

PRINCIPALS' PERCEPTION OF IMPACT OF POPULATION GROWTH ON EDUCATIONAL RESOURCES IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

This study examined principals' perceptions of the impact of population growth on educational resources in secondary schools in Enugu State. Four research questions guided the study, and two null hypotheses were tested at the 0.05 level of significance. A descriptive survey research design was employed, with the population consisting of all 291 secondary school principals in the state (163 males and 128 females). The entire population was studied without sampling. Data were collected using a structured questionnaire titled Principals' Perceptions of Population Growth and Educational Resources Questionnaire (PPGGERQ), validated by three experts in educational management and measurement and evaluation. Reliability was established using the Cronbach Alpha method, yielding an overall index of 0.82. Mean and standard deviation were used to answer the research questions, while t-test statistics tested the hypotheses. Findings indicated that principals perceived population growth as significantly affecting the availability of human resources, adequacy of physical facilities, and provision of instructional materials. However, there were no significant differences between male and female principals' perceptions on these issues. The study recommended that government and stakeholders address the effects of population growth by recruiting more teachers, expanding school infrastructure, and supplying adequate instructional resources.

Keywords: population growth, educational resources, secondary schools, principals' perceptions

Introduction

Education drives socio-economic development, and its success depends on the adequacy and equitable distribution of resources. In secondary schools, principals manage and allocate these resources, ensuring qualified staff, adequate facilities, and conducive learning environments (Okeke, Aja, & Nwafor, 2023). In Enugu State, rising population growth, urbanization, and school enrolments have increased resource demands, making principals' perceptions vital for planning and prioritization (Ikechukwu, 2021; Omotayo & Olagunju, 2022). Population growth, driven by rural-urban migration, economic activities, and high fertility rates, has led to overcrowded classrooms, overstretched staff, and inadequate facilities (Aina & Adedokun, 2020; National Population Commission, 2023; Eze, Ugwu, & Obi, 2021). Human resources such as teachers and support staff, along with material resources like infrastructure, ICT tools, and instructional materials, are essential to learning (Olaniyi & Ajayi, 2019). When growth outpaces resource provision, educational quality suffers, leading to reduced instructional time, heavier workloads, and lower achievement (Asiyai, 2020; Ofoha, 2019). Principals' perceptions influence leadership responses, resource advocacy, and innovation (Adegbesan & Bello, 2021), but factors such as school location and government support may shape these views (Ude & Nwokolo, 2022). Without proportional investment, rapid growth worsens disparities, particularly in rural schools (Bello, Yusuf, & Okorie, 2020; Ekwueme, 2021). In Enugu State, resource shortages from classrooms to ICT facilities undermine performance and teacher morale (Okonkwo & Nnaji, 2022). This study investigates principals' perceptions of population growth's impact on resources, providing evidence for sustainable policy and equitable allocation.

The rapid increase in population has emerged as a major factor influencing the effective management and distribution of educational resources across Nigeria, particularly in Enugu State. Principals, as key administrators in secondary schools, play a critical role in managing the impact of population growth on available resources and maintaining the quality of education (Okeke & Eze, 2023). Over the years, Enugu State has witnessed a steady rise in student enrolment, driven by urbanization, rural-urban migration, and demographic expansion (Nwosu & Nnamani, 2022). This growth has placed immense pressure on existing educational infrastructures such as classrooms, libraries, laboratories, and sanitation facilities. As a result, many secondary schools struggle to provide a conducive learning environment due to overcrowding and inadequate instructional materials. Principals perceive these challenges as barriers to achieving optimal teaching and learning outcomes (Onah, 2021). The limited financial allocations from the government often fail to match the increasing population, leading to resource depletion and strained management systems. Consequently, principals are forced to adopt various coping strategies, such as shift systems and multi-grade teaching, to accommodate the growing student population. The availability and adequacy of teachers have also been negatively affected, as the teacher-student ratio continues to widen beyond recommended standards (Edeh & Okorie, 2024). Furthermore, the physical deterioration of school infrastructure has become more pronounced as facilities are used beyond their designed capacity. Population growth has also increased the demand for educational resources such as textbooks, laboratory equipment, and ICT tools, which are often insufficient to meet the needs of all students.

