



# **Perceived Influence of Wastage In Business Education Programme on The Economic Development Of Bayelsa State**

**Prof. Wey Amaewhule & Dr Obele, Blessing Michael**

**Department of Business Education  
Rivers State University, Port Harcourt, Nigeria**

## **ABSTRACT**

The study was set out to determine the perceived influence of wastage in Business Education Programme (brain drain) on the economic development of Bayelsa State. It's aimed at determining the extent to which wastage in Business Education programme (brain drain and underutilization of skills) influence the economic development of Bayelsa State. Two research questions and two corresponding hypotheses were used to guide the study. The descriptive survey design was adopted for the study. The population covered 62 individuals which consisted of 50 post graduate students from Niger Delta University and 12 lecturers from both Niger Delta University and Federal University Otuoke from the Department Business Education all in Bayelsa State. The entire population was adopted as the sample size since the population was of manageable size hence there was no sampling technique adopted for the study. A self made questionnaire was the instrument that was used for data collection and it was validated by three experts in the field of education; two from the Department of Business Education and one from the Department of Measurement and Evaluation respectively. While Cronbach Alpha Statistics was used to determine its reliability coefficient. And the values of 0.86 for brain drain and 0.87 for underutilization skills were obtained and with a reliability index of 0.86, it was therefore found adequate for the study. Data were analyzed with the use of weighted mean (average) and standard deviation for the research questions and the hypotheses were tested using z-test. It was discovered that wastage in Business Education programme has a negative influence on the economic development of Bayelsa State to a Very High Extent and there is no significant difference between the mean response of postgraduate students and lecturers regarding the influence of wastage in Business Education programme on the economic development of Bayelsa State. Recommendations include Adequate working conditions (for example incentives) should be made available for employees in order to encourage, attract and retain them to avoid waste caused by brain drain in the state.

**Keywords:** Business Education, Wastage in education, brain drain & underutilization of skills.

## **INTRODUCTION**

Most countries of the world, especially developing countries like our country Nigeria, are facing economic recession, and what such a nation needs is a theoretical and skill-oriented programme that can equip the products with skills relevant for sustainable development at a critical time like this. This will help to end extreme poverty, hunger, create jobs and promote economic growth and finally achieve sustainable development. Without a functional education program, achieving the sustainable development goal of ending extreme poverty including hunger, and promoting economic growth and decent jobs within the planetary boundaries will be a mirage (Nwokike, Ezeabil, & Jim, 2018).

Although Education is very essential for the development of any society, the type of education that can actually equip its products with the necessary requirements needed for economic development is more important. This is in agreement with Odunaïke, Ijaduola, and Epetimehin (2012), who stated that “It is therefore not farfetched to understand that a nation is as good as the kind of education system it operates”. Economically successful countries will hold competitive and comparative advantages over other economies, though a single country rarely specializes in a particular industry. A typical developed economy will include various industries with different competitive advantages and disadvantages in the global marketplace. The education and training of a country's workforce is a major determining factor in how well the country's economy will perform. It is obvious that Business education could lead to the development of entrepreneurship in Nigeria and indeed all the countries of the world. This leads to the fact that based on the content of Business education it has the potential of equipping the recipients with skills in Book-keeping/Accounting, Business Management, Marketing, Business communication, Records management, etc which are all necessary for the promotion and survival of business enterprises. (Gidado, & Akaze, 2014).

Business education is that type of general education that can actually impart the necessary skills, competencies, among others, to its products in order to equip them to be self-employed and good employers of labour. This is in agreement with Amoor (2010) who opined that Business Education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment, and self-employment. It is an important part of general education that emphasizes skills and competency acquisition (Okoli 2010). Business education is that program of study which encompasses education for office occupations, business teaching, administration, and economic understanding.

However, education (Business Education) may not be used as an engine to move the vehicle of the nation forward into development if there is wastage. According to Samuel (2017), effective utilization of education equips individuals to improve their personality by possessing the traits of morality and ethics. But this would not be achieved where there is poor utilization of educational resources which is wastage in education. According to Aliyu and Babalola (2014), education wastage is clearly seen in the following negative attitudes: students' drop-out; repetition (carryover of courses) because of students' inability to perform as expected, hence failure to achieve; unemployment of graduates; employment without success in the area of work; underemployment and poor utilization of educational resources such as human resources (underutilization of skills, unemployment of graduates, job mismatch), time, physical, material and financial resources, brain drain among others. Hence, this study is to explore the influence of wastage in Business Education programme on the economic development of Bayelsa State. But this it will concentrate only on brain drain and underutilization of skills, as they influence the economic development of Bayelsa State.

