	0.631			
<b>H<sub>03</sub></b>				103	.154	0.120
Accepted						
Wastages Reduction	104	3.513	0.615			

From table 6 above, the calculated r-value was 0.154 and the p-value was 0.120 which was greater than 0.05 error level set to test the hypothesis. Therefore, the hypothesis formulated was accepted. Hence, there was no correlation between instructional planning and wastage reduction in Asa Local Government secondary schools, Kwara State, Nigeria.

**H<sub>04</sub>:** *There exists no correlation between supervision planning and wastage reduction in secondary schools in Kwara State.*

**Table 7**  
*Supervision Planning and Wastage Reduction*

Variables	N	X	SD	df	r value	p-
value Decision						
Supervision Planning	104	3.30	0.667			
<b>H<sub>04</sub></b>				103	.298	0.002
Rejected				—		
Wastage Reduction	104	3.513	0.615			

Table 7 showed the calculated r-value to be 0.298 and the p-value to be 0.002 and this was not up to 0.05 significant level set to test hypothesis. This implies that the formulated hypothesis with the assumption that there is no correlation between supervision planning and wastage reduction was rejected.

**Discussion**

The findings presented in table 2 affirmed that resources planning, instructional planning and supervision planning are high while counseling planning was found to be moderate. However, resources planning among other planning scored the highest with a mean score of 3.38 which means that school principals in this area initiate more planning activities relating to requesting for more teaching staff, construction of the needed physical facilities such as school library and teaching of staff on how to improvise the costly and unavailable instructional resources.

The result presented in table 3 showed that there is a significant relationship between institutional planning and wastage reduction in secondary schools, Kwara State, Nigeria. It revealed that if there is adequate institutional planning in terms of resources planning which include provision of required staff and physical facilities; supervision planning which include general supervision of students and teachers it will aid in reducing wastages in schools. This study is in line with the finding and recommendation of Barnard and Orodho (2017) which revealed that measures like creation of awareness, teachers' motivation, provision of conducive learning environment as well as improved school facilities should be adopted as it reduces the level of wastages in schools. This is in line with the recommendation of the study conducted by Nwaka (2015) that proper educational planning should be put in place by the educational planners in order to ensure expansion from the primary level of education to the higher education level to eliminate wastages in form of drop-out. Finally, it conforms to the study carried out by Abdulkareem, Akinnubi and Oyeniran (2012) which revealed that strategic plan implementation has significant influence on schools internal efficiency.

The results presented in table 4 showed that there was a significant relationship between resources planning and wastage reduction in secondary schools in Kwara State, Nigeria. It implies that resources planning in terms of provision of teaching staff to supplement the inadequate staff, construction of needed school facilities such as classroom and laboratory among others assist in reducing wastages in educational system. This finding does not refute the assertion of Osagie and Okafor (2015) that revealed that human resources planning have a positive correlation to performance of students positively. It conforms also with findings of Ajayi and Yusuf (2009) which stated that classrooms, library with technical workshop planning and academic performance of students are related significantly. Also, the study carried out by Souck and Genevarius (2017) revealed that school facilities have significant influence on secondary school internal efficiency. Finally, Adenike and Cornelius (2020) revealed in their study that there exist a significant relationship between internal efficiency of secondary schools and physical resource utilisation rate.

The result presented in table 5 showed that counseling planning and wastage reduction did not have any connection with each other in secondary schools in Kwara State, Nigeria. This means that putting in place counseling planning activities such as orientation programme for new intakes, employment of more qualified counselor, incorporating the suggestion of counseling unit in the school decision making and saddling of counselors with responsibility of overseeing students' dress code may averagely reduce students' wastages in schools. The findings of this study supports the result of Eliamani, Richard and Peter (2014) which stated that counseling service given in the school system has a moderate effect in motivating students to

learn and influence their study life which indicate moderate drop out and repeaters rate of the students. However, it does not support with the finding of the study conducted by Chikwature and Oyedele (2016) which revealed that the inclusion of guidance and counseling in the process of instruction will bring about better academics and behavioral change performance of the students which will consequently reduce the incidence of wastage in schools.

The findings presented in table 6 showed that there is no significant relationship between instructional planning and wastage reduction in secondary schools in Kwara State, Nigeria. Its implication was that planning activities such as organizing training session for teachers, creating period of instruction among the teachers, authenticating the teachers' lesson plans, and overseeing the affairs of the teachers while they teach may not necessarily reduce the rate in which students' repeats or drop out of the school. This finding does not support the findings of Tety (2016) which indicated that instructional activities and equipment are the essential components to teachers and good performance of students academically. In addition, it disagrees with the findings of Kayode, Adeniran and Semako (2014) which analysed that instructional facilities and lecturers' years of experience have impact in public universities concerning wastages. Also, it disagrees with Wakoli's (2019) study which revealed that internal efficiency of public technical training institutions is influenced by instructional resource transformation.

The results presented in table 7 showed that there was a significant relationship between supervision planning and wastage reduction in secondary schools in Kwara State, Nigeria. It implies that if committees are always constituted by the school authorities to manage the physical facilities in the school, assign general supervisory role to other officers, and establish a dress code committee; it will help reduce the level of wastages indicated by drop out and repeaters rate in Kwara state secondary schools. The finding agrees with the result of Ayandoja, Aina, and Idowu (2017) which found out that academic supervision has a great impact on academic performance of students. It also agrees with the findings of Dangara (2015) who emphasised that proper monitoring of teachers' statutory records, classroom observation of the teachers, supervision of students' activities by the higher authorities are correlated with school development as both teachers and students will benefit immensely and positively from them, particularly in secondary schools. In addition, the finding agrees with the result of Oredein and Oloyede (2007) which showed that monitoring dimensions have strong effects on performance of students in secondary school.

### **Conclusions**

Generally, it is believed that if there is appropriate and sound institutional planning it will help and greatly facilitate the reduction of wastages in senior secondary schools as it will consequently improve students' academic performance and reduce the rate to which student leave

schools for another and/or total leaving of schools by the students. Looking at the results of this work, it is concluded that institutional planning such as resources planning and supervision planning are important predictors of wastage reduction in secondary schools, Kwara State, Nigeria. It is based on this conclusion that the following recommendations were made.

### Recommendations

1. School managers should always put more efforts in ensuring adequate resources planning as it was found to significantly influence reduction of wastages in schools;
2. Given that supervision influences wastage reduction and supervision planning is found to be high, more efforts should put towards school and instructional supervision by the school manager; and
3. On the basis that counseling planning in schools was moderate, it is important for the school manager to ensure that more effective and adequate counseling planning activities should be put in place which involves provision of qualified counselor and counseling facilities.

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