ASSESSMENT OF DROPOUTS RATE AMONG SECONDARY SCHOOL STUDENTS IN BENUE STATE, NIGERIA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT FOR THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN HOME ECONOMICS

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, HOME ECONOMIC SECTION, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

MARCH, 2016

DECLARATION

I declare that this thesis titled "**Assessment of Dropouts Rate among Secondary School Students in Benue State, Nigeria"** has been carried out by me in the Department of Vocational and Technical Education under the supervision of Prof. E. Ike and Prof. P. E. Onuigbo. The information derived from the literature are been duly acknowledged in the text and a list of references provided. There is no part of this thesis that was previously presented for another degree at any university.

Elizabeth Aladi OGIRI _____ _____

Signature Date

CERTIFICATION

This thesis titled "**Assessment of Dropouts Rate among Secondary School Students in Benue State, Nigeria** by Elizabeth Aladi OGIRI meets the regulations governing the award of the masters degree in Education (M.ed) (Home Economics) Vocational and Technical Education of Ahmadu Bello University; Zaria, and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This research work is dedicated to Almighty God for His infinite mercies and protection.

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To God be the glory for the great things He has done in the researcher's life. May His wonderful name be praised forever and ever.

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ABSTRACT

The study assessed dropouts Rate among Secondary School Students in Benue State, Nigeria. The study was guided by five objectives; five research questions and five null hypotheses. Descriptive survey design was adopted for the study. The population of the study was 6,167 dropped out students and 400 dropout students were used as the sample size. Data were collected using class attendance register, student's personal records and four rating structured questionnaire. Collected data were coded into Statistical Package of Social Science. The package was used to run weighted mean score of 4 to answer the research questions with the benchmark score of at least 2.5 as an index for agree. Pearson Product Moment Correlation was employed in testing the six null hypotheses at significant level of 0.05. The results of the study indicated there was positive relationship between schools factors, teacher's factors, parents' factors and school location on the rate of drop out among secondary school students in Benue State, Nigeria. In addition the study further showed that the remedial strategies are not yielding the desire objective. The study recommended that government and stakeholders should organise orientation programme that would educate people more especially parents on the importance of education. In addition, the government should organise workshops to both the principals and academic staff in the state on how to encourage and maintain students enrolment in the state.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a process through which individuals acquire adequate and appropriate knowledge, skills, attitudes, values and behaviour necessary to function optimally as a citizen. It is considered as the bedrock of all facets of development of any nation, and a strong tool in development of human capacity. Wood (2010) described education as the key factor in the development of the nation, communities and individuals with regard to employment opportunities, economic empowerment and social accomplishment.

The major concern in basic education is ensuring that students stay in school until they complete their education. Dropping out is a serious problem because it denies individual students their fundamental human right to education. Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as The 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for all (UNESCO, 2000) of which Nigeria is one of the signatory. There is general consensus that the school dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry round the world (Wotherspoon, 2004; Bridgeland, Entwisle and Horsey, 2006; Oghuvbu, 2008).

The students who withdraw from school prematurely end up not obtaining any certificate of graduation. The major social costs of dropping

out of school include reduced political participation, increased demand for social services, increased crime rates and poor levels of health (Azam, 2007). Individual costs include lower earnings, unemployment prospects and greater likelihood of health problems (Thurton *et al*., 2006). It is clear from the foregoing, that by dropping out of school, most students severely limit their chances of economic and social well-being in the future. In this regard, a UNESCO report 2000 on the state of the world's children, points out, that about 130 million children in the developing world are denied their right to education through dropping out. To Maton and Moore (2010), the problem of dropping out should be the concern of every member of society since it has negative consequences at both the individual and social level. Thus dropout is not a mere problem that affects an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime (Jamil et al., 2010). Policies and measures to improve school progression and reduce the numbers of students dropping out of secondary schools in Nigeria are critical if national educational goals are to be achieved.

UNESCO (2011) observations indicate that students are starting secondary school in greater numbers than ever before, but dropout rates are significant which lead to low levels of secondary school completion in many countries. With these substantial rates of drop out and non-completion of secondary school education it means many students are leaving schooling without acquiring the most basic skills. Their brief schooling experience frequently consists of limited learning opportunities in overcrowded classrooms with insufficient learning materials and under-qualified teachers

(Alexander, 2008). Students of different abilities are mixed together in single classrooms without proper adaptation of teaching methods to improve learning and to induce school engagement (Little, 2008). Such schooling circumstances, together with personal and family level factors such as poverty, jeopardize meaningful access to education for many students. As a result, many children are registered in schools but fail to attend, participate but fail to learn, are enrolled for several years but fail to progress and drop out from school (UNESCO, 2011).

Failure to complete an ordinary secondary school not only limits future career opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of secondary education. Despite its importance, strategies designed to improve school retention and progression has received relatively little attention. Typically, national education plans assume that secondary school progression will improve automatically as a result of interventions designed to improve initial access and educational quality. Therefore, a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the phenomenon of school dropout in secondary schools, especially in Benue State and to provide strategic remedies for sustainable secondary school attendance and completion for those enrolled.

1.2 Statement of the Problem

Education in Nigeria is based on the premise that it is an instrument par excellence for effecting national development. The over-riding philosophy of Nigeria's educational system is based on two major issues; the

integration of the individual into a sound and effective citizen, and the provision of equal educational opportunities for all citizen at the primary, secondary and tertiary levels both inside and outside the formal school system.

Ameh (2013), secondary education occupies a vital place in the Nigeria's educational system. As a result, secondary education has been taken seriously from its earliest time not only as an acceptable qualification for good jobs but also as a gateway to sound higher education both academic and professional. Secondary school dropout is increasing tremendously in Benue state. This situation has caused a challenge to school administration, staff, parents, community, employers and to youth themselves. As minimum skill expectations have increased at every educational, employment entry point and the importance of attaining an ordinary level secondary education. Despite this trend and the increased severity of the negative consequences of dropping out for many secondary school students particularly those from low-income families, graduating from school has remained problematic (Hammond, 2007). This is happening parallel to government's deliberate actions and initiatives to spearhead national education goal through National Strategy for Growth and Reduction of Poverty (NSGRP) towards realization of the Millennium Development Goals (MDGs) and transformation agenda.

Soon the communities in Benue state will be overcrowded with youths who lack basic knowledge and life skills to make a living. Coping with globalization will become a nightmare to a nation with illiterate or semi-illiterate people. Hence, the purpose of the study is not only to investigate and explores factors responsible for school dropout among

secondary school students in Benue state but also to proffer remedies for sustainable school attendance and completion for those enrolled.

1.3 Objectives of the Study

The major objective of this research was to assess dropout in secondary school in Benue State and design remedial strategies for the dropouts. The specific objectives are to:

1. determine the influence of demographic characteristics on the rate of drop out among secondary school students in Benue State, Nigeria.
2. determine the influence of school factors on the rate of drop out among secondary school students in Benue State, Nigeria.
3. determine the influence of parental factors on the rate of drop out among secondary school students in Benue State, Nigeria.
4. determine the influence of teachers' factors on the rate of drop out among secondary school students in Benue State, Nigeria.
5. determine the influence of school location on the rate of drop out among secondary school students in Benue State, Nigeria.

1. 4 Research Questions

This research is designed to provide answers to a number of questions. These include:

1. What is the influence of demographic characteristics on the rate of drop out among secondary school students in Benue State, Nigeria?
2. What is the influence of school factors on the rate of drop out among secondary school students in Benue State, Nigeria?
3. What is the influence of parental factors on the rate of drop out among secondary school students in Benue State, Nigeria?
4. What is the influence of teachers' factors on the rate of drop out among secondary school students in Benue State, Nigeria?
5. What is the influence of school location on the rate of drop out among secondary school students in Benue State, Nigeria?

1.5 Null Hypotheses

The following null hypotheses were tested at significant level of 0.05.

HO_1: Demographic characteristics have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.

HO_2: School factors have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.

HO_3: Parental factors have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.

HO_4: Teachers' factors have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.

HO_5: School location has no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.

1.6 Significance of the Study

Through presenting the research work in educational conference and seminars, parents would be enlighten and motivate to give more positive support to their children's education. Publishing this researcher work in educational journals, educational planners and administrators would be enlightened on policies and strategies that will help to reduce the rate of dropouts among secondary schools students.

This study will also serve as source of information in order to improve the efficiency of our educational system through reducing the rates of dropout by enlightening public school teachers on how to identify students at risk of dropping out of school and make their instruction of interest to the students. It will also inform the government to identify the

best remedial programme that will assist the dropouts to become useful to them, their parent and society.

1.7 Basic Assumptions

The basic assumptions underlying this study were, that:-

i. the dropout rate of boys and girls are the same in Benue State;

ii. dropout rate is more in senior class than junior class in public secondary schools in Benue State;

iii. the remedial strategies acceptable to boys are likely to be same as that of girls in Benue State; and

iv remedial strategies will sustain secondary school attendance and completion in Benue State.

1.8 Delimitation of the Study

This study was delimited to public secondary schools dropout in the three senatorial zones in Benue state. The study was further delimited to dropout students between 2011 – 2014 academic sessions in 23 local governments in Benue state. The choice of this was as a result of prevalence rate of dropout among secondary school students during the academic session.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter present the related literature reviewed. The chapter is presented in the following sub-headings:-

2.1 Theoretical Framework

2.2 The Relevance of Secondary Education to the Development of Individuals in the Society

2.3 History of Secondary Education in Nigeria

2.4 Factors that cause Student's Drop Out

2.5 Identifying the early warning indicators

2.6 Research on Factors that Lead to Drop out

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2.6.3 Distance from School and its effect on Girls School Dropout

2.7 Global Best Practices for School Dropout

2.8 Implications of Dropping Out of School to National Development

2.9 Remedial Strategies for Dropouts

2.10 Review of Related Empirical Studies

2.11 Summary of Reviewed Literature

2.1 Theoretical Framework

This study adopted two theories to explain the phenomenon of the secondary school dropout. These theories are; social stratification and socialization theories. This study was guided by a framework called institutional perspective developed by Rumberger (2004). The institution

perspective focuses on school characteristics, policies and practices. Rumberger argues that structural features of school such as the size, the resources available to the school, and access to high quality teachers influence dropout rates. This framework argues that too much emphasis has been placed on "high-risk" youth and their families, and not enough on the high-risk settings in which they live in.

Research suggests that the decision to stay in or to leave school is affected by multiple contextual and policy factors that interact over the lifetime of a student. Russell Rumberger developed a conceptual framework based on an individual perspective and an institutional perspective (2004). This framework suggests reciprocal relationships among these two factors and the possibility that these relationships can change over time as students 'progress through school.

The framework's individual perspective focuses on student attributes—student background characteristics, student engagement in schooling, and educational performance. There is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and language) and dropping out of school. Equally important is what students' experience once in school. Students who are engaged in learning and in the social dimensions of school are less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Rumberger, 2004). Poor academic achievement, both in high school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility

are also associated with dropping out (Allensworth & Easton, 2005; Rumberger, 2004; Rumberger & Arellano, 2008).