The purpose of the study is the perceived influence of wastage in Business Education programme on the economic development of Bayelsa State, and the specific objective is to

- iv. Examine the extent to which brain drain influences the economic development of Bayelsa State.
- v. Find out the extent to which underutilization of skills of Business Education programme graduates influences the economic development of Bayelsa State.

### **Research Questions**

The following questions were posed for the study

4. To what extent does brain drain influence the economic development of Bayelsa State?
5. To what extent does underutilization of skills of Business Education programme graduates influence the economic development of Bayelsa State?

### **Hypothesis**

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance

1. There is no significant difference in the mean response of postgraduate students and lecturers in the Business Education programme in respect of brain drain influencing economic development of Bayelsa State.

2. There is no significant difference in the mean response of postgraduate students and lecturers in respect of underutilization of skills influencing the economic development of Bayelsa State

### **Significance of the Study**

It is hoped that the study would establish how wastage in Education affects economic development in Bayelsa State. The study would be beneficial to students in Bayelsa State, parents and the general public in Bayelsa State.

The study would be of benefit to students as the findings would make students see the nature of Business Education in the labour market and work hard by developing skills that will make them survive. The students through this study would know the limitations of their career opportunity and place themselves in such a position that would enable them to become useful in the society. The findings of the study would also be of benefit to parents as the investment opportunities would be utilized to incorporate their children towards creating opportunities that would generate wealth within the family.

## **METHODS**

### **Design of the study**

The study adopted a descriptive survey design. The descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, Wenceslas, Odundo, Waweru, & Ndayambaje, 2016), (Orodho, 2012) and (Kothari, & Gaurav, 2016). It is, a self-report study which requires the collection of quantifiable information from the sample. The descriptive survey was preferred because it was deemed suitable for obtaining information on existing phenomena regarding wastage in education and economic development. It is based on this premise that the survey design was adopted.

### **Population of the Study**

This study covered 62 persons which consisted of 50 postgraduate students in the Department of Business Education in Niger Delta University and 12 lecturers in the Department of Business Education from both Niger Delta University (NDU) and The Federal University, Otuoke (FUO) consisting of 6 lecturers from each institution. These two universities were used because they are the only higher institutions that have or operate the Business Education Programme in the state. Again, lecturers were selected because they are in a better position to know about wastage trends in Business Education. Also, postgraduate students were selected because most of them are unemployed, underemployed, or not using the skills they acquired adequately. Some have job mismatch and even brain drain and have also come in contact with school dropouts. Thus they have the direct impact of wastage in Business Education programme. Also, they have direct contact with the general public and therefore feel the direct influence of wastage in Business Education programmes on the economic development of the state at large. Thus they are in a best position to provide accurate information on the influence of wastage in Business Education programme on the economic development of the state.

**Table 3.1 Population Table**

S/N	Area	Number of Postgraduate Students	Number lecturers	Total
1	Bayelsa East	-	6 (FUO)	6
2	Bayelsa Central	50	6 (NDU)	56
	Total	50	12	62

**Source: Survey 2020**

### **3.4 Sample Size /Sampling Techniques**

The entire population was used as the sample size since the population was of a manageable size hence there was no sampling technique adopted for the study.

### **3.5. Research Instrument**

The researcher developed a 30-item self-made questionnaire that is a research instrument, which is arranged according to the research questions and it is titled 'Wastage in Business Education Programme and Economic Development Questionnaire' (WIBEPEDQUE). This WIBEPEDQUE was developed in order to obtain responses from the respondents. It was divided into two sections A & B; Section A was designed in order to get the respondents' information and section B was carefully arranged into six clusters A, B, C, D, E and F according to the six research questions. It is a four-point rating scale instrument (questionnaire) and was used to rate the responses and it was weighed as follows;

Very High Extent (VHE)	4 points
High Extent (HE)	3 points
Moderate Extent (ME)	2 points
Low Extent (LE)	1 point

A mean average of 2.50 points and above was regarded as a positive response. The instrument consists of 30 items arranged according to the research questions see Appendix A

### **3.6 Validation of the Instrument**

The research instrument was subjected to face and content validity by three experts in the field of education; two from the Department of Business Education and one from the Department of Measurement and Evaluation, The experts checked if the questions were in line with the requirements of the research work. The researcher then made necessary corrections based on the recommendations and comments of the experts and presented it to the supervisor for a final validation process. The validation forms are attached in appendix. B.

