### FACTORS THAT INFLUENCE SCHOOL DROPOUT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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**ABSTRACT**

*The main purpose of the study was to examine the factors that influence school drop out among secondary school students in Mushin Local government area lagos state. Questionnaire was the main instrument used for data collection. The questionnaire was administered to 100 respondents in the secondary schools in Mushin, Lagos State by the researcher herself. The data collected were analyzed using simple percentage analysis. The result of the study showed* *the factors responsible for pupils’ dropout, such as financial constraint, personal or family issues, academic unpreparedness. The result of the study also showed* *that school drop has a significant effect on national and personal development. Based on the findings, the researcher recommended that, there should be a central organization which will comprise the teachers’ parents and representatives of national/state secondary education boards at national, state and local government levels. This body should co-operate and pull resources together in reducing dropout rate in schools.*****CHAPTER ONE****

****INTRODUCTION****

****1.1     BACKGROUND TO THE STUDY****

Dropping out of school is a well-documented social problem and often present daunting circumstances for adolescents. Dropping out is also associated with delinquency, and low school achievements. One of the major reasons for children being kept out of school was the lack of education of parents.

The issue of school dropout in Nigeria has been with us for a very long time. Fafunwa (2008) noted that dropout is one of the most serious problems that have continued to bedevil our educational system since independence in 1960 from the colonial administration. Even before our independence, the problem of dropout has already established its grip on our educational system. This can be buttressed with the remark made by Nuffied foundations in 1953 that in the West coast of Africa, a considerable proportion of student’s dropout of school each year. It was found that parents’ attitudes towards education have a major effect on education. It seems that when either of the parents is literate or especially when women are literate, they are more willing to send their children, especially girls, to the school.

“The huge dropout rates, however, indicate that children, girls more often than boys, are needed for other activities such as looking after other siblings, domestic work and help with farm work. Parents play a crucial role in keeping young people in school.

De Cos (2005), commenting on the importance of graduation from high school noted that with the economy changing from a dependence on manufacturing towards more reliance on technology, services, and a “knowledge economy”, the need for education beyond high school has grown. In Nigeria of today, Senior School Certificate is considered as the minimum required for most jobs and status positions. This development has serious implications for the economic well being of dropouts and the society at large. In this era of global economic meltdown and global economic competitiveness, Nigeria as a nation that has vision must make concerted efforts to raise the educational attainment of all its youths who are the leaders of tomorrow. The degree and nature of family support are determined by such factors as a stressful/unstable home life, socio-economic status, minority membership, siblings’ completion of high school, single parent household, poor education of parents and primary language other than English” (Horn, 2010). The girls who are denied educational opportunities disproportionately as compared to boys suggests a clear cut discrimination in household behaviour. Parental and social attitudes in most Indian cultural context tend to perpetuate the stereotypes of girls being transient members of families on their journey to marriage and boys being the mainstay of support to ageing parents.

Globally, reasons why students dropout from school can be categorized into four clusters. These include; School related, Job related, family related, and community related. Study by Frenden berg and RugIls (2007) identified twenty four factors under family cluster; three factors under community cluster and twelve factors under school cluster. The factors identified under family cluster include; low family socio economic status, racial or ethnic groups, male, special education status, low family support for education, low parental education, residential mobility, low social conformity, low acceptance of adult authority, high level of social isolation, disruptive behavior conduct, being held back in school, poor academic achievement, academic problems in early grades, not liking school, feelings of “not fitting in” and of not belonging, perceptions of unfair or harsh disciplines, feeling unsafe in school, not engaged in school, being suspended or expelled, conflicts between work and school, having to work and school, having to work or support family, substance use and pregnancy. In community cluster, the following factors were identified: living in a low income neighborhood, having peers with low educational aspirations and having friends or siblings who are dropouts. Under school related cluster, these factors were identified; low socioeconomic status of school population, high level of racial or ethnic segregation of students, high proportion of students of color in high school, high proportion of students enrolled in special education, location in central city, large school district, school safety and disciplinary policies, high-stakes testing, high student —to- teacher ratio, academic tracking, discrepancy between the racial or ethnic composition of students and faculty, and lack of programs and support for transition into high for 9th and 10th graders. While job related cluster entails: those students who could not work and school at the same time, those who had to do a job to survive and those who found job.

It must be stressed at this point that variables in each of the clusters are not all conclusive. The reasons why students drop out of school vary from one society to another, and from one country to another. For example, in Pakistan, Mohsin et al (2004) found weak primary education system, non-availability of trained teachers, and parent-teacher relationship as the major causes of dropouts.

