EFFECT OF SOME NON-PSYCHOLOGICAL VARIABLES ON SECONDARY SCHOOL DROPOUTS IN KADUNA STATE: IMPLICATIONS FOR COUNSELLING

BY

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MAY, 2014

DECLARATION

I declare that the work in this thesis entitled "Effect of Some Non-Psychological Variables on Secondary School Dropout in Kaduna State: Implications for counseling" has been carried out by me in the Department of Educational Psychology and Counseling. The information derived from the literature has been duly acknowledged in the text and list of reference provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

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CERTIFICATION

This thesis report " EFFECT OF SOME NON-PSYCHOLOGICAL VARIABLES ON PUBLIC SECONDARY SCHOOL DROPOUTS IN KADUNA STATE: IMPLICATIONS FOR COUNSELING" by MODUPE LYDIA OLORUNFEMI meets the regulations governing the award of the degree of (M.Ed) Guidance and Counseling of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late mother Mrs. Esther EmiolaAjibade.

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ABSTRACT

The study investigated the effect of some non-psychological variables on public secondary school dropouts in Kaduna state. To guide the study, four research questions were asked and answered, four Null hypotheses were formulated and tested at 0.05 level of significance. The population consisted of all the dropout students aged 14-19 years from public secondary schools in Kaduna State. 450 students were used as samples of study. The design of the study was Expost facto using the past school attendance registers and cumulative record as the major instruments. The data was collected using self-constructed scale tagged Dropouts Assessment Scale (DAS) developed by the researcher, validated by experts at reliability coefficient of γ0.84. The data collected were expressed using percentage and frequency distribution of dropout and was analyzed with chi-square statistics. The results indicated that there was significant relationship between school location and the rate of school dropout in public secondary schools in Kaduna State, there was significant relationship between parental level of Education and the rate of school dropout in public secondary schools in Kaduna State, there was significant relationship between the class level and the rate of dropout in public secondary school in Kaduna State. However, further analysis in the fourth hypothesis clearly showed that there was no significant relationship between Gender and the rate of dropout in public secondary schools in Kaduna State. Based on the findings of this study, it was recommended that more schools should be established in rural areas so as to make schools readily accessible for the students. It was also recommended that Guidance Counselors need to re-orientate students and the parents with lower level of education on the benefits of school completion. More school counselors should be trained by the government and also be employed by the respective state government, especially, Kaduna state in particular in order to determine methods for inspiring and sustaining a passion for learning and commitment among secondary school students that can reduce or wipe out dropout. Further recommendation is the need for the state ministry of education in collaboration with the school counselors to organize public enlightenment programmes that will aim at educating students and parents on the benefits of completing secondary school education.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms are defined according to what they imply in the study:

School Dropout: They are students who withdraw from school prematurely and end up not obtaining any certificate of graduation.

Non-Psychological Variables: These are non-mental/emotional factors that could likely affect individual's behaviour. In this study, they include secondary school location, parental level of education, secondary school level, parental socio-cultural belief, and gender.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary school education forms the bedrock on which the future educational plans of children are built. Secondary education refers to the form of education children receive after primary education and before tertiary stage. It is aimed at preparing the individual for useful living within the society and preparation for higher education. This is in line with the objectives of secondary education as stated in the (National Policy on Education 2004). For individuals to live a useful life in the society and contribute towards the social, economic and political development of the nation, the relevant skills, values, attitude, knowledge and competence must be impacted. Based on this, secondary school education occupies a pivotal position and therefore government is annually investing huge sums of money into it, with the apparent hope that it will be beneficial to its citizens and the economy.

However, despite all plans and huge investments made by the federal government and positive influence it ought to have on the individuals and nation at large, students drop-out of secondary school on daily basis. This poses threats to the social and academic sectors of the nation. Although, in Nigeria, dropout has been with us for a while, a development that madeFafunwa(1983) affirm that it is one of the most serious problems that have continued to bedevil our educational system since independence in 1960 from the Colonial administration.

Dropouts are those students who could not complete their education programme at any level of education due to one reason or the other, (Oyeyemi, 2005). By leaving secondary

school prior to completion, most dropouts have dire educational deficiencies that severely limit their economic and social well-being throughout their adult lives. Every year, thousands of students with the ability to finish secondary school dropout of school and become a problem to the society.