### **3.7. Reliability of Instrument**

In order to establish the reliability of the instrument, the Kuder-Richardson technique was adopted and the research instrument was administered to 10 postgraduate students and lecturers in Ignatius Ajuru University of Education, Rumuolumeni, Rivers State. From the responses obtained from the respondents, Cronbach Alpha Statistics was used to obtain the reliability coefficient and the following values were obtained: for brain drain 0.86 and for underutilization of skills of Business Education programme graduates 0.87. Thus the Cronbach Alpha reliability coefficient of the instrument was 0.86 which indicated a high coefficient of correlation, giving credence that the instrument is highly reliable. According to Andreas, (2017) reliability coefficient exceeding 0.83 should be considered adequate for the study hence the 0.86 was found adequate and was therefore used to obtain data for the study. See details in appendix C

### **3.8 Administration of the Instrument**

A total number of 62 copies of the instrument were administered to respondents directly by the researcher. The respondents were given some time based on the nature of their activities. At an interval of two weeks, the researcher went round and retrieved all the copies of the questionnaire from the respondents. A response rate of 100% was therefore recorded

### **3.9. Method of Data Analysis**

Research questions were analyzed using weighted mean and standard deviation. The mean rating for each statement was calculated and presented for analysis. For each variable investigated, the mean data was used to describe the issue investigated. Group means and standard deviation were used to analyze data, research question by research question. Decisions were based on the weighted mean score obtained. Below is the table that was used for analysis.

**Table 1 Decision Rule Table**

S/No	Ranges of Scores	Decision
d.	3.5 - 4.00	Very High Extent
e.	2.5 - 3.49	High Extent
f.	1.5 - 2.49	Moderate Extent
g.	0.5 - 1.49	Low Extent

**Source: Survey Data 2020**

While the hypotheses were tested using the z-test. 0.05 significance level was chosen, and the degree of freedom (df) for each hypothesis was computed. In each case, the appropriate degree of freedom was determined and the critical z-test value was read from the table at the 0.05 level of significance. The critical z-test value was the reference point that determined whether or not to accept the null hypotheses. The null hypotheses were tested at a 0.05 level of significance using z-test. The table of z-test values for 0.05 significant levels can be found in appendix D

**Decision Rule:** If the calculated z-value was less than the tabulated z-tabulated, the null hypothesis was accepted and the alternative hypothesis rejected while if the calculated z-value was greater than the tabulated z-value, the null hypothesis was reject.

**DATA ANALYSIS/RESULTS**

**Research Question 1**

*To what extent does brain drain of Business Education graduates influence the economic development of Bayelsa State?*

**Table 2: Responses on the Extent to Which Brain Drain of Business Education Programme graduates Influences Economic Development of Bayelsa State**

S./No.	Items	Postgraduate Students (N = 50)		Lecturers (N=12)		Postgraduate Students/ Lecturers (N=62)		Remarks
		X	SD	X	SD	X	SD	
19	Brain drain can cause loss of tax revenue	3.63	0.36	3.60	0.36	3.61	0.36	VHE
20	Brain drain can cause shortage of skilled workers	3.52	0.35	3.50	0.35	3.51	0.35	VHE
21	Leads to employment of mediocre or poorly qualified personnel	3.54	0.36	3.52	0.35	3.52	0.35	VHE
22	Losing best brain affects productivity	3.56	0.35	3.50	0.36	3.53	0.36	VHE
23	Could lead to costly mistake in business organization resulting to business loss	3.62	0.36	3.62	0.36	3.62	0.36	VHE
24	Brain drain can result to loss of innovative ideas	3.52	0.35	3.51	0.35	3.52	0.35	VHE
25	Brain drain can lead to loss of self-confidence in the economy	3.51	0.35	3.50	0.35	3.51	0.35	VHE
	<b>Grand Mean / SD</b>	<b>3.56</b>	<b>0.35</b>	<b>3.54</b>	<b>0.35</b>	<b>3.55</b>	<b>0.35</b>	VHE

Table 2, shows a clear picture of the influence of brain drain of Business Education programme graduates on the economic development of Bayelsa State. Analysis of responses gotten from the respondents to the individual items used in this research question showed a very high grand mean of 3.55. This clearly indicated that brain drain of Business Education programme graduates negatively influence the economic development of Bayelsa State to a very high extent.