Most of the researches on the causes of dropout in Nigeria isolated the following: Poor educational background of parents, inability of parents to pay their children school fees, failure in school examination, very poor state of facilities in schools, unemployment of graduates, broken homes, types of parents occupation, school discipline policies, teenage pregnancy, early marriage and very early ambition for self-business and employment.

According to sokare (2008) the emotional effect include depressing, sorry, dreadful etc. in the political dimension sokare (2012) noted that during election, opponents of the dropout use the issue of dropout to use society to incorporate socio-economic and political instability, unhealthy and stressful society.

****1.2 STATEMENT OF THE PROBLEM****

Most of the researches on dropout have been centered on causes, effects and remedies. Most if not all the researches in Nigeria on the same subject matter followed the same pattern. No studies to my knowledge in Nigeria studied dropout problems using the parameter “pattern of dropout” under the influences of school type and environment.The inability of students to attain their academic achievement is as a result of certain motivation, socio-economic background, (Fombo 2008). Another problem is because the female children began their domestic function at their early age as expected by their parent, the females at that stage combine both the domestic functions and educational responsibilities, which result to poor academic achievement.The dropout of students from schools is due to a complex interplay of socio-cultural, economic and structural factors. Finding and implementing solutions to this problem has implications well beyond the benefits to individual students in Nigeria. Moreover, enabling students to complete their education is to invest in future progress and better standards of life with multiplier effects. To make efforts that will improve the situation due to dropouts requires a clear understanding of the extent, causes, consequences, and policy responses made to the problem of students dropouts. This understanding will be used as a benchmark for new start.

This study is therefore very timely arid significant. The statement of the problem therefore is: will the evaluation of dropout patterns among senior secondary schools in Mushin Local Government Area, Lagos State identifying the most vulnerable groups susceptible to dropout from school.

****1.3 OBJECTIVE OF THE STUDY****

The main objective of this study is to find out the factors that influence school dropout among senior secondary school students in Nigeria

1.     To examine the factors that influence school dropout in secondary schools in Mushin local government.

2.     To investigate the effects of dropout in secondary schools on national development and personal development especially the development of students in secondary schools.

3.     To explore measures that can be taken to curb the problem of dropouts in secondary schools.

****1.4 RESEARCH QUESTIONS****

The following questions will guide the researcher during the course of the research to achieve the specified objectives above:

1.     What are factors that influence school dropout in secondary schools in Mushin local government?

2.     What is the effects of dropout in secondary schools on national development and personal development especially the development of students in secondary schools?

3.     What measures can be taken to curb the problem of dropouts in secondary schools.

****1.5 HYPOTHESIS****

****Ho:****school dropout of secondary school students has no effect on national development and personal development especially the development of students in secondary schools

****H1:****school dropout of secondary school students has effect on national development and personal development especially the development of students in secondary schools

****1.6 SIGNIFICANCE OF THE STUDY****

The findings in this study are useful in creating awareness to the Ministry of Education and Vocational Training and other Education stakeholders on the issue of dropping out in secondary schools in Nigeria, so that the situation can be rectified.

The study will help to raise the level of awareness among parents and guardians on causes and effects of dropping out for their children and in doing so it makes them take measures to ensure that their children stay in school for future benefits of families, their societies and the country as a whole.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 INTRODUCTION**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

**2.1 CONCEPTUAL FRAMEWORK**

**DROP OUT**

A dropout as defined by Kamla-Raj (2007) is any student, who for one reason or the other leaves school prematurely before graduation, without transferring to another school. This is most common in rural areas where there is abject poverty, ignorance and children form a recognizable part of the family labour force. De Cos (2005) also stated that dropout is the ultimate withdrawal from school as student who withdraw from senior secondary school prematurely end up not obtaining any certificate of graduation. The term “dropout” qualifies those students who could not complete their education programme at any level of education due to one reason or the other, as posited by Ayodele and Bada (2007). Dropping out from school occurs after children have previously achieved access to school.Teenagers between ages thirteen and nineteen who have failed to complete their senior secondary school education tend to become problem to themselves, parents and the society at large. Peer influence, delinquency and the desires to become a millionaire within a day makes it difficult for majority of the students to concentrate on their studies thereby increasing the dropout rate (Fehintola and Olugbenga, 2014). Dropouts within our community are found with different characteristics such as inferiority complex, joblessness, over-ambitiousness, laziness, lack of self-discipline, non-purposive striving, poor intelligence, low self-esteem, low self-concept, low cognition skill, non-creativeness, dependency, inability to make good decision, aggressiveness, frustration, lack of vision or goal, conformity, poor time management, fantasies, among others. These characteristics have left dropouts to various maladjusted behaviours within the society and this has become a great challenge for educators, parents, employers and the governments.