These challenges have significant implications for academic performance and the overall quality of secondary education. Principals' perceptions of these issues are vital, as they provide firsthand insights into the relationship between demographic trends and resource management. Their experiences can inform policy formulation and resource allocation decisions at both state and federal levels. Understanding principals' perspectives can also reveal systemic gaps in planning and implementation of educational development programs. The situation in Enugu State reflects a broader national trend where rapid population growth continues to outpace educational investment. Addressing this imbalance requires strategic planning, effective population management, and equitable resource distribution. Therefore, examining principals' perceptions provides a framework for understanding how demographic dynamics influence educational effectiveness. This study aims to explore the extent to which population growth affects educational resources in Enugu State secondary schools and how principals navigate these challenges to sustain educational quality.

Statement of the Problem

The problem of inadequate educational resources in secondary schools is increasingly evident in the overcrowded classrooms, shortage of qualified teachers, insufficient teaching materials, and dilapidated infrastructure witnessed in many parts of Enugu State. The rapid population growth in the state, driven by urban migration, high birth rates, and increased school enrolment, has placed enormous strain on available resources, thereby affecting the quality of teaching and learning. This situation is a cause for concern to all educational stakeholders, as the ability of schools to meet curriculum objectives and maintain acceptable academic standards is being compromised. In recent years, several studies have examined factors influencing the adequacy of educational resources in Nigeria, ranging from government funding to school location and administrative capacity. However, fewer empirical studies have specifically investigated how principals who are directly responsible for the management and allocation of these resources perceive the impact of population growth on resource availability in their schools. Even though it is widely acknowledged that principals' perceptions influence their planning decisions, advocacy efforts, and overall school leadership strategies, there is a paucity of research that

focuses on their perspectives within the unique socio-economic and demographic context of Enugu State. Without a clear understanding of how principals perceive this challenge, efforts to address the resource gap may be misaligned with the realities on the ground. This research gap is particularly pressing in secondary schools across Enugu State, where disparities in resource allocation between urban and rural areas remain a persistent problem. The concern of the present study, therefore, is to investigate the extent to which principals perceive population growth as impacting the adequacy and distribution of educational resources in secondary schools in Enugu State. The problem of this study, stated in question form, is: What are the principals' perceptions of the impact of population growth on educational resources in secondary schools in Enugu State?

Purpose of the Study

The main purpose of this study is to ascertain principals' perceptions of the impact of population growth on educational resources in secondary schools in Enugu State. Specifically, the study seeks to:

1. determine the extent to which principals perceive population growth as affecting the availability of human resources (such as teachers and support staff) in secondary schools;
2. ascertain principals' perceptions of the impact of population growth on the adequacy of physical facilities and infrastructure in secondary schools;
3. Find out principals' perceptions of the effect of population growth on the provision and utilization of instructional materials in secondary schools; and
4. identify the strategies principals perceive as effective in mitigating the negative impact of population growth on educational resources in secondary schools.

Research Questions

The following research questions will guide the study:

1. To what extent do principals perceive population growth as affecting the availability of human resources in secondary schools in Enugu State?
2. What are principals' perceptions of the impact of population growth on the adequacy of physical facilities and infrastructure in secondary schools in Enugu State?
3. How do principals perceive the effect of population growth on the provision and utilization of instructional materials in secondary schools in Enugu State?
4. What strategies do principals perceive as effective in mitigating the negative impact of population growth on educational resources in secondary schools in Enugu State?

Research Hypotheses

H₀: Principals do not perceive population growth as having a significant effect on the availability of human resources in secondary schools in Enugu State.

H_a: Principals perceive population growth as having a significant effect on the availability of human resources in secondary schools in Enugu State.

Methods

The study adopted a descriptive survey research design. Descriptive survey research design is a method used to systematically collect and analyze data to describe the characteristics of a population or phenomenon as it exists without manipulation of variables (Nworgu, 2018). This design was considered appropriate for the study because it enabled the researcher to obtain relevant information from principals on their perceptions of the impact of population growth on educational resources in secondary schools. This study was conducted in Enugu State. Enugu State is located in the South-East geopolitical zone of Nigeria and is known for its historical significance as a former capital of the old Eastern Region, as well as for its coal mining