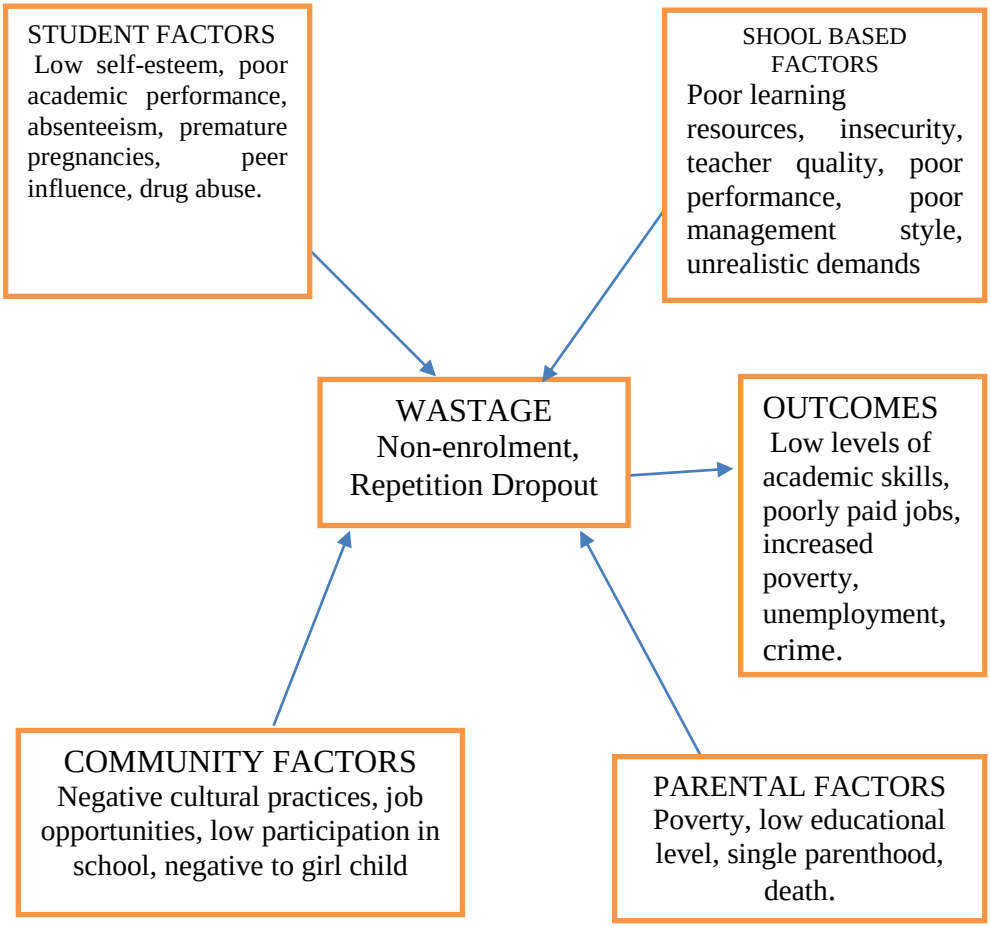
The individual perspective also factors in the importance of earlier preparation. A student's success in the first year of high school is highly correlated to his or her potential for graduation. Students who do not successfully maintain an adequate freshman course load, either because of attendance or academic achievement, are less likely to graduate (Allensworth & Easton, 2005, 2007; Cahill, Hamilton, & Lynch, 2006; NCES, 2007). While success in the first year of high school is important for staying on-track to graduate, research suggests that failing in the early grades predicts failing in high school. A study of the California high school exit exam found that it was possible to identify students in elementary school who are at risk of failing (Zau & etts, 2008). This research suggests a highly individual approach is needed to identify and remedy dropping out of school.

This study was conceptualized within a framework that specifies component parts of a school system as performing specific component roles (independent variable) that are necessary if the school has to achieve its desired goals (dependent variables). These components are the parents, the students, the school environment and the community, and must play their respective roles effectively to ensure the students participate in schooling and complete their secondary education successfully.

The roles performed by the four components are complimentary to one another. In the event of one of them malfunctioning, the whole system most likely not achieves its intended goals. The end result is wastage and

missing out on the opportunity to achieve the educational goals. Figure 1.1 shows how variables within the school and the community interact and affect the students, making them not to enrol in schools, repeat classes and leave school prematurely as dropouts.

Figure 1.1 Factors that lead to Students' Dropout



Adopted from Gachungi (2005).

2.2 The Relevance of Secondary Education to the Development of Nigeria

Secondary education according to Adejumo in Adesina and Ogunsaju (1984) is "the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society". Considering, the fact that secondary education occupies a very pivotal position and the huge financial investments made on this type of education

annually, it should be expected that out-put should complement the input. Akangbou in Adesina and Ogumaju (1984) clearly stated that "government, are annually investing huge sums of money into the secondary education with the apparent hope that it will be beneficial to its citizens and the economy". Stressing this point further Gravenir (1984), reported that "a greater proportion of almost every state's recurrent expenditure goes to secondary education and that the present level of funding is increasingly becoming inadequate to meet certain vital needs of secondary education". It therefore becomes necessary to find out the yields expected from this type of investment. To assess the returns or benefits of education and the associated coats, the concept of educational efficiency (which incidentally is one of the goals of secondary education) has to be discussed.

Education as a productive system has 'input' which includes all the monetary, material and human resources required for the system to function effectively. The 'Thru-put" refers to the appropriate ways of conducting the activities of education. They consist of methods, technologies, organisation, structure and pattern of carrying out the affairs: of education. Inputs are refined at this stage to general output. Outputs are the residual learnings, skills, attitudes, values and ways of thinking that students acquire due to their exposure to the system of education (Ovwigho, 1991). Expounding this point further, Vasudevan (1976), noted that

> *"inputs into any school system are the students, the teachers, buildings, equipment, educational supplies, materials and textbooks. They also consist of intellectual resources and welfare services which are devoted to the day to day functioning of the system. By*

intellectual resources we mean the curriculum, the school administration services, educational research activities and accumulated experiences in educational planning and school organisation and management. Welfare activities consist of school feeding and services which relate to the health, recreation, and transportation of students".

Education is one of the most required powerful instruments, which is central to development, and a key to the realization of any development goal. At global level, Education has been realized as the fight for reduction in poverty, inequality and sustainable economic growth etc which constitutes parts of the Millennium Development Goals, (MDG) this can never be realized without Education (World Bank, 2008). Hence, one can safely say that, education is globally acknowledged as one of the crucial allies in the development process.

Education according to World Bank (2008) is the premise of progress in every individual, family, or society; hence, it is a treasure that must be cherished by all. This is because, education makes man a right thinker, it tells him how to think and make decisions. It is only education that makes it possible for man to receive information from outside his world, acquaint himself with the past and collect all necessary information regarding the present. Thus, the place of education in the development of human mind and that of any nation can never be over emphasized. It is in recognition of these great potentials of education in managing socio-economic problems that makes educational policy makers in Nigeria to give immense regards for education as reflected in the revised National Policy on

Education (NPE), FRN (2004) that "No nation can rise above the quality of its education"

Several changes have occurred in the educational system in Nigeria since the Old African Society to the present day. According to Obanya (1993) these change lack sustenance, despite the formation of educational theories formed with the hope of bringing positive and lasting changes. This unsteadiness in the system is attributed to inherited colonial system of education which lacked objectives and identification with any national goals, thereby besetting it with ambiguities, contradictions and lack of uniformity in practice in different parts of the Federation. To rid the system of these inconsistencies and impediments to a steady progress in education and national development the process of change in the policy and systems of education in Nigeria was launched formally in 1969 at the National Curriculum Conference held in Lagos.

Secondary education is seen as the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It is also to prepare the young adult for purposeful organization of oneself for achieving maximally one's potential to be able to withstand the complexities of living in the environment. More also, secondary education is meant to prepare young adults for further training and education which would lead to the acquisition of some specialised[1] skills needed in different specific operations within the society. It is because of the need for these specific skills that secondary education has received greater attention than even the elementary education in Nigeria (Adejumo, 1984).

Surprisingly, despite these ideals, the huge investment made on secondary education and the expected positive influence it ought to have on the individual and society at large, there is great disparity in the pattern of its demand by different individuals as per sex, age, social status and locality. For instance, in Benue State youths of secondary school are seen as street hawkers, errand boys to their business masters or are seen as attendant boys in workshops learning one trade or the other. Due to lack of basic fundamental education, many of them get frustrated and become a menace to the society. The high rate of youth prostitution, drug abuse and addiction, touts, child abuse, armed robbery and the area boy's syndrome prevalent in Benue today could be as a result of dropout incidence among boys and girls from secondary schools in the state and there is absence of any remedial programme to rehabilitate their life.

In view of this, as well as the scarce economic resources available and Thompson's (1981) report which states that "wastage rates (which includes dropout rates) from educational institutions are commonly high in Africa and that the reasons for this are insufficiently understood"; it has become paramount that a research be conducted on school dropouts. This can be done through identifying the rates of dropout among boys and girls in secondary schools, possible causes of such drop-outs and remedies to dropout. This is what this study intends to do with particular reference Benue State.

Considering the main goal of secondary schools of bringing young people into the mainstream of socio-economic activity, alongside information revolution, globalization, and increasing demands for a highly

skilled workforce, secondary education is no doubt, a gateway to the opportunities and benefits of economic and social development. No wonder, secondary education is, according to the World Bank (2008) regarded as the cornerstone of educational systems in the 21st century. This informs why it is needed to create a bright promising future for both individuals and nation alike.

However, to achieve this goal of preparing the increasing young minds to becoming good productive citizens of their nations and good members of the global community, secondary schools will have no option but to utilize Information and Communications Technology (ICT) in order to be able to play the desired integral role in sustainable development. This will also help reduce drop out from schools as youth tend to be interested in (ICT) activities thus aiding the learning process.

2.3 History of Secondary Education Programme and Practice in Nigeria

Fafunwa (1991), secondary education came to Nigeria in the late 19th century. The first secondary school was in 1859 by the Catholic Mission Society (C.M.S) mission. Admission was particularly competitive and restrictive and by 1865 only 25 students had passed out of the school. The curriculum at the C.M.S. Grammar school in Lagos reflected that of the English grammar school. In 1876, St. Gregory's College, Lagos was founded by the Roman Catholic mission. This was followed by Methodist Boys' High School; Lagos founded two years later by the Methodist Mission. Then came Baptist Boys' High School, Lagos; established by the Baptist Mission in 1885. Hope Wadell Institute, located at Calabar was founded in 1895 by

the Church of Scotland while Abeokuta Grammar School was established in 1908 by C.M.S. mission (Adejumo in Adesina and Ogunsaju, 1984).

The objectives of the secondary school were to train manpower for the churches and clerks for the commercial houses. The curriculum was Arts oriented with much concentration on Latin, Greek and Religious Knowledge. One exception however was the Hope Wadell Institute which included some commercial and vocational subjects such as printing, carpentry, and mechanics among its subject offerings.