**CAUSES OF DROP OUT**

Ajaja D.(2012) classified causes of students drop out globally into four clusters. These include school related, job related, family related, and community related.

While breaking the clusters down, Frendenberg and Ruglls (2007) identified twenty four factors under family cluster; three factors under community cluster and twelve factors under school cluster.

**The factors identified under family cluster include**; low family socioeconomic status, racial or ethnic groups, male, special education status, low family support for education, low parental education, residential mobility, low social conformity, low acceptance of adult authority, high level of social isolation, disruptive behaviour conduct, being held back in school, poor academic achievement, academic problems in early grades, not liking school, feelings of “not fitting in” and of not belonging, perceptions of unfair or harsh disciplines, feeling unsafe in school, not engaged in school, being suspended or expelled, conflicts between work and school, having to work and school, having to work or support family, substance use and pregnancy.

**In community cluster, the following factors were identified**: living in a low income neighbourhood, having peers with low educational aspirations and having friends or siblings who are dropouts. Under school related cluster, these factors were identified; low socioeconomic status of school population, high level of racial or ethnic segregation of students, high proportion of students of colour in high school, high proportion of students enrolled in special education, location in central city, large school district, school safety and disciplinary policies, high-stakes testing, and discrepancy between the racial or ethnic composition of students and faculty.

**Job related cluster entails:** those students who could not work and school at the same time, those who had to do a job to survive and those who found job. It is noteworthy that all these factors can be encapsulated into school factor and the economic factor of parents. Economic factor of parents determines the kind of community to be lived in, level of concentration of the child in school without interruption with menial jobs while also determining family related issues to an extent. Unlike in developing countries where socio-economic and school factor are the causes of student dropout, school factor is the major source of concern in the developed ones.

**FACTORS THAT INFLUENCE SCHOOL DROP OUT AMONG SECONDARY SCHOOL STUDENTIN NIGERIA**

This issue of drop out is a global problem confronting the education industry of most countries of the world as observed by Mohsin et al. (2004), De Cos (2005), Bridgeland et al. (2006), and Oghuvbu (2008). For example, the global figure of out of school and dropout children according to UNICEF are estimated at 121 million, with 65 million being female children and 80% of these female children being in Sub Saharan Africa (Kainuwa et al, 2018).

According to United Nation (2013), progression to the next education level is also a challenge. In fact, among class 6 students who are between 13 to 14 years, only 53% transitioned to secondary school and the secondary school completion rate is even lower. A high percentage of students never finish secondary school and only 29% of those who started school graduated secondary school at the official graduating age of 17 years old. Even if there is a delay up to age 24, only 75% finish secondary school and the remaining 25% never finish secondary school. The issue of dropout in schools is not a new terminology in Nigeria educational system as it is an issue successive government at all levels since independence has been battling with.

Fafunwa (1983) noted that dropout is one of the most serious problems that have continued to bedevil Nigeria‟s educational system since independence in 1960 starting from the colonial administration and as also noted by Ajaja (2012) that even before independence, the problem of dropout has already established its grip on the educational system.

Different studies have been carried out on the causes of student dropout from secondary school in Nigeria and the results have shown them to be multifaceted. While the cause of school dropout in some countries might fall under one or two clusters as discussed earlier, Nigeria possesses all the four clusters especially the economic factor of parent.

For instance, in Ondo state, south-western part of the country, Oyinloye (2015) posited that lack of interest in school work, poor academic performance, poverty and failure are some of the causes of student dropout from school.

According to Yusuf (2008), there is high poverty rate among parents which may be attributed to economic factors. This may have relationship with their inability to meet the financial demands for their children schooling. Cost of transportation to and from school on daily basis, school fees, PTA fees, uniform fees and other items, provision of other daily monetary demands to the children, cost of text books and other school materials are found to be a burden for some of the parents which negatively affected the secondary education of their children (Kainuwa, 2014). As a result, parents choose to take their children out of school and involve them in activities that produce income such as working on the farm, and many times these activities are illegal, immoral, and extremely detrimental to the lives of the children (National Bureau of Statistics, 2009; United Nations, 2008).

The studies by National center for Education Statistics (1998), Vermont Agency of Human Services (1999), De Cos (2005) and Bridgeland et al (2006) identified five major reasons why students dropout of school in U.S. These include; (i) classes not interesting, (ii) missed school for many days and could not cope again, (iii) spent a lot of time with those not interested in school, (iv) have absolute freedom to do what I like and (v) failing in school.

Most of the researches on the causes of dropout in Nigeria isolated the following:

1. Poor educational background of parents,
2. inability of parents to pay their children school fees,
3. failure in school examination
4. very poor state of facilities in schools
5. broken homes
6. types of parents occupation
7. school discipline policies
8. teenage pregnancy
9. early marriage and
10. very early ambition for self business and employment.