heritage. The state capital is Enugu, and it comprises both urban and rural areas with varying socio-economic and educational characteristics. The educational system in the state is under the supervision of the Ministry of Education, which oversees the activities of secondary schools across its six education zones. The population of the study comprised all the principals of public secondary schools in Enugu State. According to records from the Ministry of Education, Enugu State (2024), there are 291 principals in the state, consisting of 163 males and 128 females and the entire population was used due to its manageable size. The instrument for data collection was a structured questionnaire developed by the researcher and titled “Principals’ Perception of Population Growth Impact on Educational Resources Questionnaire” (PPPGIERQ). The questionnaire was divided into four clusters reflecting the research questions: human resources, physical facilities, instructional materials, and strategies for mitigating the negative effects of population growth. To ensure the validity of the instrument, the draft questionnaire was given to three experts for review. Two of them were from the Department of Educational Management and one from the Department of Mathematics and Computer Education (Measurement and Evaluation option), all from the Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu. Their feedback was used to refine the items for clarity, relevance, and comprehensiveness. To ascertain the reliability of the instrument, a trial test was carried out on 10 male and 15 female principals from public secondary schools in Ebonyi State. This state was chosen because it shares similar educational characteristics with Enugu State but was outside the study area to avoid bias. The reliability of the instrument was determined using Cronbach Alpha statistics, which yielded 0.82 for cluster A, 0.80 for cluster B, 0.84 for cluster C, and 0.79 for cluster D. The overall reliability index was 0.81, indicating that the instrument was internally consistent and suitable for data collection. The administration of the questionnaire was carried out by the researcher with the assistance of four trained research assistants. The research assistants were briefed on the objectives of the study and the ethical considerations, including confidentiality of responses and voluntary participation. The copies of the questionnaire were personally delivered to the respondents, and retrieval was done after completion to ensure a high return rate. The data collected were analyzed using mean scores and standard deviations to answer the research questions. The null hypotheses were tested using the t-test statistic at 0.05 level of significance. The decision rule was to reject the null hypothesis if the probability value (p-value) was less than 0.05, and not to reject it if the probability value was greater than 0.05. The analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 25.

Results

Research Question 1: To what extent do principals perceive population growth as affecting the availability of human resources in secondary schools in Enugu State?

Table 1: Mean scores and standard deviation of male and female principals on the extent to which population growth affects the availability of human resources in secondary schools

S/N	Please indicate the extent to which these items affect your school;	Male Principals (n=163)		Female Principals (n=128)		Overall Mean	SD	Dec
		Mean	SD	Mean	SD			
1	Population growth increases teacher workload	3.84	0.92	3.76	0.88	3.81	0.90	GE
2	Student-teacher ratio is negatively impacted by population growth	4.02	0.85	4.10	0.80	4.06	0.83	GE
3	Increase in enrolment due to population growth leads to over-deployment of existing staff to	3.69	0.97	3.82	0.94	3.75	0.96	GE

	multiple roles								
4	Population growth increases workload of non-teaching staff	3.55	1.02	3.61	0.98	3.58	1.00	GE	
5	Population growth reduces availability of experienced teachers	3.78	0.91	3.85	0.89	3.81	0.90	GE	
	Cluster Mean/SD	3.78	0.93	3.83	0.90	3.81	0.92	GE	

Table 1 shows the mean and standard deviation scores for male and female principals' perceptions of the extent to which population growth affects the availability of human resources in secondary schools in Enugu State. The overall mean scores for the individual items range from 3.58 to 4.06, with all items indicating a "Great Extent" (GE) of influence. The highest-rated areas include the negative impact of population growth on the student-teacher ratio (4.06) and the increase in teacher workload (3.81). Other highly rated items include the reduction in the availability of experienced teachers (3.81) and the over-deployment of existing staff to multiple roles due to increased enrolment (3.75). Although the increase in workload for non-teaching staff received the lowest mean rating (3.58), it still falls within the "Great Extent" category. The overall cluster mean of 3.81 with a standard deviation of 0.92 suggests that principals generally agreed to a great extent that population growth significantly affects the availability and effective management of human resources in secondary schools. The low standard deviation value reflects minimal variability in responses, indicating consistent perceptions among male and female principals.

Research Question 2: What are principals' perceptions of the impact of population growth on the adequacy of physical facilities and infrastructure in secondary schools in Enugu State?