The first Government secondary school, Kings College, Lagos was established in 1909. The purpose was to train manpower for the government establishments. In 1913, the first private secondary school was founded in Lagos. In 1909 the first government `school the Northern Nigeria was opened in Nassarawa and Kano. The secondary wing of the school was opened in 1912 and arithmetic, geography, hygiene, Hausa and law were the subjects in the curriculum. English was optional in the secondary school. It was later discontinued at the outbreak of 1914 - 1918 War. The government did not establish another secondary school in the North until 1930 when a secondary section was added to teachers' training wing of Katsina College. In 1927, another Federal Government College, the Queen's College was established in Lagos; this time for girls. The Muslims engaged in the establishment of schools in 1922 and had their first secondary school at Oshodi in Lagos in 1948. The establishment of secondary schools in North was delayed by the fear of the Muslim authorities that Christian missionaries would use the schools as a potent instrument of proselytization (Fafunwa,

1991). All the schools established by the Christians and Muslims were known as voluntary agency schools. They fall into two categories; they were either under the 'Assisted List' or they belonged to the 'Unassisted School List'. Unlike the assisted Schools the unassisted schools did not qualify for any form of grants-in-aid even though they were still subject to inspection by the inspector of schools (Adesina, 1983)

The actual implementation of the 6-3-3-4 system started in 1982 amid over expressions of apprehension from the public. The Federal Government Colleges served as the specimen. However, the Federal Ministry of Education made a proclamation that all the states were to adopt the system by 1988. Today, the 3-3 secondary school has become an integral part of the country's educational system. Its advantages lie largely in the scope which it provided for self-assessment and actualization among students.

It is expected that by the end of the J.S.S, a student would have had enough opportunity to discover his interests and talents and with that, to decide on a career. Students who are not academically gifted are expected to leave school at this point with a certificate and a sense of achievement rather than dropout with frustration. Another attractive aspect of the system is the continuous assessment method of evaluation which de-emphasises final examination and bases a child's rating upon his average performance throughout the three year-period (Ovwigho, 1991).

Consequent upon the realization of the vital roles being played by secondary education in national development it becomes pertinent that considerable effort should be made by various Nigerian governments,

educational planners, administrators, and all those involved in the policy implementation to as a matter of fact and urgency ensure that there is a realistic implementation and promotion of secondary educational policy in Nigeria. Adesina and Ogunsaju (1984) posited that there should be increased rate of youth participation in secondary education. This can be done through expansion of the educational facilities at the secondary school level, formulating quantitative and qualitative educational targets based on the available resources and effective utilization of the facilities provided in order to achieve the goals of secondary education. When this is done the problem of idle school dropout will be minimized. Anything short of this will militate the technological and social advancement of the country. As such, the country's desire to be technologically independent and our philosophy of developmentalism will for a long time remain a history.

2.4 Factors that causes students dropout

Research findings suggest that too many students are leaving high school early. Somers, Owens, and Piliawsky (2009), posited that dropping out is the most devastating consequence of youths' frustration with the demands of schooling and outside stressors. Subsequently, Tyler and Loftstrom (2009) reported that, although researchers know about the characteristics of students who leave school, they know less about the causal factors that lead to dropping out of school early. Students of the twenty – first century have more demands and challenges to endure than ever before. noted that teenagers' dropping out of high school before completion have been a challenge for educators, parents, and employers for at least 30 years.

Consequently, graduating from high school has remained problematic, even as the nation's general education level has increased (Dillow, 2003).

According to the National Dropout Prevention Center (2011), there are numerous factors impeding learning, including pregnancy, drug abuse, illness or disability, low self-esteem, and a dysfunctional home life. According to Hupfeld (2007), researchers have correlated types of student characteristics with students who drop out. For example, students who take on adult roles, such as parenting or working a substantial number of hours, are more likely to drop out. Moreover, demographic factors correlated with academic risk are also correlated with students who drop out. Hupfeld identified several demographic factors associated with dropping out, including being from a low-income family, being a minority, being a male, being from a single-parent family, having learning or emotional disabilities, and having limited English ability. It appears that students seem to drift toward dropping out as multiple challenges compound with each other, rather than making a single decision based on a single event (Hupfeld, 2007).

In a study conducted for Civic Enterprises (2006), students gave the following personal reasons to dropping out: 32% said they had to get a job and make money, 26% had to become parents, and 22% had to care for a family member. These students are charged with making decisions such as remaining in school or making other adult decisions at an early age.

Allensworth and Easton (2005) purport that some of the behaviors students' exhibit as predictive of dropping out include academic failure and disengagement. Another predictor is students who have repeated a grade in

elementary or middle school (Viadero, 2006). Gleason and Dynarski (2002) analyzed risk factors for identifying students who will drop out of school. Risk factors were defined as student characteristics or measures of past school performance thought to be associated with dropping out.

Allensworth and Easton (2005) identified indicators of failure for ninth graders. Receiving more than one F per semester in core academic subjects together with failing to be promoted to the 10th grade is 85 % accurate in determining who will not graduate on time. Students who fail core academic courses typically have low academic achievement. While Tyler and Loftstrom (2009), support that absenteeism and discipline are linked with a higher probability of students dropping out of school.

In general, students in low socioeconomic neighbourhoods are more likely to drop out of school than students in more affluent neighbourhoods (Blue & Cook, 2004). High school students from families within the lowest 20% income range were six times as likely as those with families in the top 20% income distribution to drop out of high school. Students with parents who have limited resources must be encouraged to be resilient and fight through the challenges and potential likelihood of dropping out. Moreover, family background greatly affects educational outcomes and is commonly viewed as the most important predicator of school achievement. Researchers examining family background have found family income, socioeconomic status, and parents' educational attainments are related to dropping out (Blue & Cook, 2004).

In Nigeria, factors such as poverty, child trafficking, and loss of parent, contribute to high dropout rate. Okeke (2008) reported that students

find themselves out of school for a number of reasons, which include child labour, poverty, lack of sponsorship, quest for money, bereavement, truancy, broken home, engagement as house helps and single parenthood. Uche and Maliki (2011) identified factors that contribute to dropout from secondary school to include poverty, unemployment, low level of education and ignorance. Obanye (2010) reiterated that poverty militates against girls schooling because, even though education is purportedly free, there are always hidden, indirect, illegal costs. Also, Alika and Egbochukwu (2009) reported that socio-economic status of girls had significant impact on their ability to complete school.

Kukreti and Sexena (2007) identified desire for money, peer influence and, parental irresponsibility as factors responsible for drop out among students, especially among girls. The study of Inokoba and Maliki (2011) listed quest for money and ignorance as the root of school dropout. Quality of education and poor performance can also lead to school dropout among students. Antwi-Danso and Edet (2011) reported that teacher's hostile attitude towards girls and poor performances are factors that contribute to school dropout. Inadequate teaching staffs, both in quality and quantity, and lack of infrastructure vital for quality education were identified to be among the factors leading to high level of school dropout in Bayelsa state (Balouga, 2009). Teenage pregnancy is also a major contributor to the scourge of school dropout. In rural settlements swamps, rivers, creeks, sparsely populated areas, children are forced or tempted to leave school prematurely for petty employment or commercial/ household activities (Obanya, 2010). For instance in the rural settlement of the Niger Delta,

students easily lose interest and drop out of school due to epileptic or non-existent utilities, difficult terrain and lack of social amenities.

2.5 Identifying the Early Warning Indicators

The most powerful predictors of whether a student will complete high school include course performance and attendance during the first year of high school (Allensworth & Easton, 2005; 2007). Therefore, systematic collection of student attendance and course performance data can be used to develop an effective early warning system that can also be tailored to local contexts.

There are several ways to use course performance information to gauge students' likelihood of graduating or dropping out. One of the most powerful is to calculate a version of the "on-track indicator" that has been customized to fit local contexts. The Consortium on Chicago School Research introduced the "on-track indicator" in 2005 by combining two highly predictive ninth-grade risk factors: course credits earned and course grades. First-year high school students in the Chicago Public Schools are classified as "on track" if they earn (a) at least five full-year course credits and (b) no more than one F in one semester in a core course during the first year of high school. On-track students are more than 3.5 times more likely than students who are off track to graduate from high school in 4 years (Allensworth & Easton, 2005).

The on-track indicator reflects students' academic performance during their first year of high school, a critical transition period in the education pipeline. In Chicago, the on-track indicator is a better predictor of graduation than students' background characteristics or middle school

achievement test scores. For example, Chicago students who are in the highest quartile in eighth-grade achievement scores but fall off track in their freshman year are far less likely to graduate than students who were in the lowest quartile on eighth-grade achievement but are on track at the end of freshman year (Allensworth & Easton, 2007).

Attendance during the first year of high school is also directly related to high school completion rates. Even moderate levels of absences (1-2 weeks in the first semester of high school) are associated with lower rates of high school graduation (Allensworth & Easton, 2007). The biggest risk factor for failing ninth grade is the number of absences during the first 30 days of high school, and failing ninth grade is one of the most important predictors of dropping out (Neild & Balfanz, 2006). These indicators can be calculated and tracked early in students' high school careers, when there is still time to intervene with students who are off track. Early warning systems use routinely available data housed at the school that are good predictors of whether a student is likely to drop out of high school. The on-track indicator (based on course performance) is a better predictor of likelihood to graduate than are background characteristics or previous achievement test scores. First-month, first-quarter, and first-semester absences are additional strong predictors of drop out; these data are available early in the school year.

Districts and schools can use this information to target interventions that support off-track students while they are still in school, before they drop out. Districts and schools can use the information to look for patterns and identify school climate issues that may contribute to disproportionate

dropout rates at a subset of high schools or within subpopulations of students (Osher et al., 2007).

2.6 Causes of Drop Outs among Students

Research has been conducted on different factors that lead to school dropout among students. These factors may be categorized into socio-economic factors, social-cultural factors, school-based factors and other factors.

2.6.1 School Based Factors influencing Girls' Drop-Out in secondary Schools

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behaviour can particularly influence a pupil‘s decision to drop out. Smith (2003) found that in some schools in Zimbabwe‘s Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb (2002) observed that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results is teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; this situation has a

negative impact on girls‘ education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning (Ibid).

Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child comes off the worst because facilities are unlikely to be gender responsive (FAWE, 2004). According to Lizettee (2000) the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005). In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they don‘t, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

Providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are a major factor forcing girls out of schools (Birdsall, Levine and Ibrahim, 2005). These studies are echoed by a study in Kenya by the North Eastern Director of Education (2004), which

established that girls were forced to leave school due to lack of adequate sanitation facilities.

UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

Currently, more than 60% of all schools in Africa lack sufficient sanitation facilities (UNICEF, 2009). Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (Water and Sanitation Collaborative Council and WHO, 2005). In Africa, the lack of basic sanitation facilities further decreases the enrolment of girls in secondary schools. Various studies have particularly linked the attendance of girls to the availability of adequate sanitation facilities in schools (UNICEF, 2006). Girls spend more time in schools when the number of sanitation facilities is adequate (UNICEF, 2006). As such, the need for improved access to sanitation goes beyond improved health and addresses issues of children rights and gender equity.

Studies carried out in Lesotho and Bangladesh, have indicated that girls have a preference for separate facilities (UNICEF & IRC, 1998). In schools where the toilets are shared between girls and boys or are closely located, a significant number of girls drop out of school after they attain puberty because of harassment and lack of privacy

(UNICEF & IRC, 1998). Since the introduction of the Kenyan free primary education in 2003, the enrolmentrate of students has tripled (CSAE, 2008). This increase in the number of pupils has not been matched by a proportional increase in the number of sanitation facilities.