While studying the causes of dropout in north-central part of Nigeria, Arowolo et al. (2016) indicated that school and family factors are the causes of dropout. He observed that the students have nonchalant attitude towards their academics in which laziness; truancy and hooliganism are the root causes. In the family, most parents are poor to the extent that they cannot pay the school fees of their wards while some seems not to have time for their children, and some parents are no longer monitoring the activities of their children in schools even at home because of pursuit of daily bread and material wealth. The region being the food basket region of the country, Arowolo et al. (2016) noticed high dropout from school during harvest time and absenteeism on market days particularly in the rural areas. Also, domestic work of female demands affects children education. Cultural practices and institutions including early marriage for females, home services, pregnancy, sexual harassment, and employment in domestic market activities significantly contribute to student dropout in the region.

**EFFECT OF SCHOOL DROP OUT**

The consequences of drop out from school are multidimensional and numerous in Nigeria. Firstly, the incidence of dropouts has led to the eruption of so many social vices. According to Ajaja (2012), the high level of youths‟ restiveness is constituted by individuals who dropped out of senior secondary schools programme. In the south, for instance, members of various militant groups across the country are made up of youths between ages fifteen to twenty who dropped out of senior secondary school programme. They are used by politician to advocate for resource control in the oil-rich Niger-delta. In the north, there are the “Almanjeris” who are used by politicians to protest political issues, policies, ethnicity and religion bigotry. They kill, maim and burn down properties without any remorse. Most, if not all of the “Almanjeris” do not have access to western education (Fehintola and Olugbenga, 2014). Some that are not used by politicians are involved in full-time robbery, kidnapping and assassinations for pecuniary gains, they are seen on the highways, they live and abide in nearby bushes, and they constitute nuisance in the society. In fact, the state of insecurity in Nigeria today is ascribed to criminal activities of the youths who are dropped out of school. The recent development about gang of suicide bombers in the northern part of Nigeria is no doubt one of the consequences of drop out of our youths from senior secondary school.

According to De Cos (2005), with the recent economy changing from a dependence on manufacturing towards more reliance on technology, services, and a “knowledge economy”, it is important that students complete their senior secondary school programme in other to gain the required skills for job opportunity. Societal ills that dropout from school cause are too numerous to quantify.

According to Aja-Okorie (2017), high rate of school dropouts undermines opportunity to manpower development and it is very inimical to capacity building. When students drop out from school programmes, they are deprived from possessing requisite skills and knowledge required of them to be able to adapt to the societal demand. It equally robs the society of its long term prospects of achieving its set developmental goals and social transformation agenda. Dropping out from schools carries the seed of backwardness, retardation as well as creates limitations to providing skilled manpower for accelerated human capital development. The stoppage or termination of educational pursuit or, and even before completion of full educational programme creates situations that not only help to deter individual but over all human development (Oforma, 2009). Aja-Okorie (2017) further posited that in any society where there is a high rate of school dropout, there is shortage of skilled manpower and inherent poverty among public. Clearly any country without adequate human development finds it difficult to effectively dispense other resources for development. Therefore, there is a link between countries with low skilled manpower and high dropouts of students from schools. Ahmad and Najeemah (2013) reiterated that students school dropout is a scourge that not only impairs students from obtaining certificates for possible middle class employment opportunities but also for reaching his potential in life and thereby limiting his long term contributions to national economic growth. Donzomah (2004) also found out that school dropout increases the total costs of educating a particular generation, thereby retarding natural growth. Results on long term implications of school dropout among male secondary school students in Ohaozara L.G.A. of Enugu state by Aja-Okorie (2017) include inability to secure good jobs, a future life of envy and hatred, possibility of abusive parents, social rejection and difficulty in attracting ones‟ dreamed partner in life. His results aligns with Osakwe and Osagie (2010), whose study revealed long-term implication of school dropout to include social maladjustment, child abuse and neglect, irresponsible parenting, low self-esteem, envy and hatred, etc.

**REMEDIES TO STUDENT’S DROPOUT**

To combat the challenges of school dropout in order to reduce it to the barest minimum, all stakeholders involve in education industry must play their role.