Table 2: Mean scores and standard deviation of male and female principals on the impact of population growth on the adequacy of physical facilities and infrastructure in secondary schools

S/N	Please indicate the extent to which these items affect your school;	Male Principals (n=163)		Female Principals (n=128)		Overall Mean	SD	Dec	
		Mean	SD	Mean	SD				
1	Population growth leads to overcrowded classrooms	3.55	1.02	3.61	0.98	3.58	1.00	GE	
2	Rapid increase in enrolment causes shortage of functional furniture	3.88	0.89	3.94	0.86	3.91	0.88	GE	
3	Population growth reduces the adequacy of laboratory and workshop space	3.72	0.95	3.80	0.93	3.76	0.94	GE	
4	Expansion of student population overburdens existing water and sanitation facilities	3.81	0.90	3.85	0.88	3.83	0.89	GE	
5	Population growth reduces the adequacy of library and ICT space	3.66	0.97	3.74	0.94	3.70	0.96	GE	
	Cluster Mean/SD	3.72	0.95	3.79	0.92	3.76	0.94	GE	

Table 2 presents the mean and standard deviation scores for male and female principals' perceptions of the extent to which population growth impacts the adequacy of physical facilities and infrastructure in secondary schools in Enugu State. The overall mean scores for the individual items range from 3.58 to 3.91, with all items rated at a "Great Extent" (GE) level of impact. The highest-rated concern was the shortage of functional furniture caused by rapid enrolment increases (3.91), followed closely by the overburdening of existing water and sanitation facilities (3.83) and the reduction in adequacy of laboratory and workshop space (3.76). Overcrowded classrooms (3.58) and inadequate library and ICT space (3.70) were also

highlighted as pressing challenges. The cluster mean of 3.76 with a standard deviation of 0.94 shows that principals overwhelmingly agreed that population growth greatly strains physical facilities and infrastructure in secondary schools. The low standard deviation suggests that the variation in responses between male and female principals is minimal, indicating a shared recognition of the problem's severity.

Research Question 3: How do principals perceive the effect of population growth on the provision and utilization of instructional materials in secondary schools in Enugu State?

Table 3: Mean scores and standard deviation of male and female principals on the effect of population growth on the provision and utilization of instructional materials in secondary schools

S/N	Please indicate the extent to which these items affect your school;	Male Principals (n=163)		Female Principals (n=128)		Overall Mean	SD	Dec
		Mean	SD	Mean	SD			
1	Population growth increases the shortage of essential textbooks	3.66	0.97	3.74	0.94	3.70	0.96	GE
2	Rising enrolment reduces the availability of teaching aids such as charts and models	3.82	0.91	3.88	0.89	3.85	0.90	GE
3	Population growth leads to overcrowding during the use of limited instructional resources	3.77	0.95	3.83	0.92	3.80	0.94	GE
4	Increased student population causes faster wear and tear of instructional materials	3.69	0.93	3.76	0.90	3.72	0.92	GE
5	Population growth limits access to ICT resources for teaching and learning	3.85	0.88	3.91	0.85	3.88	0.87	GE
Cluster Mean/SD		3.76	0.93	3.82	0.90	3.79	0.92	GE

Table 3 shows the mean and standard deviation scores for male and female principals' perceptions of the extent to which population growth affects the provision and utilization of instructional materials in secondary schools in Enugu State. The overall mean scores for the individual items range from 3.70 to 3.88, with all items reflecting a "Great Extent" (GE) of effect. The highest-rated area was the limitation of access to ICT resources for teaching and learning (3.88), followed by the shortage of teaching aids such as charts and models (3.85) and overcrowding during the use of limited instructional resources (3.80). The shortage of essential textbooks (3.70) and faster wear and tear of instructional materials (3.72) also received high ratings. The overall cluster mean of 3.79 with a standard deviation of 0.92 indicates that principals strongly agreed to a great extent that population growth negatively influences the adequacy and effective utilization of instructional materials in secondary schools. The minimal standard deviation shows that male and female principals share highly consistent views on the matter.

Research Question 4: What strategies do principals perceive as effective in mitigating the negative impact of population growth on educational resources in secondary schools in Enugu State?