According to the Kenyan Ministry of Public Health and Sanitation, schools should adhere to a standard ratio of 1 toilet for 25 girls and 1 toilet for 30 boys (GoK, 2008). These ratios however remain unattained and currently, more than 60% of all schools in Kenya lack sufficient sanitation facilities (UNICEF, 2009). Even in cases where the number of sanitation facilities is adequate, they are often in poor condition discouraging their use among children (UNICEF, 2009).

According to Ngales (2005) in a study on school girls towards health, dignity and well being in Ethiopia, it was found that female students indicated that they often missed classes during menstruation or because culturally restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female boarding schools pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded that students' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that student have to struggle with.

It is unlikely that the world will meet the Millennium Development Goal (MDG) target of reducing by half the population without access to sanitation. Further, though access to sanitation is inexorably linked to health, education, and gender equity, the MDGs do not target improvement of school sanitation facilities. Additional effort is needed to improve access to

clean, private, and safe sanitation facilities in school. Waweru (2007) found that the problem of school dropout was more pronounced in semi-arid district of Garissa than was the case in the relatively rich district of Nairobi and Kiambu. In another study by Bali carried out in six districts namely; Nairobi, Kajiado, Kilifi, Kiambu, Busia, and Siaya, it was found out that educational wastage rates among female students were higher in less developed districts (Bali, 1997). This study therefore aims at studying the factors leading to the girls drop out from school and come up with ways of tackling the problem.

2.6.2 Teachers' Attitudes towards students

Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females. Ananga (2011) observed that some teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up.

Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. "Girls in grades six and seven rate being popular and well-liked as more important than being perceived as competent or independent. Boys,

on the other hand, are more likely to rank independence and competence as more important."(Ibid)

Research shows that teacher attitudes towards pupils are linked to dropout. From their research in Ethiopia, Colclough et al. (2000) found that teachers were more positive about the participation, interest and intelligence of boys rather than girls. In some cases, this is because they believe that girls will drop out early, an attitude that can then become a self-fulfilling prophecy (Ames, 2004). In their study of Guinea, Glick and Sahn (2000) argue that the school environment and classroom conditions in general seem to be less conducive to effective learning of girls than boys. However, in other contexts, education practices have been found to be more likely to exclude boys (Hunter & May, 2003). Although few researchers make the direct link, there are issues related to the preservation of an appropriate teacher–student relationship and dropout. For example, the use of corporal punishment or violence is practiced by teachers in many countries (Boyle et al., 2002). While it has been outlawed in some contexts, it is legal in others, although with varying degrees of restriction. Boyle et al. (2002) suggest that beating and intimidation ―affect children's motivation to attend school.‖ As a result of the caning and accompanying humiliation pupils suffer at the hands of their teachers, the former gradually become less motivated to go to school (PROBE, 1999).

Teacher attitudes and teaching practices have important implications for the success and persistence of girls in schools. According to Nekatibeb (2002) studies from several countries in Sub-Saharan Africa indicated that both female and male teachers believed that boys were academically better

than girls. Study findings indicated that many countries reported the tendency of teachers to pay more attention to boys than girls in the classrooms. Still in other conditions boys were given priority in the distribution of books and other learning material.

In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes. They may use terms and expressions – and tones of voice – that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married (FAWE, 2001). According to Ananga (2011) when an administrator ignore an act of sexual harassment, he or she is allowing the degradation of girls. A permissive attitude towards sexual harassment is another way in which schools reinforce the socialization of girls as inferior. "When schools ignore sexist, racist, homophobic, and violent interactions between students, they are giving tacit approval to such behaviours."

According to Njau and Wamahiu (2000) in a study on dropout rates in Sub-Saharan Africa, it was found that among serious obstacles to female education, premature departures or dropping out from schools by female education is notable in Sub-Saharan Africa. One of the reasons established was the attitude of teachers towards girls in class. Teachers were reported to favour boys than girls in terms of academic performance and achievement. This discouraged girls and often led to dropout.

In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teacher‘s attitude towards girls in the classroom was crucial for retention of girls in school. It was found that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of

girls' education in secondary schools. The study found that teachers who had been sensitized to change any negative attitudes towards girls' education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls in schools.

2.6.3 Distance from School and its effect on girl's school drop out

Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth et al. (2005), the likelihood of children attending secondary school decreases the greater the distance to the nearest secondary school. According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa. A large number of studies in the region have reported that the long distances girls travel to school has two major problems including: one related to the length of time; and the energy children have to expend to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school.

In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali,

most girls stated that living far away from school and having to walk discourages them (Ibid).Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsky (2003) estimated that weariness form long journey to and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance (UN, 2000). In rural districts, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimitei, 2010).

2.7 Global Best Practices for School Dropout

There are numerous factors that cause students to drop out of school. Additionally, students fail to realize the alarming consequences associated with dropping out of school. For example, Martin and Halperin (2006) noted that dropouts cost the nation more than 260 billion dollars in lost wages, lost taxes, and lost productivity. Economic, societal, and equity considerations indicate a need for interventions that could cause one million students who leave school each year to make a different decision (Tyler & Loftstrom, 2002). Therefore, schools are challenged to develop interventions and strategies to assist students to avoid dropping out. Somers, Owens, and Piliawsky (2008) noted that dropout prevention is an important area of study because society's cost for individuals who drop out of high school can be estimated into billions of dollars.

As part of American School Association National Model (ASA) schools are encouraged to design, coordinate, implement, manage, and evaluate their programs for students' success. Schools are encouraged to carefully design and deliver strategic interventions aimed at increasing academic achievement with all students (Brown & Trusty, 2005). The school's goal when working with at-risk students is to identify and intervene before students move through a continuum of self-destructive behaviour (ASCA, 1999). Several recommendations for school counsellor interventions were suggested in the previous review.

Schools can assist with decreasing school dropout rates by early identification of students with poor attendance (White & Kelly, 2010). Early identification can begin through the use of collaborating with middle schools from the high school feeder middle school. High schools should inquire from feeder schools, students with poor attendance, failing grades, behavioural concerns, and students at-risk of retention. Information about attendance is the most practical indicator for identifying students in need of early interventions (Allensworth & Easton, 2007). Schools can monitor students' attendance by gathering attendance benchmarks by flagging students who've missed roughly two weeks (10 days) of school per semester (Heppen & Therriault, 2009). Students who miss more than 10% of instructional time should be flagged for possible early intervention (Heppen & Therriault, 2009). Schools can address the dropout challenge by identifying students at risk of dropping out through the use of an early warning system (Heppen & Therriault, 2009).

According to the findings of a literature review by McClanahan, McLaughlin, Loos, Holcomb, Gibbins, and Smith (1998), group interventions in schools were more effective than individual interventions, fostering better developed social competencies within groups, bringing about new insights that were unavailable through individual work, and enhancing social skill development. Schools have a wide range of responsibilities that consume their time; research findings indicate that group interventions may be more effective than individual interventions as a dropout prevention strategy (Bemak et al., 2005). Additionally, group interventions provide a framework that more efficiency manages time constraints and provides the greatest service delivery to the maximum number of students in the most efficient manner. Consequently, group interventions can be very effective in bringing about these desired changes (Larsen & Shertzer, 1987).

Students who stay in school and perform successfully tend to have parents who are informed, concerned, and involved with their child's education (White & Kelly, 2010). Moreover, White and Kelly noted that parents have an amazing impact upon their child's academic success or failure. Negative parental attitudes about school, low expectations, and poor parenting style contribute to poor student performance and ultimately to school dropout. Schools play a pivotal role in bridging home and school. Schools are challenged to recognize that as a bridge and enhance parent involvement across the constituencies they serve (Walker, Shenker, & Hoover- Dempsey, 2010).

Parents who are actively involved and engaged in their child's education contribute to student's academic success in all areas. Because schools are trained in both individual and group counseling approaches, they have learned strategies for working with parents, guardians, families, and communities to address problems affecting student success (Council for Accreditation of Counseling & Related Educational Programs, 2009). Schools can increase parental involvement by scheduling parent teacher conferences, hosting parent nights, providing parents with teachers' email addresses, and encouraging communication between parents and teachers (White & Kelly, 2010). Walker, Shenker, and Hoover-Dempsey (2010) noted several strategies schools can take to increase families' capacities for involvement. Schools should communicate the importance of parental involvement by conducting an assessment of the attitudes of families and students regarding parent involvement. They can train parent liaisons to explain to families the benefits participation can have for their children (Walker, Shenker, & Hoover-Dempsey, 2010).

2.8 Implications of Dropping Out of Schools to National Development

Dropping out of high school is a serious problem and can lead to profound social and economic consequences for students, their families, the school and the community. Leaving school without a diploma can have lasting negative effects on the individual socially and economically, causing severe disadvantages entering into adult life. It limits the chances of future success for far too many children. It deepens and continues the cycle of poverty into future generations. Receiving a good education is the lifeline by which many youth can lift themselves out of poverty. The societal and

economic costs of a high dropout rate for the developing countries are gigantic. In developed countries like USA, it is estimated that approximately 12 million students will dropout over the next decade or so costing the U.S. about $3 trillion (AEE, 2007). Dropouts are far more likely to experience reduced job and income opportunities, chronic unemployment, incarceration, or require government assistance than the rest of the population.

American Psychological Association (2012), high school dropouts are bearing the brunt of the ongoing recession more than the rest of the population. The risk of incarceration (jails, prisons, juvenile detention centers) for male dropouts aged 16-24 were 6.3 times more likely to be institutionalized than high school graduates and when compared with those with a bachelor degree or higher, their risk skyrocketed to 63 times more likely, according to the Center for Labor Market Studies (2009). Dropout rates among lesbian, gay, bisexual, and transgender students were significantly higher (LGBT) (Bart, 1998). This impact has been attributed to the hostile school climate created by continual bullying and harassment from peers due to their sexual orientation. Nearly 9 out of 10 LGBT students (86.2%) experienced harassment at school in the past year, three-fifths (60.8%) felt unsafe at school because of their sexual orientation, and about a third (32.7%) skipped a day of school in the past month due to feeling unsafe (Kosciw, Diaz & Greytak, 2008).

2.9 Remedial Strategies for Dropouts

Getting high school dropouts back on the path to graduate from high school, enrol in higher education and enter a promising career requires collaboration among an array of players. Ellie (2011)stated that, Dropouts

are an untapped asset, we cannot afford to lose potential productive citizens therefore, public colleges must play a big role in these efforts, along with policymakers at all levels, private and public funders, youth-serving organizations, and workforce development groups. Childress, (2012) stated that in Texas, public schools lose funding when students drop out. So administrators are motivated to find creative ways to account for kids who leave their schools. The pressure on school principals is intense, as if they don't get dropout rate down, and they don't get their students performing well, then they will be fired. Therefore culture among top officials in the district has changed — administrators have shown much lower tolerance for false data. Schools also must provide documentation for where students go, making it tougher to fudge the numbers.

According to Khadoroo (2010), School officials and volunteers to keep knocking on the doors of students who didn't show up at the beginning of the school year, offering ways for them to get their diploma. As a result, the dropout rate has fallen significantly. This could be a model for other school districts. A lot of these young dropout felt no one cared about them, therefore such a visit symbolizes the school system do care about them and that their secondary school education is absolutely essential to their future, and to the future of their state, and the country.