1. Parents who are the first stakeholder in this industry as well as the first teacher and role model to the children should show more concern in their children/ward‟s interest in education and finance their education. For those in the rural areas, they should be creative in thinking to find after-school works that will enable their children/wards to contribute to their family upkeeps instead of sending them to the streets to hawk. Considering the negative consequences of street hawking and unwanted pregnancies by female students, parents should shun sending their children/wards into the streets to hawk goods (Lekwa and Anyaog, 2016). The home being the foundation of the society, parents should therefore, acknowledge this fact and ensure their families make meaningful contributions towards the building of a virile education for the nation.
2. Being saddled with leadership and governance of Nigerians, government at local, state and federal level should as a matter of urgency map out strategies to combat the issue of student dropout. Government should provide opportunity for teachers to be trained for effectiveness as more teachers should also be employed to improve efficiency in the schools. They should be equitably distributed and social amenities put in place in the rural areas to retain teachers with financial benefits and encouragement.
3. Schools inspection and supervision should be intensified to increase efficiency and quality in the educational system. Since bulk of the students attends public schools, it should be monitored while the private schools should be encouraged to maintain high standard. Scholarship programmes should be brought back to the elementary schools to encourage those pupils who are naturally endowed but have financial difficulty in the pursuit of their educational career.
4. Government should make possible and available the access to credit facilities for education at all levels. Inspectors should always be monitored by higher authorities while there is need to ascertain the authenticity of their reports and government should enforce all household to enrol their wards in schools especially at the elementary level and ensure that they attend regularly.
5. Furthermore, the principals should improve the social conditions in their schools to give students the motivation to stay in school, gain knowledge and skills through hard work while secondary schools should be provided with appropriate and adequate instructional facilities and materials to facilitate learning and retain interest for learning.
6. Counselors should be appointed in schools and there should be close working relationship between teachers, and school counselors as various counselling measures that can nib the tendency to drop out of school should be employed and a drawback to school strategies should also be employed (Oyinloye, 2015).
7. The school should provide a conducive learning environment that will assist students to learn and desire to stay in school and struggling students should be encouraged. According to Bridgeland et al (2006), there should be improved teaching and curricula to make school more relevant and engaging in order to enhance the connection between school and work; there should be improvement in instruction and access to support for struggling students; there should be strong adult-student relationships within the school; there should be a strong student relationships within the school; and there should be an improved communication between parents and school.

**2.2 THEORETICAL FRAMEWORK**

In theoretical framework five alternative theories identified by Battin-Pearson (2000) are used. The Academic Mediation theory, the General Deviance theory, the Structural Strains theory, the Family Socialization theory and the Deviant Affiliation theory. These five theories concern drop out of school with the main focus on different sets of predictors, and include individual as well as structural reasons.

**Academic Mediation theory**

The Academic Mediation theory concentrates on explaining the connection between academic achievement and drop out of an educational facility. Meaning, that the strongest predictor for students to drop out of school is a poor academic presentation, usually in form of standardized tests or grade point average (Battin-Pearson 2000, p. 569-570). Battin-Pearson uses other studies when formulating theories. In this specific theory he uses studies written by Harachi, Abbott, Catalano (1996); Maguin, Loeber (1996) and Hawkins, Catalano and Miller (1992). The main message from these studies, which was incorporated in this theory was school bonding. This school bonding is connected to students presentation at school. Those who are engaged and have a motivation to succeed in school are doing better academically and less likely to quit school. This means, those who have a low academic achievement, probably has a low bonding to school and are more likely to drop out of a current education level (Battin-Pearson 2000, p. 569-570).

**General Deviance theory**

The second theory which Battin-Pearson identified focuses on the relationship between deviant behaviour and dropout rates (Battin-Pearson 2000, p.570). This theory is based on other studies; for exempel studies done by Garnier (1997) and Rumberger (1983). According to Garnier, level of family's’ commitment to different lifestyles and values is a predictor for children's probability of dropping out of the school. She writes that childrens early lifes exposure to drug use will affect their development (Garnier, et al 1997, p.395). In other words, she identifies the drug as predictor for students to drop out of school. In this theory was also incorporated Rumbergers study (1983). As the main factor for girls to drop out of school identifying, pregnancy (Rumberger 1983, p.199). The General Deviance theory argues, that this type of attitude and behaviour has a close link with earlier mentioned low academic achievement. Meaning that those who do not do good in school and have a low motivation are most likely going to engage in sexual relationships or criminal activities, than those who have a motivation to study and are doing well in school (Battin-Pearson 2000)

**Deviant Affiliation theory**

The third theory mainly focuses on the negative influences and relationships, like rejection or abuse in the family as the factors for drop out (Battin-Pearson 2000). This theory is based on Hallinan and Williams (1990) study on student and peer influence. According to the study parents have a huge influence on the childrens behavior, development and even on their academic achievements (Hallinan & Williams 1990). At the same time not only family relationships have an important effect, but also the relationships with friends play a major role. The theory highlights, that even friends that a person have, has a great influence, due shared traits, characteristics and school experiences (IBID, p.130).