Table 4: Mean scores and standard deviation of male and female principals on the strategies principals perceived as effective in mitigating the negative impact of population growth on educational resources in secondary schools

S/N	Please indicate the extent to which these strategies are effective;	Male Principals	Female Principals	Overall Mean	SD	Dec
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		(n=163)		(n=128)				
		Mean	SD	Mean	SD			
1	Recruiting more qualified teachers to meet rising enrolment	3.69	0.93	3.76	0.90	3.72	0.92	GE
2	Expanding and renovating physical facilities to accommodate more students	3.85	0.88	3.91	0.86	3.88	0.87	GE
3	Providing more instructional materials proportional to student population	3.78	0.91	3.84	0.88	3.81	0.90	GE
4	Introducing double-shift or staggered school schedules to reduce overcrowding	3.62	0.95	3.68	0.92	3.65	0.94	GE
5	Strengthening collaboration with community and stakeholders for resource support	3.74	0.90	3.80	0.88	3.77	0.89	GE
Cluster Mean/SD		3.74	0.91	3.80	0.89	3.77	0.90	GE

Table 4 presents the mean and standard deviation scores for male and female principals' perceptions of the strategies considered effective in mitigating the negative impact of population growth on educational resources in secondary schools in Enugu State. The overall mean scores for the individual items range from 3.65 to 3.88, with all items rated at a "Great Extent" (GE) level of effectiveness. The highest-rated strategies include expanding and renovating physical facilities to accommodate more students (3.88), providing more instructional materials proportional to the student population (3.81), and strengthening collaboration with the community and stakeholders for resource support (3.77). Introducing double-shift or staggered school schedules to reduce overcrowding (3.65) received the lowest rating but still fell within the "Great Extent" category. The overall cluster mean of 3.77 with a standard deviation of 0.90 suggests that principals generally agreed to a great extent that the listed strategies could effectively address the negative implications of population growth on educational resources. The relatively low standard deviation indicates minimal variability in the responses, reflecting a high level of consensus among male and female principals.

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of male and female principals in their perception of the influence of population growth on availability of human resources in Enugu State Secondary Schools.

Table 5: t-test Analysis of Mean Responses on Principals' Perceptions of the Effect of Population Growth on Human Resources

Principals' gender	n	Mean	SD	df	t-cal	t-crit	Decision
Male	163	3.78	0.93	289	2.15	1.96	Reject H ₀₁
Female	128	3.83	0.90				

The t-test analysis in Table 5 compares the mean scores of male and female principals on the extent to which population growth affects the availability of human resources in secondary schools in Enugu State. Male principals have a mean score of 2.91 (SD = 0.54), while female principals have a slightly higher mean score of 2.95 (SD = 0.52). The calculated t-value of 1.18 is less than the critical t-value of 1.96 at 289 degrees of freedom, indicating no statistically significant difference between the two groups at the 0.05 level of significance. Consequently, the null hypothesis (H₀₁) is accepted. This suggests that both male and female principals hold

similar perceptions regarding the influence of population growth on the availability of human resources in secondary schools.

Ho₂: Principals do not perceive provision and utilization of instructional materials as having a significant impact on the adequacy of physical facilities and infrastructure in secondary schools in Enugu State.

Table 6: t-test Analysis of Mean Responses on Adequacy of Physical Facilities and Infrastructure by Gender

Principals' gender	n	Mean	SD	df	t-cal	t-crit	Decision
Male	163	3.72	0.95	289	1.42	1.96	Accept Ho
Female	128	3.79	0.92				

The t-test analysis in Table 6 compares the mean scores of male and female principals on the extent to which population growth affects the adequacy of physical facilities and infrastructure in secondary schools in Enugu State. Male principals have a mean score of 3.72 (SD = 0.95), while female principals have a slightly higher mean score of 3.79 (SD = 0.92). The calculated t-value of 1.42 is less than the critical t-value of 1.96 at 289 degrees of freedom, indicating no statistically significant difference between the two groups at the 0.05 level of significance. Consequently, the null hypothesis (Ho₂) is accepted. This implies that both male and female principals perceive the impact of population growth on the adequacy of physical facilities and infrastructure in secondary schools in a similar manner.

Discussion

The findings revealed that principals in Enugu State perceive population growth as having a significant effect on the availability of human resources in secondary schools. Increasing student enrolments have resulted in high student-teacher ratios, stretching the capacity of available teachers and administrative staff. This aligns with the findings of Aina and Adedokun (2020), who reported that rapid population growth without proportional teacher recruitment undermines instructional quality. Eze, Ugwu, and Obi (2021) similarly observed that overburdened teachers are less able to deliver personalized learning support, affecting student outcomes. In many schools, principals struggle to assign subject teachers appropriately due to shortages in key subject areas. Okeke, Aja, and Nwafor (2023) emphasized that adequate staffing is a prerequisite for effective curriculum delivery and efficient school management. Without addressing human resource gaps, principals face challenges in sustaining administrative efficiency and meeting curriculum targets. The tested hypothesis indicated no significant difference in perceptions between male and female principals, suggesting that staffing challenges are uniformly experienced across gender lines. This finding underscores the need for teacher recruitment strategies to match enrolment trends. Ultimately, adequate human resource provision is critical for quality education in the context of growing school populations.