Attracting young adults who have dropped out back for more education is a challenge. Adams (2012) stated that often dropout students don't want to return to the same school they left and are looking for flexible options. One approach that is showing promise is the set up of Public Re-Engagement Centers. There, students can retake up subjects they previously

failed; try online credit recovery, or attend night school or summer school. Coming into the program, out-of-school or dropout youths are connected with an adult to discuss goals, finances, and enrolment options.

Samparc (2010) noted that school Dropouts should be trained in vocational courses, in a more intellectual way. This will make them enlightened and the returns would accrue greater disposable income to the dropout youth and their families. This could provide better economic status, better lifestyle, and sustainable life for the dropout youth. Their skill and knowledge is built-up and they become self-reliant. It also improves their social condition.

Furthermore remedial strategy that can help improve the life of secondary school dropout is for the recruiters of security agents to have new incentives, including schools for secondary school dropouts and offers of home mortgage aid to those who complete the training for service. Considering the present security challenge in the country, training more force men and women will help in combating societal menace and boost the peace and security of the country. Bender (2005) stated that better educated recruits, especially those with secondary school certificate, are considered critical to the success of today's high-tech military. The Paramilitary and military should take new efforts to find qualified 18- to 24-year-old recruits to another level, through a combination of financial benefits that would accrue long after security agents complete their career and a series of new programs intended to help less qualified young people meet the military's and paramilitary eligibility requirements.

In addition, other remedial tips for drop out students or who see the needs to drop out from secondary school are, first they should develop a plan of what they would do instead of going to school. Do they want a job, how about write a book. They should not just think about a plan but actually write it down and make sure that the plan is actionable. These groups of people should endeavour to seek advice or talk to parents, friends, teachers and school counsellors about their desire before or after they drop out. These drop out should have an open mind and listen to what they have to say. It is important they explain to them why they dropped out or would like to drop out. However, if their parents or guardians refuse to financially support them, they may need to re-think their plan. It is paramount for dropout to get certificate of secondary, for example General Certificate of Education (GCE) as this is an exam that can be taken to show employers that one has attain secondary school certificate without having to go to school. It is important to note that drop out should continue learning after dropping out from school as the most successful people are those that are self motivated to learn on their own, rather than relying on others to spoon feed information to them. Other remedies according to Wiki (2012) are drop out should consider the long and short term consequences of dropping out from school. They should inquire from other dropouts and mentally analyze the consequences of dropping out of schools. See if they can engage in any legitimate work after school hours and on weekends but keep their grades up as secondary school graduate. They should interact with graduates from secondary schools and colleges to see how it affected them. They should not be afraid to change their mind and return to school.

2.10 Empirical Studies

Mallum (1992) conducted a research on the dropout among secondary school girls in Plateau State of Nigeria. The Objective were to identify the number of dropout girls in Secondary School, assesses the reasons for dropping out of Schools also to identify the loss such drop outs caused in educational effectiveness in Plateau State. The sample size comprised of 623 girls who were in form 4 and 5 in Secondary School, in Plateau State. The sample included Schools in Jos metropolis and 7 other Local governments within the State. The instrument for data collection was questionnaire design by the research. Descriptive statistic was employed; tallies and frequency table were also used to identify the respondent perception. The findings of the study reviewed that pregnancy was responsible for 55.2% of dropouts, 12.1% dropout for academic reason. Some other reasons were financial hardship inability to pay school fee, textbook etc. The findings of this study have undoubtedly indicated that non-school factors (e.g. home background) and school factors as mentioned above can be equally responsible for pupils dropping out from school.

Mallum (1992) studies the drop out among Secondary School in Plateau State. The current study is to research on the assessment and remedial strategies for Secondary Schools dropout in Benue State. The present study shared similarity with Alawode's study as both study focus on drop out students in Secondary Schools and also reason for dropping out of school. The major differences in the two studies are Mallum study only girl child in Secondary School, while this present research is to study both boys and girls of Junior Secondary School. The previous study was carried out in

8 Local Government areas while the present study is to use 13 Local Government area. The researcher observed that the data collected was only analyzed using frequency and percentages.

Torberg and Bjarne (2002) of department of Economics Norwegian University of Science and Technology carried out a study on the Student progression in upper secondary education. The researchers stated the problem of the study as families may sort themselves across schools and regions in order to maximize peer group effects and obtain high teacher quality for their children. Thus, to some extent observed correlation between dropout propensity and socioeconomic background may be a result of such sorting. The objective of the paper was to provide evidence on the socioeconomic gradient in dropout and progression in upper secondary school in Norway controlling for prior school performance. Using a rich data set covering all students starting upper secondary school education in the fall 2002, the sample only consists of students that made an explicit decision to enter upper secondary school. The student information is matched with information of their parents and school identifiers for both the lower secondary school in which they graduated and the upper secondary school in which they enrolled in fall 2002.Descriptive statistics was used to analysis the data.

The researchers find out that school performance measured at the end of compulsory school is a main predictor of dropout and delayed progression. Further, once prior achievement is accounted for, the impact of parent's education, income and other family background variables are strongly reduced, but these variables still have significant effects on the

outcomes. The similarity of this study with the present study are both deal with secondary school students in relation to dropping out of secondary school .The difference between the study and the present study are the population for the present study are the drop out from secondary school Benue state, whereas the previous study cover student enrolled in Norway secondary school. The present study is intended to offer remedial programmes for secondary drop out, whereas the previous study some causes of students drop out from secondary school.

Another study was carried out by Achoka (2007) on the search of remedy to Secondary school dropout pandemic in Kenya. The aim was to find out dropout rate of student in Kenya also the role of contemporary secondary school principal to search for remedy to dropout rate. The research design used was a reproductive study of cohort of students within the 1985-2002. The study used simple descriptive statistics to show the cohorts data. The result indicated that the dropout rate of girls was high compared to those of the boys. Also the school principals are stationed to put the education of the students into completion of their academic year. The difference between the current research and the previous one is the current research will use dropout as the sample size while the previous one used only the students. The current research work will use survey method while the previous research uses descriptive statistic. The researcher observed that the instrument used to collect the data was not mentioned. However, the research study was clearly stated and straight forward.

Nakpodia (2010) analyzed the dropout rate among secondary school students in Delta State, Nigeria. The objectives of the research were to establish the magnitude of dropout occurrence. The research design used was based on survey and ex-post factor design. The sample size was 120 students drawn from Secondary Schools randomly selected from 25 Local Government of Delta State Nigeria. The instrument used in gathering data comprised a structured questionnaire and checklist. Data were analyzed using frequency, statistical mean and percentages. The study found out that the students dropping out of school was a common phenomenon in all the State's Secondary School. And the rate of drop out was higher among male students than female students.

The similarity of the previous study with the current study is that both discuss on the dropout of students in Secondary School. The sample size for this current study will be randomly selected, just like the previous study. While questionnaire and checklist was used for the previous study by Nakpodia (2010) questionnaire and interview methods will be used for this current study as the instrument of data collection. The difference between the previous studies and this current study is Nakpodia analyzed the dropout rate in Secondary School, while the current research is to focus on the assessment and remedies of dropout in Secondary School. The sample size for the previous research work was 120 students, while the current research studies sample size will comprise drop out secondary school students.

Munyaradzi (2012) carried out a research on girl child dropouts in Zimbabwe Secondary Schools. The aim of the study was to examine the causes and effect of rural girl child dropout in Zimbabwe. The instrument

for data collection was the questionnaire. The sample sizes for the study was 30 (12 students, 9 teachers and 9 parents). The result of the study showed that most girl child dropout were as a result of early marriage, abject poverty and economic hardships as well as religious/traditional believe. The study recommended girl child education to be made a matter of urgency if the current situation is to be remedied. The differences here is the previous study dealt with only the girl child, while the present research is to study the dropout rate of both boys and girls in Secondary Schools. The previous research was a case study of just a Secondary School in a district in Zimbabwe, while the present study will be a cross sectional study of Secondary School in Benue State Nigeria.

Another study was carried out by Ahmad and Najeemah (2013) Studied Students' perspective on female dropouts in Zamfara Nigeria. The study sought to determine the reasons for dropping out from school among female students in Nigeria from students' perspective. The qualitative research design was adopted for this study. The main population of this study consisted of all female students' dropouts in junior secondary schools, whereby non dropouts, were also used in supporting the collected data from the actual population. The findings in the study were drawn from a research study on dropouts in Nigeria based on data collected from junior secondary schools of Shinkafi Local government Zamfara state. Data were collected from the female students' dropouts through questionnaires. A stratified random sampling procedure was adopted in selecting the junior secondary schools, on the basis of their status that is all girls' schools and all co-educational schools. The estimated number of the main population stands at

1,112 female students. The sample size for this study was 278 for each category of the respondents (female dropouts and non-dropouts). The study discovered that enrolment rate of female students is still very low and still remains worrisome, where by dropouts' rate is very high. The findings of this study revealed that poverty is indeed a barrier to female children's, particularly female students' educational participation.

In Nigeria, the situation is worsened by the societal norms, values beliefs, practices and patterns which maintain a gendered household division of labour, decision-making and resource allocation. The similarity between the study and the present study is they are both carried in Nigeria to study the secondary school drop-out. Also both studies base on the causes of students dropping out of secondary school. The major difference between them are, the previous study was limited to female perspective about drop out in Zamfara State, while the present study is to work on secondary school dropout and provide remedial programmes for them in Benue state.

2.11 Summary of Reviewed literature

In this chapter, a review of related literature on the issues of school dropout among secondary school boys and girls was done. The review reveals that the secondary education started in Nigeria in the late 19th Century through the activities of Christian Missionaries. The first secondary school was founded by the C.M.S. mission in 1859 and was cited at Lagos. The missionaries played very vital roles in the establishment of schools in Nigeria. Many education ordinances and acts as well as programmes had been promulgated and practiced since the inception of secondary education

in Nigeria. All these have contributed immensely to the development of secondary education in Nigeria.

On the concept of school dropout, students dropout at different stages in an educational cycle. From the review, it was revealed that dropout result from social, psychological, economic and institutional factors .There has been an increased incidence of school dropout among the youth in the recent past. This has resulted in unprecedented increase in social ills, crimes and unemployment among youths. Considering the fact that the youth in Nigeria today constitutes the bulk of the population and forms about forty-seven percent (47%) of the economically active population, their development becomes very pertinent for the stability of any society. Having gone through the literature review and previous research work in the area, there is no study of this nature in any of the six states in the North-central geo-political zone in Nigeria. The current study covered one state in the zone.

CHAPTER THREE

RESEARCH METHODOLOGY

The methodology and procedures used for this study are presented under the following sub headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Survey research design was adopted in this study. According to Ekeh (2003), survey method is used to describe an event, situation or phenomenon as it is as at the time of the study .Survey method of research is concerned with generalized statistics resulting when data are obtained from a large number of cases. The survey method was considered appropriate for use in this study because it enables the researcher to understand the social phenomenon from the participants' perspectives. In addition it also constitutes the most continent way to obtain real facts and figures needed, in which the results of the analyses were used for the decision taking and generalization.