**Poor Family Socialization theory**

Poor Family Socialization theory concentrates on family practices and expectations (Rumberger & Lim 2008). According to Newcomb (1997) family is the earliest and the most important socialization institution for children and their development. Family support and bonding have a significant impact on persons’ general deviance and on psychological distress (Newcomb 1997). Family forms a foundation not just for the academic achievement of the children and how well they do in school, but also make a basis for their future. Rumberger (1983) also argues, that the family background have an important effect on childrens’ school attendance and their tendency to drop out of school. Poverty is one of the main reasons why children feel the pressure to drop out of the school and contribute to the families’ income (Rumberger 1983, p.202). Factors like parent divorce, family stress, parental behavioral control, also acceptance and even the parents’ educational level have a significant effects. Parents’ educational level sets their expectations for their childrens’ school performance (Battin-Pearson 2000, p.571). Rumberger (1983, p.202 & 211) also mentions as the factors for drop out the household conditions, family size, geographic location, marriage and childbirth.

**Structural Strains theory**

The last theory which is suggested by Battin Pearson (2000) is Structural Strains theory. This theory focuses on demographic factors such as gender, race and ethnicity, and family socio-economic status (Rumberger & Lim 2008). According to Rumberger (1987) most likely to drop out from school are going the boys than girls whom possibly come from a families with low socio-economic status. Boys often drop out more often from school, because boys tend to have a lower commitment to school and a lower motivation to study. They also tend to have worse relationship with their parents and have a higher risk of drug abuse (Battin-Pearson 2000). When it comes to the ethnicity, the theory argues that minorities tend to drop out of school more often (Battin-Pearson 2000). However these dropout reasons can be eliminated when socio-economic factors are controlled through practices and policies (Rumberger 1987).

**2.3 EMPIRICAL STUDIES**

While studying the dropout rate of girls in Bayelsa State of south-southern Nigeria, Uche (2013) indicated that the main reason for dropping out of secondary school is poverty. Poverty breeds ignorance and illiteracy which make such individuals vulnerable to sexual predators and peer pressure, to seek for crumbs from men, hence, teenage pregnancy and dropout. He discovered that teenage pregnancy is a factor of school dropout among the girls which was also the opinion of (Antwi-Danso and Edet, 2011; Robin, 2011). He further opined that peer influence and quest for money was identified as major contributors to school dropout as there is always the tendency to make it and look good, hence, no teenager hardly want to be left out as they always want to have that sense of identification. Inokoba and Maliki (2011) pointed quest for money as one of the causes of school dropout and related vices. Uche (2013) further observed that there is high rate of abandonment by parents in the study area especially by fathers. Also, lack of interest in school also showed strong as contributing to school drop. Once the child is abandoned by the father and the mother is poor, the chances of finishing school are slimmer and the tendency is to lose interest in school. It is not surprising because most of these teenagers were born by single teenage mothers. Some of them have never ever met their fathers and hence, the psychological impact is enormous. Also, according to the study of Antwi-Danso and Edet (2011) in the study area, academic performance is a factor of school dropout as most students upon seeing their results for a particular term decides to drop out of school to join their peers in the outside world doing one thing or the other for immediate gain. While studying the causes of dropout in north-central part of Nigeria, Arowolo et al. (2016) indicated that school and family factors are the causes of dropout. He observed that the students have nonchalant attitude towards their academics in which laziness; truancy and hooliganism are the root causes. In the family, most parents are poor to the extent that they cannot pay the school fees of their wards while some seems not to have time for their children, and some parents are no longer monitoring the activities of their children in schools even at home because of pursuit of daily bread and material wealth. The region being the food basket region of the country, Arowolo et al. (2016) noticed high dropout from school during harvest time and absenteeism on market days particularly in the rural areas. Also, domestic work of female demands affects children education. Cultural practices and institutions including early marriage for females, home services, pregnancy, sexual harassment, and employment in domestic market activities significantly contribute to student dropout in the region.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 AREA OF STUDY**

Lagos, sometimes referred to as Lagos State to distinguish it from Lagos Metropolitan Area, is a state located in the southwestern geopolitical zone of Nigeria. Lagos State is bounded on the north and east by [Ogun State](https://en.wikipedia.org/wiki/Ogun_State" \o "Ogun State). In the west it shares boundaries with the [Republic of Benin](https://en.wikipedia.org/wiki/Republic_of_Benin" \o "Republic of Benin). Its southern borders are with the [Atlantic Ocean](https://en.wikipedia.org/wiki/Atlantic_Ocean" \o "Atlantic Ocean). 22% of its 3,577 km2 are [lagoons](https://en.wikipedia.org/wiki/Lagoon" \o "Lagoon) and creeks.