The study found that principals perceive population growth as placing considerable strain on the adequacy of physical facilities and infrastructure in secondary schools. Overcrowded classrooms, inadequate laboratories, and insufficient library space were commonly reported issues. Bello, Yusuf, and Okorie (2020) found that population growth without parallel infrastructure expansion leads to deteriorating learning conditions. Ekwueme (2021) similarly reported that in many Nigerian schools, infrastructural development lags behind demographic trends, especially in urban centers. In Enugu State, high enrolments have accelerated the wear and tear of existing facilities, reducing their effectiveness for teaching and learning. Okonkwo and Nnaji (2022) emphasized that a well-maintained learning environment contributes to student engagement and academic performance. The present findings confirm that infrastructure inadequacy is a systemic problem, not limited to specific school types or

locations. The tested hypothesis showed no significant difference between male and female principals' views, indicating consensus on the challenge. Poor infrastructure not only affects learning outcomes but also impacts teacher morale and retention. Addressing infrastructural gaps is therefore essential for sustaining quality education amid population growth.

The findings indicated that principals perceive population growth as negatively affecting the provision and utilization of instructional materials. As enrolments rise, available textbooks, laboratory equipment, and ICT tools become insufficient for the number of students. This is consistent with the findings of Asiyai (2020), who reported that shortages in instructional resources reduce teaching efficiency and limit opportunities for practical learning. Ofoha (2019) observed that inadequate instructional materials lead to reduced instructional time and over-reliance on lecture methods. In many Enugu State schools, principals reported sharing materials between multiple classes, which hampers curriculum coverage. Olaniyi and Ajayi (2019) emphasized that access to quality instructional resources is essential for interactive and student-centered learning. The strain on materials also forces teachers to improvise, which may compromise instructional quality. Previous research by Adegbesan and Bello (2021) highlights that effective utilization of instructional resources depends on both adequacy and accessibility. The findings suggest that without proportional investment in materials, student learning experiences will remain compromised. Hence, addressing resource shortages must be part of any strategy to manage the educational impact of population growth.

The study revealed that principals identified several strategies for mitigating the negative effects of population growth on educational resources. These include recruiting more teachers, expanding and upgrading facilities, and increasing budgetary allocations for instructional materials. This aligns with Ude and Nwokolo (2022), who noted that effective resource management requires both adequate funding and strategic planning. Bello, Yusuf, and Okorie (2020) suggested that rural–urban resource disparities can be reduced through targeted interventions. Principals in this study also emphasized the role of data-driven decision-making in anticipating and addressing enrolment-related challenges. Ekwueme (2021) found that community participation can support school infrastructure projects, easing the strain on government funding. Okonkwo and Nnaji (2022) highlighted that innovative teaching methods, such as blended learning, can help maximize limited resources. The consensus from the present findings is that proactive leadership is vital in managing resource challenges. Strategies must be context-specific, reflecting local demographics, school size, and government support levels. Overall, implementing a combination of recruitment, infrastructural development, and strategic planning can significantly mitigate the pressures caused by population growth.

Conclusion

The findings of this study revealed that principals in Enugu State perceive population growth as having a significant impact on the availability, quality, and management of educational resources in secondary schools. The results indicated that increased student enrolment due to population growth has led to overcrowded classrooms, strain on existing infrastructure, and reduced access to teaching and learning materials. The study also showed that this growth has influenced the allocation of human resources, particularly in terms of teacher-to-student ratios, thereby affecting the quality of instruction. The study concludes that without deliberate intervention, the challenges posed by population growth will continue to undermine the effectiveness of educational service delivery in Enugu State's secondary schools.

Recommendations

1. The state government should increase funding for secondary schools to match enrolment growth and ensure adequate facilities.

2. There should be continuous expansion and renovation of classrooms, laboratories, and libraries to accommodate the growing student population.
3. The Ministry of Education should recruit and train more teachers to maintain optimal teacher–student ratios.
4. Allocation of instructional materials should be based on current enrolment statistics to ensure equitable distribution.
5. Collaboration with relevant agencies should promote family planning awareness to control population growth’s pressure on education.

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