3.2 Population of the Study

The population for this study was 6168 dropout students in secondary schools in Benue State. The breakdown of the population based on senatorial zones in as shown in Table 3. 1

Table 3.1: Population of the Study

S/no	Senatorial zone	Number of dropout students
1.	Zone A	1710
2.	Zone B	2045
3.	Zone C	2412
	Total	**6167**

Source; Directorate of Education Institutions in Benue State 2012/2013

3.3 Sample Size and Sampling Procedure

The sub-head deal with the sample size and procedures adopted in the selection of the samples. Krejcie and Morgan (1970) recommended the same size of 361 for population of 6000. In order to enable the researcher get reasonable representation for the study, the sample size was increased to 400 dropped out students in the state. This decision was based on the suggestion of Douglass (2006) who opined that sample size has to be big enough to enable a researcher to detect the smallest worthwhile effect or relationship between variables as affirmed by Bude (2007) who said that estimate of relationship is less likely to be biased if a researcher has a high participation rate in a study. The breakdown of the sample is presented in Table 3.2

Table 3.2: Sample for the Study

S/no	Senatorial zone	Number of dropout students
1.	Zone A	110
2.	Zone B	133
3.	Zone C	157
	Total	**400**

Due to the obvious imbalance in the rate of dropped out students in the senatorial zones, proportional sampling method was adopted to selected number of respondents in each zone. The researcher used simple random sampling technique to determine schools that were used for the study. In order to select the respondents for the study, random sampling technique of halt-drawn was adopted. The researcher wrote "Yes" or "NO" on the pieces of papers. The paper was folded and put into a bag and thoroughly mixed. The researcher gave an equal chance to students to pick, one by one, from the container. Those who picked "YES" constituted those that responded to the questionnaire.

3.4 Instrument for Data Collection

The instruments used for data collection were class attendance register, Students records and structured questionnaire titled "Rate of Students Dropout Questionnaire (RSDTQ)". The class attendances register was used to determine the students that drop out in their schools. Students records obtained from the principal office in various schools was used to determine the addresses of dropped out students while the four rating structured questionnaire was used to answer research questions and test of hypotheses.

The questionnaire was divided into two section "A" and "B". Section "A" required the bio-data of the respondents while section "B" sought for information used to answer the research questions and hypotheses as seen in Appendix III.

The rating scale of the instrument on a continuum ranging from Strongly Agree to Strongly Disagree as follows: Strongly Agree 4 points, Agree 3 points, Disagree 2 points and Strongly Disagree 1 point.

3.4.1 Validity of the Instrument

In order to ascertain the validity of the instrument, the instrument was given to four research experts in faculty of education and the researcher's supervisors. The contents validity was adopted to validate the instrument. The validated test instruments were used to modify the questionnaire for the study.

3.4.2 Pilot study

Forty copies of questionnaire were distributed to drop outs respondents. These respondents were taken from Giwa Local Government area of Kaduna state, because they are not within the selected schools or Local Government Area. These questionnaires were distributed and personally using slip-half method. The retrieved copies of questionnaire were subjected to statistical analysis using Cronbach reliability coefficient.

3.4.3 Reliability of the Instrument

The analysis gave reliability coefficient of alpha level of 0.80 was obtained. This reliability co-efficient was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Spiegel (1992) and Stevens, (1986). According to them, an instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the

less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.5 Procedure for Data Collection

For effective and smooth administration of the questionnaire, the researcher obtained a letter of introduction from the Head, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria for permission as seen in Appendix I. The letter explained the purpose of the study and nature of assistance required. The researcher used face to face method of data collection. To facilitate the data collection, two trained researcher assistants, senior masters of various schools and friends of dropped out students were used for data collection. The roles of the research assistants were to basically help the researcher with the distribution and collection of the questionnaire. The research assistants were also expected to serve as guide to students where their assistance was needed. The exercise lasted for three weeks.

3.6 Procedure for Data Analysis

The data collected were analyzed in three stages. In the first stage, Table of frequency and percentages was employed in analysing the personal data of the respondents. In the second stage, the data collected from respondents in response to the six research questions of the study was analyzed in Table 4.2 to 4.6. Four rating scales were used for all the computations. Towards facilitating data analysis and better decision, the researcher classified ‘Strongly Agreed’ and ‘Agreed’ as ‘Agreed’, and, on

the other hand ‘Disagreed’ and ‘Strongly Disagreed’ were classified as ‘Disagreed’. Furthermore, a mean score of 2.5 and above was taken as an index for ‘Agreement’ while scores below 2.50 was taken as an index for ‘Disagreement’ in the context of the two extremes of the opinions.

The null hypotheses one to six formulated for the study were tested using Pearson Product Moment Correlation Co-efficient Statistics. Easton and McColl (2013) recommended that it is useful in measuring linear association or relationship between independent variable(s). In the analysis, when the r-calculated value was equal or greater than r-crit, the null hypothesis was rejected. On the other hand when the r-cal value of any of the hypothesis was less than the r-crit, the null hypothesis was accepted. All the null hypotheses were tested at significant level 0.05 level.

CHAPTER FOUR

PRESENTAION AND ANALYSIS OF DATA

This chapter deals with data analysis, presentation and findings. The numbers of questionnaires retrieved were 380 representing 79% while 20 representing 21% of the questionnaires were not retrieved. However, the numbers of questionnaires retrieved were adequately sufficient for a meaningful analysis; as such the percentages not retrieved were insignificant and therefore discarded. In this chapter, the researcher presents the collected data for analysis and discussion. The analysis is presented under the following headings:

4.1 Presentation and Analysis of Demographic data

4.2 Answering the Research Questions

4.3 Hypotheses Testing

4.4 Summary of Findings

4.5 Discussion of the Findings

4.1 Analysis of Bio-data of the respondents

The result of bio-data of the respondents is as presented in Table 4.1

Table 4.1 Demographic Profile of Respondents based on their Status (Facilitators & Students)

Bio-data	Profile	Frequency	Percentage (%)
Gender	Male	100	26
	Female	280	74
Highest Class attended	SS I	178	47
	SS II	108	28
	SS III	94	25
Type of school attended	Day	270	71
	Boarding	110	29
Type of family	Joint	200	53
	Nuclear	180	47
Parents marital status	Married	286	75
	Single	90	24
	Divorce	2	0.5
	Separated	2	0.5

The analyses of respondents presented in Table 4.1 shows that male were 100 (26%) while female stood at 280 (74%). By implication female students constitute the greater number of drop out in secondary schools in Benue State. From the result of the analysis, 178 (47%) students drop at SS I. One hundred and eight students (108) representing 28% drop at SSII while those that drop at SS III were 94 representing 25%.

4.2 Answering the Research Questions

The Summary of result of the data used to answer research questions is presented in Tables 4.2-4.7, while the details is presented in Appendix IV

Research Questions

The results of data used to answer research questions is presented in Table 4.2 to 4.7

Research Question One: *What is the influence of demographic characteristics on the rate of drop out among secondary school students in Benue State, Nigeria?*

Result of data used to determine influence of demographic characteristics (DCs) on the rate of drop out (RDO) among secondary school students in Benue State is as presented in Table 4.2

Table 4.2: Influence of DCs on the RDO among secondary school students drop out in Benue State

	Total			Mean		Std.		Remark
	Responses	Agree	Disagree	Agree	Disagree	Dev.	Dec	
Influence of DC on RDO	2958	2239	719	3.00	1.00	.412	3.00>2.5	DC has influence on RDO

Result of data used to answer the influence of DCs on RDO revealed the mean score of 2239 (3.00) for respondents who opined that DCs has influence on RDO. Those that had contrary views have 719 (1.00) with the standard deviation was .412. The calculated value of 3.00 was greater than

the benchmark value of 2.5for agreed. Based on the result, it was concluded that DCs has influence on RDO of secondary school students in Benue state, Nigeria.

Research Question Two: *What is the influence of school factors on the rate of drop out among secondary school students in Benue State, Nigeria?*

Result of data used to determine influence of school factors (SFs) on the rate of drop out (RDO) among secondary school students in Benue State is as presented in Table 4.3

Table 4.3: Influence of SFs on RDO of secondary school students in Benue State

	Total			Mean		Std. Dev.	Dec	Remark
	Responses	Agree	Disagree	Agree	Disagree			
Influence of SFs on RDO	2461	1997	464	3.25	0.75	.318	3.25>2.5	SFs has influence on RDO

Result of data used to answer questions two revealed the mean score of 1997(3.25) for respondents who opined that SFs has influence on RDO in Benue state. Those that disagree with the statement scored 464 (0.75) with standard deviation value of .318. The result of the analysis was greater than the index score for agree (3.25>2.5); hence it was concluded that SFs have influence on RDO among secondary school students in Benue state, Nigeria.

Research Question Three: *What is the influence of parental factors on the rate of drop out among secondary school students in Benue State, Nigeria?*

Result of data used to answer the research question is as presented in Table 4.4

Table 4.4 present the result of data that determined the influence of parental factors (PFs) on the rate of drop out (RDO) among secondary school students in Benue State.

Table 4.4: Influence of SFs on RDO of secondary school students in Benue State

	Total			Mean		Std. Dev.	Dec	Remark
	Responses	Agree	Disagree	Agree	Disagree			
Influence of PFs on RDO	2512	1942	570	3.09	0.91	.416	3.09>2.5	PFs has influence on RDO

The result of analysis in Table 4.4 revealed the score of 1942 (3.09) for respondents who opined that PFS has influence on RDO. Those that have divergent opinion had 570 representing 0.91 weighted mean score. From the Table, the standard deviation value was 416. Based on the outcome of the analysis, the calculated value was found to be greater than the benchmark for agree (3.09>2.5); hence the result shows that PFs has influence on RDO among secondary school students in Benue State, Nigeria.

Research Question Four: *What is the influence of teachers' factors on the rate of drop out among secondary school students in Benue State, Nigeria?*

Result of data that was used to determine the influence of teachers' factors (TFs) on the rate of drop out (RDO) among secondary school students in Benue State is as presented in Table 4.5

Table 4.5: Influence of TFs on RDO of secondary school students in Benue State

	Total			Mean		Std. Dev.	Dec	Remark
	Responses	Agree	Disagree	Agree	Disagree			
Influence of TFs on RDO	2488	2027	461	3.25	0.75	.504	3.25>2.5	TFs has influence on RDO

Result of data presented in Table 4.2 revealed score of 2027 (3.25) for dropped out students who opined that TFs has influence on their drop out against 461 (0.75) for those that disagree with the statement. The standard deviation was .504. From the Table, the calculated value was greater than the benchmark for agree (3.25>2.5), hence it was concluded that TFs has influence on RDO among secondary school students in Benue state, Nigeria.