Mushin is a Local Government Area in Lagos. It is located 10 km north of the city core, adjacent to the main road to Ikeja, and is largely a congested residential area with inadequate sanitation and low-quality housing. It had 633,009 inhabitants at the 2006

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

* This study was carried out to examine the factors that influence school drop out among senior secondary school student. Using two (2) selected secondary school in Mushin local Government area Lagos State as a case study. The teachers and pupils from the two selected secondary school form the population of the study. The selected secondary school are:
* Oduduwa Secondary School, Mushin
* Community Seconday School, Mushin

Statistics derived from the School Register shows that the population of student in the senior secondary school is 231.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the simple random sampling (srs.) method to determine the sample size.

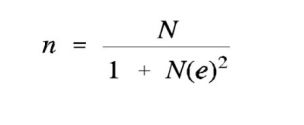
**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

The Taro Yamane (1967:886) provides a simplified formula to calculate sample sizes.

**Assumption**

95% confidence level

P = .5



n=231/1+231 (0.05)2

n= 231/1+231 (0.0025)

n= 231/1+1.98

**n=117**

Therefore, for this study, the sample size is 117

**3.6 SOURCES OF DATA COLLECTION**

The research instrument used in this study is the questionnaire. A 10 minutes survey containing 5 questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section inquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions.

**3.7 METHOD OF DATA ANALYSIS**

The responses were analyzed using the frequency tables, which provided answers to the research questions.The hypotheses were tested using the Pearson Correlation Statistical Tool (SPSS.v23).

**3.8 VALIDITY AND RELIABILITY OF THE STUDY**

The reliability and validity of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.0 Introduction**

This chapter reveals the presentation and analysis of data collected from the field of survey. A total of 117 questionnaires was issued out to the respondents and 100 questionnaires were retrieved and validated respectively.

**4.1 DATA PRESENTATION**

**Table 4.1: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| Gender  Male |  |  |
| 45 | 45% |
| Female | 55 | 55% |
| Religion |  |  |
| Christian | 70 | 70% |
| Muslim | 30 | 30% |
| Age |  |  |
| 13-16 | 40 | 40% |
| 17-23 | 50 | 50% |
| 24+ | 10 | 10% |
| **Education** |  |  |
| Diploma | 04 | 4% |
| B.sc | 06 | 6% |
| Masters | 00 | 00 |
| PhD | 00 | 00 |

**Source: Field Survey, 2021**

From the above demographic table, 45% of the respondent of the respondent are male.55% of the respondent are female. 70% of the respondent were christian, 30% of the respondent are Muslim. 40% of the respondent are aged 13-16 years. 50% of the respondent are aged 17-23 years. 10% of the respondent are aged 24 years and above.

**4.2 ANSWERING RESEARCH QUESTIONS**

**Question 1:** What are factors that influence school dropout in secondary schools in Mushin local government?

**Table 4.2:** Respondent on question 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| financial constraint | 100  (100%) | 00  00 | 100  (100%) |
| family oriented issues | 100  (100%) | 00  00 | 100  (100%) |
| academic unpreparedness and school environment factors | 100  (100%) | 00  00 | 100  (100%) |
| Health issues | 100  (100%) | 00  00 | 100  (100%) |

**Field Survey 2021**

From the responses obtained as expressed in the table above, All the respondents constituting 100% said yes to all the options provided. There was no record of no.

**Question 2:** What is the effects of dropout in secondary schools on national development and personal development especially the development of students in secondary schools?

**Table 4.3:** Respondent on question 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Increase in social vices, kidnapping, robbery, political thuggery and militancy | 100  (100%) | 00  00 | 100  (100%) |
| Limits the opportunity to manpower development | 100  (100%) | 00  00 | 100  (100%) |
| Retards natural growth and leads to national backwardness | 100  (100%) | 00  00 | 100  (100%) |
| Impairs students certification of student and human capital development | 100  (100%) | 00  00 | 100  (100%) |

**Field Survey 2021**

From the responses obtained as expressed in the table above, All the respondents constituting 100% said yes to all the options provided. There was no record of no.

**Question 3:** What measures can be taken to curb the problem of dropouts in secondary schools.

**Table 4.4:** Respondent on question 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Parent should solicit from government for free and compulsory education | 100  (100%) | 00  00 | 100  (100%) |
| Government should address the needs of orphans and vulnerable learners | 100  (100%) | 00  00 | 100  (100%) |
| Government should abolish child labour and street hawking during school hours | 100  (100%) | 00  00 | 100  (100%) |
| Government should Create employment for poor parents to enable them pay their children fees | 100  (100%) | 00  00 | 100  (100%) |
| School owners should constantly train their teachers on the need to create a hostile free teaching-learning environment | 100  (100%) | 00  00 | 100  (100%) |

**Field Survey 2021**

From the responses obtained as expressed in the table above, All the respondents constituting 100% said yes to all the options provided. There was no record of no.