**Research Question 2:**

*To what extent does underutilization of skills of Business Education programme graduates influence the economic development of Bayelsa State?*

**Table 3 Responses on the Extent to Which Under-Utilization of Skills of Business Education Programme Graduates Influence Economic Development of Bayelsa State**

S/ No	Items	Postgraduate Students (N = 50)		Lecturers (N=12)		Postgraduate Students/ Lecturers (N=62)		Remark
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
14	Underutilization of skills causes job dissatisfaction	3.61	0.36	3.60	0.36	3.60	3.36	VHE
15	Underutilization of skills may cause low productivity	3.60	0.36	3.57	0.35	3.58	0.35	VHE
16	Underutilization of skill can cause employee turnover	3.50	0.35	3.45	0.34	3.47	0.34	VHE
18	Kills innovativeness among workers	3.54	0.36	3.60	0.36	3.57	0.36	VHE
<b>Grand Mean / SD</b>		<b>3.57</b>	<b>0.36</b>	<b>3.56</b>	<b>0.35</b>	<b>3.56</b>	<b>0.35</b>	<b>VHE</b>

**Source: Survey Data 2020**

**Responses on Research Question 3 Using 4-Points Rating Scale**

Graphical presentation of the responses to research question 3

Table 4.3 clearly presented the influence of underutilization of skills of Business Education programme graduates on the economic development of Bayelsa State. Analysis of responses gotten from the respondents to the individual items used in this research question recorded a very high mean of 3.56. This clearly revealed that underutilization of skills of Business Education programme graduates negatively influence the economic development of Bayelsa State to a very high extent

**Hypotheses 1**

There is no significant difference in the mean response of postgraduate students and lecturers in respect of respect of brain drain influencing the economic development of Bayelsa State

**Table 3: z-test Analysis on the Difference in the Mean Response of Postgraduates Students and Lecturers of Business Education Programme in Respect of Brain Drain of Business Education Graduates Influencing Economic Development of Bayelsa State**

item/years	No	Mean	Standard Deviation	Degree of Freedom	Standar d Error	z-cal	z-crit.	Decision
Postgraduate Students and Lecturers	50	3.56	0.35	62_2 (60)	0.05	0.86	1.96	Accepted
<b>Total</b>	<b>62</b>							

**Source: Survey Data 2021**

Table 3 clearly presented the z-test analysis on the difference in the mean response of postgraduate students and lecturers in respect of brain drain of Business Education graduates influencing economic development of Bayelsa State. Data obtained from the table revealed that z- calculated value of 0.86 was less than the z--critical value of 1.96 at 0.05 level of significance at 60 degrees of freedom. Therefore the null hypothesis (There is no significant difference in the mean response of postgraduates and lecturers in respect of brain drain influencing economic development of Bayelsa State) was accepted based on the decision rule. This signifies that there is no significant difference in the mean response of postgraduate students and lecturers of the Business Education programme in respect of brain drain influencing economic development of Bayelsa State. It therefore implies that they both have the same view in respect of the influence of brain drain of the Business Education programme on the economic development of Bayelsa State.

**Hypotheses 2**

There is no significant difference in the mean response of postgraduate students and lecturers in respect of underutilization of skills influencing the economic development of Bayelsa State

**Table 4. z-test Analysis on the Difference in the Mean Response of Postgraduate Students and Lecturers of Business Education Programme in Respect of Underutilization of Skills of Business Education Graduates Influencing Economic Development of Bayelsa State**

S/No	Item/Years	No	Mean	Standard Deviation	Degree of Freedom	Standard Error	z-cal	z-crit.	Decision
1	Postgraduate Students	50	3.57	0.36	62-2 (60)	0.05	0.21	1.96	Accepted
2	And Lecturers	12	3.56	0.35					
	<b>Total</b>	<b>62</b>							