Research Question Five: *What is the influence of school location on the rate of drop out among secondary school students in Benue State, Nigeria?*

Result of data that was used to determine the influence of school location (SL) on the rate of drop out (RDO) among secondary school students in Benue State is as presented in Table 4.6

Table 4.6: Influence of SL on RDO of secondary school students in Benue State

	Total			Mean		Std. Dev.	Dec	Remark
	Responses	Agree	Disagree	Agree	Disagree			
Influence of SL on RDO	2195	1685	510	3.07	0.93	.504	3.07>2.5	SL has influence on RDO

The analysis of data used in Table 4.6 revealed the score of 1685 with weighted mean of 3.07 for respondents who opined that SL has influence on the RDO among secondary school students in Benue state. Those that had contrary view scored 510 (0.93) with standard deviation of 0.504. From the analysis, the calculated value was greater than the benchmark for agree (3.07>2.5). Based on the outcome of the study, it was concluded that SL had influence on the RDO in Benue state.

4.3 Test of Null Hypotheses

HO_1: ***Demographic characteristics have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria***

The Pearson Product Moment Correlation used to determine the influence of Demographic characteristics (DC) on the rate of drop out (RDO) among secondary school students in Benue, Nigeria is presented in Table 4.7.

Table 4.7: Pearson Product Moment Correlation Statistics of DC on RDO among secondary school students in Benue State

Variables	Mean	Std. Deviation	Df	r-cal	r-crit	Sig. (2-tailed)
Demographic characteristics	2.56	.553	758	.203**	.195	.000
Rate of drop out	2.32	.434				

From Table 4.7, the mean scores of 2.56 and 2.32 with standard deviation of .553 and .434 for DC and RDO respectively. The degree of freedom was 748. The calculated r-value was greater than critical value (.203>.195), this means that DC has influence of RDO among secondary school students in Benue State. The null hypothesis is hereby rejected.

HO_2: ***School factors have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.***

Result of the Pearson Product Moment Correlation used to test the influence of School factors (SFs) on the rate of drop out (RDO) among secondary school students in Benue, Nigeria is presented in Table 4.8.

Table 4.8: Pearson Product Moment Correlation Statistics of RDO among secondary school students in Benue State

Variables	Mean	Std. Deviation	Df	r-cal	r-crit	Sig. (2-tailed)
School factors	2.72	.611	758	.301*	.195	.001
Rate of drop out	2.32	.434				

Significant at 0.05 level

Table 4.8 presents result of Pearson Product Moment correlation used to test null hypothesis two. From the Table, SFs have mean scores 2.72 with standard deviation value of .611 while RDO has 2.32 and .434 respectively. The r-cal (.301) was greater than the r-crit (.195), this is also applicable in alpha were P <0.05. The result therefore shows that SFs have influence on RDO among secondary school students in Benue State, Nigeria. The null hypothesis was therefore not retained.

HO_3: ***Parental factors have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria***

Table 4.9 present the analysis of Pearson Product Moment Correlation used to determine the influence of Parental based factors (PBFs) on the rate of drop out among secondary school students in Benue State, Nigeria is as presented in Table 4.9

Table 4.9: Pearson Product Moment Correlation Statistics of PFs on RDO among secondary school students in Benue State

Variables	Mean	Std. Dev	Df	r-cal	r-crit	Sig. (2-tailed)
Parental factors	2.68	.403	758	.218*	.195	.000
Rate drop out	2.32	.434				

Result of Pearson Product Moment Correlation revealed mean score of 2.68 and 2.33 for PFs and RDO with standard deviation value of .403 and .434 respectively. From the Table, the calculated value (.218*) was found to be greater than the Table value (.195). Based on this, the null hypothesis which states that Parental based factors have no significant influence on the rate of drop out among secondary school students in Benue, Nigeria state is hereby rejected.

HO_4: ***Teachers factors have no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.***

Analysis of Pearson Product Moment Correlation used to test the influence Teachers based factors (TFs) on the rate of drop out (RDO) among secondary school students in Benue State, Nigeria is as presented in Table 4.10

Table 4.10: Pearson Product Moment Correlation Statistics of RDO among secondary school students in Benue State

Variables	Mean	Std. Deviation	Df	r-cal	r-crit	Sig. (2-tailed)
Teachers based factors	2.81	.394	758	.199**	.195	.001
Rate of drop out	2.32	.434				

Significant at 0.05 level

Result of data used to test null hypothesis three revealed mean score of 2.81for TBFs with standard deviation of .394 against 2.32 and .434 for RDO respectively. The calculated value of .199 was found to be greater than critical value of .195. This is also applicable to P<0.05. The result there indicated that TFs has influence on RDO Benue, Nigeria. The null hypothesis was therefore not retained

HO_5: ***School location has no significant influence on the rate of drop out among secondary school students in Benue State, Nigeria.***

The Pearson Product Moment Correlation analysis used to determine the influence School location (SL) on the rate of drop out (RDO) among secondary school students in Benue State, Nigeria is presented in the Table.

Table 4.11: Pearson Product Moment Correlation Statistics of RDO among secondary school students in Benue State

Variables	Mean	Std. Deviation	Df	r-cal	r-crit	Sig. (2-tailed)
School location	2.51	.408	758	.307**	.195	.000
Rate of drop out	2.32	.434				

Significant at 0.05 level

The result of data used to test null hypothesis five in Table 4.12 revealed mean scores of 2.51 and 2.32 and RDO with standard deviation value of .408 and .434 respectively. The calculated value was .307** which is found to be greater than .195 Table value, this is also seen in the P<0.05 level. From the analysis, the study shows that SL has influence on RDO

among secondary school students in Benue State. The null hypothesis is therefore not retained

4.4 Summary of Major Findings

1. Demographic characteristics have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria (.203>.195), this can also be seen in the P<0.05.
2. School factors have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria (301>.195), this can also be seen in alpha value of .001 less than 0.05.
3. Parental factors have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria (.218>.195) this is also applicable in the (P<0.05)
4. Teachers factors have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria (.199>.195) this is also seen in the (P<0.05)
5. School location has significant influence on the rate of drop out among secondary school students in Benue State, Nigeria (307>.195). this is also applicable in the (P<0.05)

4.5 Discussions of Findings

The result of research question one shows that demographic characteristics have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria. This is also applicable to the test of null hypothesis one. This finding is similar with that of Kaufman, Denise & Jeffery (1992), Swanson (2004) Greene and Marcus (2002)

Balfanz, and Nettle (2004) and Greene and Marcus (2005) who pointed out that there is relationship between sex and dropout from school, this study found that female students are the most vulnerable group that dropout of school. This may be true considering the variables of school type and school environment used in the study and the findings. The researcher pointed out that all these parameters, the female students recorded the highest incidence of dropouts. This situation may have been created by issues of early marriage and teenage pregnancy most often associated with females. Okoye (1991) found a higher incidence of dropout in urban areas particularly among the males. He explained that the reason for that was because of the influence of the markets, which draw attendants in shops from the young males in the environment. This position agrees with the findings of Bridgeland et al (2006) and De Cos (2005). They found that some students dropped out of school because they found a job and could not combine schooling and working. According to Roderick (1993), the most common reasons for dropping out, cited by both young men and women, include not liking school and poor school performance. Males appear to be more likely than females to drop out of school because of conflicts with school personnel, expulsion & suspensions, and/or financial/home responsibilities. Females more frequently cite pregnancy (for obvious reasons) and marriage than their male counterparts.

Analysis of data used to answer research question two and test of null hypothesis two indicated that school factors such as lack of Weekly school labour, corporal punishment contributed to rate of dropout among secondary school students in Benue state. This finding further confirmed the

studies carried out 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 to 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.Jonathan, Zohreh and Walters (2013) ointed out that the school environment lead to consequences, ultimately resulting in dropout. These include tests, attendance and discipline policies, and even consequences of poor behaviour.

The result of research question three and test of hypothesis indicated that parental factors such as poverty, health status, lack of interest have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria. The finding agrees with that of Nicaise, Tonguathai & Fripoint (2000) reported that family structures and mobility influence the rates of dropout in several ways. They maintain that students who lives under the same roof with their biological parents has a high schooling survival rate than those whose parents passed away, got divorced or moved to work in other areas. Frinpont (2000), Rosati & Rossi (2003) observed that family size means a less learning opportunity for each of its household members and its influence becomes much stronger for older siblings. Mike et al (2008) postulated that children in larger households were less likely to dropu out. More recently, Gulbaz, Muhammad and Syed (2011) reported that a higher dropout rate is attributed to the parents' education and lack of interest in education. They stressed that most parents

considered investing in education as waste of money and resources. Similarly, George, Misheck, David and Eric (2013) who established the major factors that lead to dropout among students includes: child labour, family instability, initiation and traditions, low level of parental education, drug and substance abuses, hunger and lack of role models. Kristine (2014) postulated that lack of parental involvement is a problem that often leads to higher dropout rates, especially with high school students. The author added that parents play an important role when it comes to high school attendance. High school dropouts often have parents who weren't engaged or concerned with their academic success. If a parent doesn't encourage her child to stay in school, show interest in classes and teachers, communicate with administration, or pay attention to homework assignments, the child might not see any reason to follow through with the coursework. When parents don't prioritize their child's high school education, the child may choose to drop out,

The study further shows that teachers' factors such as their attitude towards students, aggressiveness have influence on the rate of dropout among secondary school students in in Benue State, Nigeria. Gleason & Dynarski, 2002) reported that poor school attitude, families factors (e.g., low-income, lack of parental involvement) and teachers factors such as disciplinary styles, aggressiveness influence on dropout of students. According to the Center for Mental Health in Schools, UCLA (2007), dropout rates particularly correlate with high poverty rates, poor school location, and disengagement from school. Ajaja (2012) observed that the causes of dropout in Nigeria isolated the following: (i) Poor educational

background of parents, (ii) inability of parents to pay their children school fees, (iii) failure in school examination, (iv) very poor state of facilities in schools, (v) unemployment of graduates, (vi) broken homes, (vii) types of parents occupation, (viii) school discipline policies, (ix) teachers, (x) early marriage and (xi) very early ambition for self business and employment.

The study further revealed that school location such as distance, remote location have significant influence on the rate of drop out among secondary school students in Benue State, Nigeria. This finding agrees with that of Balfanz & Legters (2004) and Alliance for Excellent Education (2011) that observed that the overriding common characteristic of schools locations in poverty-stricken areas with high rates of unemployment contributed to school dropout among students. Similar Kosciw, Diaz & Greytak (2008) pointed out that the main cause of dropout among school students appears to be the hostile school climate created by continual bullying and harassment from peers due to their sexual orientation.

The study shows that the remedial strategies adopted have not adequately addressed the rate of dropout among secondary school students in Benue State, Nigeria. The finding is similar with that of Hammond, Linton, Smink & Drew (2007) who observed that there is a growing and encouraging body of research for schools on how to prevent dropout by addressing problem behaviors, promoting academic success, and enhancing overall health and wellbeing for students as the current strategies are not meeting the desire goal. Similarly, George, Misheck, David and Eric (2013) maintained that there are shortcomings in the methods used by primary schools in curbing the dropout of male pupils. The guidance and counselling

teachers have not been equipped with the relevant skills required to deal with the problem of dropout in schools. There is need therefore to take them for induction courses in order to equip them with necessary. The result from the findings indicates that 286 respondents representing 75% (male 24% and female 51%) were married. This confirm to the majority signifying 72% agreed that early marriages are the main reasons for girl child dropout in secondary school. This is an indication that educating a girl child is a waste of resources as she will ultimately leave home for marriage.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

5.2 Conclusion

5.3 Recommendations

5.4 Suggestion for further research

5.1 Summary

The study was carried out in order to investigate dropout in secondary school in Benue State and design remedial strategies for the dropouts. The study had six objectives, six research questions and six hypotheses. Descriptive survey design was adopted for the study. The population of the study 6167 dropout students in 2012/2013 academic session. Four hundred (400) dropout students were used for data collection. Students' records, class attendance register and structured questionnaire were used for data collection. Data collected were subjected to statistical analysis using mean score to answer the research questions and Pearson Product Moment Correlation was used to test the six null hypotheses at significant level of 0.05. The result revealed that:-

1. demographic characteristics among secondary school students in Benue State, Nigeria.
2. school factors influenced the rate of dropout among secondary school students in Benue State, Nigeria.
3. parental factors significantly influenced the rate of drop out among secondary school students in Benue State, Nigeria.