**Question 4:** is there any effect of secondary school drop out on national and personal development of secondary school student

**Table 4.5:** Respondent on question 4

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 60 | 60 |
| No | 20 | 20 |
| Uncertain | 20 | 20 |
| **Total** | **100** | **00** |

**Field Survey 2021**

From the responses obtained as expressed in the table above, 60% respondents said yes.20% of the respondent said No. 20% respondent were uncertain.

**4.3 RESEARCH HYPOTHESIS**

****HYPOTHESIS****

****Ho:****School dropout of secondary school students has no effect on national development and personal development especially the development of students in secondary schools

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response** | **Observed frequencies** | **Expected frequencies (E)** | **O-E** | **(O-E)2** | **(O-E)**  **E** |
| Yes  No  Uncertain | 55  25  20 | 20  20  20 | 35  05  00 | 1225  25  00 | 61.25  1.25  0.00  62.5 |

**Source: field survey 2021**

Degree of freedom = (row-1) (column-1)

= (3-1) (2-1)

= 3\*1

=3

At 0.05 level of significance, given the above degree of freedom, table value of X2 (ie X2t) = 5.991.

To test our hypothesis, the decision rule is

Accept Ho if X2t>X2cal, and

Reject Ho if X2t<X2cal

Thus, since the X2t (5.991) ,X2cal (62.5), we reject H0 and accordingly accept H1. We conclude by accepting the alternate hypothesis. School dropout of secondary school students has effect on national development and personal development especially the development of students in secondary schools.

**CHAPTER FIVE**

**CONCLUSION AND RECOMMENDATION**

**5.0 Introduction**

This chapter summarizes the findings into the “factors that influence school drop out among senior secondary school student in Mushin.The chapter consists of summary of the study, conclusions, recommendations and suggestions for further studies.

* 1. **Summary Of Study**

In this study, our focus was to examine the factors that influence school drop out among secondary school student using Mushin Local Government area Lagos state as case study**.** The study aimed at finding out the factors that influence school dropout among senior secondary school students in Nigeria. It examined the factors that influence school dropout in secondary schools in Mushin local government.It investigated the effects of dropout in secondary schools on national development and personal development especially the development of students in secondary schools. It explored measures that can be taken to curb the problem of dropouts in secondary schools.The study adopted the survey research design and randomly enrolled participants in the study. A total of 100 responses were validated from the enrolled participants where all respondent teachers and pupils from the selected secondary schools in Mushin Local government area in Lagos State.

* 1. **Conclusion and Recommendation**

The article discussed the causes, effects and remedies of student‟s dropout of secondary school in Nigeria. As seen in the study, the root cause of students dropping out of school in the country is poverty followed by the poor state of education. Therefore, the issue of poverty should be tackled headlong. Prompt payments of salaries and allowances of workers by the government, provision of nationwide tuition free education and scholarship for best brain students, provision of credit facilities and loans to artisans and business men and women will all reduce the effect of dropout of school. Also, state of infrastructure of schools should be improved while its management and proper maintenance should be taken seriously.

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**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE (s) ON A QUESTION**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ] Female [ ]

**Age**

13-16 [ ]

17-23[ ]

24+ [ ]

**Educational level**

WAEC [ ]

BSC/HND [ ]

MSC/PGDE [ ]

PHD [ ]

SECTION B

Research Question

**Question 1:** What are factors that influence school dropout in secondary schools in Mushin local government?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| financial constraint |  |  |
| family oriented issues |  |  |
| academic unpreparedness and school environment factors |  |  |
| Health issues |  |  |

**Question 2:** What is the effects of dropout in secondary schools on national development and personal development especially the development of students in secondary schools?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Increase in social vices, kidnapping, robbery, political thuggery and militancy |  |  |
| Limits the opportunity to manpower development |  |  |
| Retards natural growth and leads to national backwardness |  |  |
| Impairs students certification of student and human capital development |  |  |

**Question 3:** What measures can be taken to curb the problem of dropouts in secondary schools.

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Parent should solicit from government for free and compulsory education |  |  |
| Government should address the needs of orphans and vulnerable learners |  |  |
| Government should abolish child labour and street hawking during school hours |  |  |
| Government should Create employment for poor parents to enable them pay their children fees |  |  |
| School owners should constantly train their teachers on the need to create a hostile free teaching-learning environment |  |  |

**Question 4:** is there any effect of secondary school drop out on national and personal development of secondary school student?

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| Yes |  |
| No |  |
| Uncertain |  |