**Source: Survey Data 2020**

Table 4. Clearly presented the z-test Analysis on the difference in the mean response of postgraduate students and lecturers in respect of underutilization of skills of Business Education programme graduates influencing economic development of Bayelsa State. Data obtained from the table revealed that the z-calculated value of 0.21 was less than the z-critical value of 1.96 at 0.05 level of significance at 60 degrees of freedom. Thus the null hypothesis (There is no significant difference in the mean response of postgraduates and lecturers in respect of underutilization of skills influencing economic development of Bayelsa State) was accepted based on the decision rule. This signifies that there is no significant difference in the mean response of postgraduate students and lecturers of the Business Education programme in respect of underutilization of skills influencing economic development of Bayelsa State. It therefore implies that they both have the same view in respect of the influence of school dropouts of Business Education programme on the economic development of Bayelsa state.

**DISCUSSION OF FINDINGS**

This study was set to establish two issues basically:

- a. The extent to which wastage in education (brain drain and underutilization of skills) influence the economic development of Bayelsa State.
- b. To determine if there is any significant difference in the mean response of postgraduate students and lecturers in respect of the influence of wastage in Business Education (brain drain and underutilization of skills ) on economic development of Bayelsa State.

**Influence of Brain Drain on the Economic Development of Bayelsa State**

Research question 1 was to examine the extent to which brain drain influences economic development of Bayelsa State. With a grand mean of 3.55 from the respondents, it was established that brain drain

influences the Economic development of Bayelsa negatively to a very large extent. Relating this to the Business Education program, the program is supposed to produce graduates that will contribute positively to the society. But if for one reason or the other they decide to leave the state and look for greener pastures elsewhere, the state will suffer lack of manpower. And this will affect the Gross Domestic Products (GDP) and Purchasing Power parity (PPP) of the home state or country. This again is in line with the work of Francis and Joseph (2016) who submitted that brain drain causes loss of tax revenue, loss of potential future entrepreneurs, a shortage of important, skilled workers, loss of innovative ideas, loss of the country's investment in education, the loss of critical health and education services. It is also in line with the submission of Raji, Akowe, Joel and Attah (2018) which stated that among the effects of brain drain includes dropping in the quality of service due to the absence of skilled personnel in the home countries to the economic benefits made from remittances. One of the palpable consequences of brain drain is the shortage of qualified manpower in the critical sectors like education, health, science, technology, and business. Hence it is an established fact that brain drain has a negative influence on the economic development of Bayelsa State to a very large extent.

### **Influence of Under Utilization of Skills of Business Education Graduates on The Economic Development of Bayelsa State**

Research Question 2 sought to find out the extent to which underutilization of skills of Business Education programme graduates influences economic development of Bayelsa State. With the grand means of 3.59 from the respondents, it was established that underutilization of skills influenced the economic development of Bayelsa State negatively to a very high extent. Bringing this to the Business Education program, the graduates are being equipped with necessary skills and competencies in order for them to utilize and contribute positively to any organization they find themselves but where they are not giving the opportunities to utilize them they may get frustrated it could affect their level of productivity that will eventually affect the profitability of that establishment which will into have a negative influence of the society. Also, they may even look for where they can utilize their skills maximally which will also lead to employee turnover. To buttress the point, Obele, Onoja and Okagbare (2018) stated that studies have determined that job stress due to poor working conditions is an important source of job dissatisfaction hence low productivity. They went further and said that the physical working condition plays a vital role which has an additive influence. But that poor working condition reduces employees' pride and job satisfaction and increases complaints. It therefore established that underutilization of skills of Business Education programme graduates negatively influence the economic development of Bayelsa State to a very high extent.

### **CONCLUSION**

The study sought to examine the extent to which wastage in the Business Education programme (brain drain and underutilization of skills) negatively influences the economic development of Bayelsa State. After thorough analyses of data it was established that wastage of Business Education programme negatively influences the economic development of Bayelsa State to a very high extent. Also, after proper testing of the hypotheses it was established that there is no significant difference in the mean response of postgraduate students and lecturers in respect of wastage in Business Education programme (brain drain and underutilization of skill) influencing economic development of Bayelsa State

### **RECOMMENDATIONS**

1. Adequate working conditions (for example incentives) should be made available for employees in order to encourage, attract and retain them to avoid waste caused by brain drain.
2. Employees should be given the opportunities to utilize their skills and competencies in order to eliminate waste caused by underutilization of skills and promote productivity and improve the economy.

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