4. teachers are contributing factors on the rate of drop out among secondary school students in Benue State, Nigeria.
5. the locations of schools have enhances the rate of drop out among secondary school students in Benue State, Nigeria.
6. remedial strategies adopted have not yield the desire objective by reduction the rate of dropout among secondary school students in Benue State, Nigeria.

5.2 Conclusion

Based on the findings of this study, several tendencies causing dropout rates were identified. Apparent that there is no specific cause of student drop out behaviour rather it occurs for a wide range of reasons that interact with one another in a complex fashion. The implication of the rate of dropout among secondary school students is that it would severely affects educational development of the nation, limits the chances of future success for far too many children and continues to deep the cycle of illiteracy and poverty into future generations.

5.3 Recommendations

To alleviate the school dropout problem, the following have been proposed.

1. The government should treat the school dropout issue seriously and make national education plans to assist the poor continue with their education.
2. Parents should strive to provide the needs for their children especially when in school. It is important to educate them always about the benefits

of education and the repercussion of dropping out of school when he/she becomes an adult.

3. The school should endeavour to provide favourable conditions necessary for learning that can always encourage pupils to be in school especially by providing recreational facilities for playing during break period and when waiting for their parents after school.
4. Government should eliminated or minimized through provision of infrastructural facilities that can aid effective teaching, learning and to enhance retention of students in school.
5. A law can be promulgated by government with reference to school dropout. This can prevent parents withdrawing their children from school.
6. Schools should be encouraged to cut down on distance as well as on domestic chores burden.
7. Keeping updated information on students and their registration status could help to red flag possible dropouts.

5.4 Suggestions for further Studies

Further studies can be carried out on the following areas:-

1. Causes and effects of dropout among secondary schools students in Benue state, Nigeria
2. Effects and characteristics of dropout Secondary Schools students in Benue state, Nigeria

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APPENDIX I

INTRODUCTION LETTER

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department : Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: _____ 17th April, 2015

M.Ed/Educ/13641/2010-2011

Our Ref: _____ Date: _____

Letter of Introduction

ELIZABETH ALADI OGIRI – M.ED/EDUC/13641/2010-2011

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Home Economics) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: **Assessment and Remedial Strategies for Secondary School Dropouts in Benue State, Nigeria**

Please, kindly give her every assistance she may require.

Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II:

REQUEST TO FILL QUESTIONNAIRE

Department of Vocational
and Technical Education,
Faculty of Education,
Ahmadu Bello University,
Zaria

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of Home Economics in the Department of Vocational and Technical Education, Ahmadu Bello University Zaria. I am presently carrying out a research to assess and the remedial strategies for secondary school dropout in Benue state.

Kindly help to complete the questionnaire as your frank response will aid this research a great deal. This is purely for academic purposes and the information you provide will be treated as confidential and will be used only for the purpose of the research, no attempt will be made to disclose the identity of the respondents. Please be as accurate as possible to enable the researcher to get valid information.

Thank you in anticipation for your cooperation.

Yours sincerely,

OGIRI, ELIZABETH ALADI

APPENDIX III

INSTRUMENT FOR DATA COLLECTION

This questionnaire is strictly for research purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Please tick or fill in the blank spaces as appropriate.

SECTION A: Bio-data of dropouts

1. Gender:

   Female [ ]

   Male [ ]

2. Highest level of education attained.

   SS1 [ ]

   SS11 [ ]

   SS111 [ ]

3. Type of School Attended

   Boarding [ ]

   Day [ ]

4. Type of Family: Joint [ ]

   Nuclear [ ]

5. Parents marital status

   Married [ ]

   Single [ ]

   Divorce [ ]

   Separated [ ]

SECTION B:

S/No	Statement	SA	A	D	SD
Influence of demographic characteristics on the rate of drop out among secondary school students in Benue State, Nigeria					
1.	Demoralization has significant impact on drop out of students				
2.	When school environment is not safe students tend to drop out from school				
3.	Because I am older than the average student in the class makes me to dropout of the Schooling				
4.	Gender is one of the factors that leads to drop out among students				
5.	My performance indicators leads me to drop out of the school				
Influence of school factors on the rate of drop out among secondary school students in Benue State, Nigeria.					
6.	Corporal punishment makes me to run out of the school				
7.	Weekly school labour work affected my schooling				
8.	Lack of serious teachers discourage me from schooling				
9.	Lack enough classes and chairs affected my schooling				
10.	Lack teachers in our school makes me to drop out of the				
Influence of parental factors on the rate of drop out among secondary school students in Benue State, Nigeria					
11.	Students' dropouts are as a result parental economic hardships.				
12.	The object poverty of parents has influence on my inability of complete my schooling				
13.	My parental health situations prompted me to drop out from my schooling				
14.	The tradition and believes of my parents have influence on my inability to complete my secondary school education				
15.	Family level of literacy makes me to drop out of school				
16.	Because my parents are not involved in my education, I have to drop out				

Influence of teachers' factors on the rate of drop out among secondary school students in Benue State, Nigeria?					
17.	Attitude of our teachers makes me to drop out of the school				
18.	Lack of qualified teachers in our school has significant impact on my attitude towards schooling				
19.	Our teachers' attitude of beating students affected makes me to drop out				
20.	Abusive words by our teachers is one of the factor that make me to drop out of the school				
21.	Aggressiveness of our teachers make me to drop out of the school				
Influence of school location on the rate of drop out among secondary school students in Benue State, Nigeria					
22.	When school is located in remote area, students tend to develop attitude of dropping out of the school				
23.	Distance from home to school has impact on students attitude towards schooling				
24.	Lack of transportation has negative impact on attitude of students towards schooling				
25.	Students from day schools tend to drop out from school more than those from boarding school because of the school location				

APPENDIX IV

RESULTS OF THE RESEARCH QUESTIONS

Influence of demographic characteristics on the rate of drop out among secondary school students in Benue State, Nigeria										
S/No	**Statement**	**SA**	**A**	**D**	**SD**	**TR**	**TA**	**TD**	**Mean**	**Dec.**
1.	Demoralization has significant impact on drop out of students	212	197	70	17	498	411	87	2.8	2.8>2.5
2.	When school environment is not safe students tend to drop out from school	380	102	100	21	603	482	121	3.2	3.2>2.5
3.	Because I am older than the average student in the class makes me to opt out of the Schooling	388	180	88	43	699	568	131	3.3	3.3>2.5
4.	Gender is one of the factors that leads to drop out among students	300	202	192	25	719	502	217	2.8	2.8>2.5
5.	My performance indicators leads me to drop out of the school	216	330	140	23	709	546	163	3.1	3.1>2.5
Total		**1496**	**1013**	**590**	**129**	**2958**	**2239**	**719**	**3.00**	**3.00>2.5**

Influence of school factors on the rate of drop out among secondary school students in Benue State, Nigeria.										
S/No	**Statement**	**SA**	**A**	**D**	**SD**	**TR**	**TA**	**TD**	**Mean**	**Dec.**
6	Corporal punishment makes me to run out of the school	200	194	82	20	496	394	102	3.2	3.2>2.5
7	Weekly school labour work affected my schooling	212	174	64	42	582	386	196	2.7	2.7>2.5
8	Lack of serious teachers discourage me from schooling	220	186	22	29	457	406	51	3.6	3.6>2,5
9	Lack enough classes and chairs affected my schooling	180	191	55	31	457	371	86	3.2	3.2>2.5
10	Lack teachers in our school makes me to drop out of the	292	147	98	26	563	439	124	3.1	3.1>2.5
Total		**1104**	**893**	**321**	**153**	**2461**	**1997**	**464**	**3.25**	**3.25>2.5**

Influence of parental factors on the rate of drop out among secondary school students in Benue State, Nigeria										
S/No	**Statement**	**SA**	**A**	**D**	**SD**	**TR**	**TA**	**TD**	**Mean**	**Dec.**
11	Students' dropouts are as a result parental economic hardships.	196	102	60	11	386	298	71	3.1	3.1>2.5
12	The object poverty of parents has influence on my inability of complete my schooling	204	300	84	10	598	504	94	3.4	3.4>2.5
13	My parental health situations prompted me to drop out from my schooling	260	198	96	39	593	458	135	3.1	3.1>2.5
14	The tradition and believes of my parents have influence on my inability to complete my secondary school education	284	201	66	61	612	485	127	3.2	3.2>2.5
15	Family level of literacy makes me to drop out of school	196	81	98	45	420	277	143	2.6	2.6>2.5
Total		**1140**	**882**	**404**	**166**		**1942**	**570**	**3.09**	**3.09>2,5**

Influence of teachers' factors on the rate of drop out among secondary school students in Benue State, Nigeria?										
S/No	**Statement**	**SA**	**A**	**D**	**SD**	**TR**	**TA**	**TD**	**Mean**	**Dec.**
16	Attitude of our teachers makes me to drop out of the school	296	303	90	21	607	596	111	3.3	3.3>2.5
17	Lack of qualify teachers in our school has significant impact on my attitude towards schooling	304	201	54	39	598	505	93	3.4	3.4>2.5
18	Our teacher attitude of beating students affected makes me to drop out	364	99	78	63	684	543	141	3.2	3.2>2.5
19	Abusive words by our teacher is one of the factor that make me to drop out of the school	204	123	72	17	416	327	89	3.1	3.1>2.5
20	Aggressiveness of our teachers make me to drop out of the school	124	9	18	9	168	133	27	3.0	3.0>2.5
Total		**1292**	**735**	**312**	**149**	**2488**	**2027**	**461**	**3.25**	**3.25>2.5**

Influence of school location on the rate of drop out among secondary school students in Benue State, Nigeria										
S/No	**Statement**	**SA**	**A**	**D**	**SD**	**TR**	**TA**	**TD**	**Mean**	**Dec.**
21	When is located in remote area, students tend to develop attitude of dropping out of the school	196	198	88	81	563	394	169	2.8	2.8>2.5
22	Distance from home to school has impact on students attitude towards schooling	208	102	64	75	449	310	139	2.8	2.8>2.5
23	Lack of transportation has negative impact on attitude of students towards schooling	356	132	67	27	582	488	94	3.4	3.4>2.5
24	Students from day schools tend to drop out from school more than those from boarding school because of the school location	288	205	89	19	601	493	108	3.3	3.3>2.5
Total		**1048**	**637**	**308**	**202**	**2195**	**1685**	**510**	**3.07**	**3.07>2.5**