School dropouts represent tremendous waste of the country's able and competent manpower. In addition to the significant waste of manpower, the cost of students dropping out has placed undue burden on many institutions of learning. In Kaduna state for example, many youths of secondary school age are seen roaming the streets and motor parks in major locations. A lot of them are hawkers, bus conductors, bar attendants at restaurants and unskilled labourers at construction sites. Most of them who cannot engage in any meaningful trade easily become victim of antisocial vices. Most of them engage in nefarious activities like cultism, armed robbery, killings, maiming, arson, rape and other unholy alliances. They readily yield to any illegal assignments, such as election malpractices, hired assassins or hired thugs that disrupt the peace of the society, for economic gratification. Some of them engage in illegal unions such as Area Boys of Nigeria (ABN), National Association of Jobless Youth (NAJOY), among others. They also form the majority of motor park touts popularly called 'Agbero' and tricksters who engage in advance fee fraud insecurity and human wastage. All these groups constitute a social menace that cause setback to the progress of the nation. Similarly, unsafe abortion, teenage pregnancy, early marriage, sexual trafficking are identified as major problems associated with female school dropout which leads to human wastage and image denting of the nation. Ajayi, (1991) pointed out that "dropout is a mass waste of our most able and competent manpower". Bello, Danjumo&Adamu(2007) also observed that children

who drop out of schoolare youths who are supposed to represent the future and hope of every country,become problem to the society. It is against this background that, this study is set to investigate the effect of some non-psychological variables in public secondary school dropout in Kaduna state, and then examine its implications for counseling.

1.2 Statement of Problem

Literature had shown an increase in the rate of school dropout in public secondary schools in Kaduna State. Over the years, school dropout has been militating against instructional activities. These may partly be attributed to some non-psychological variables such as secondary school location,parental level of education,student school level,parental socio-cultural beliefs,gender,peer group influence,school environment, and many others. The contributing factors lead to the loss of the nation's human capital in a global economy and national prosperity as well as the availability of ready hands for mischief such as deviant behavior, violence within the society, stealing, gangsterism and political thuggery. Consequently, the escalating trend of secondary school dropout is so alarming that it affects the concerned Nigerian child socially and the society economically, hence, the researcher views dropout phenomenon as very damaging to the Nigerian democratic society. In view of the increasing spate of secondary school dropout nationally and its attendant effects, therefore solution to this trend becomes imperative, as to mitigate the national colossal manpower waste. This study therefore, intends to investigate the effects of some non-psychological variables in public secondary school dropout in Kaduna State.

1.3 Objectives of the Study

The objectives of this study are to investigate the:

1. effect of school location on the rate of school dropout in public secondary schools in Kaduna State.
2. effect of parental level of education on the rate of school dropout in public secondary schools in Kaduna State.
3. effect of class level on the rate of school dropout in public secondary schools in Kaduna State.
4. effect of Gender on the rate of school dropout in public secondary schools in Kaduna State

1.4 Research Questions

The study attempts to answer the following questions;

1. What is the effect of school location on the rate of school dropout in public secondary schools in Kaduna State?
2. What is the effect of parental level of education on the rate of school dropout in public secondary schools in Kaduna State?
3. What is the effect of class level on the rate of secondary school dropout in public secondary schools in Kaduna State?
4. What is the effect of Gender on the rate of secondary school dropout in public secondary schools in Kaduna State?

1.5 Research Hypotheses

The following null-hypothesis were formulated to guide the study;

1. There is no significant relationship between school location and the rate of school dropout in public secondary schools in Kaduna State.

2. There is no significant relationship between parental level of education and the rate of school dropout in public secondary schools in Kaduna State.
3. There is no significant relationship between class level and the rate of school dropout in public secondary schools in Kaduna State.
4. There is no significant relationship between Gender and the rate of school dropout in public secondary schools in Kaduna State.

1.6 Basic Assumptions

In this study it is assumed that;

1. school location affects the rate of school dropout in public secondary schools in Kaduna State.
2. parental level of education affects the rate of school dropout in public secondary schools in Kaduna State.
3. class level affects the rate of school dropout in public secondary schools in Kaduna State.
4. gender affects the rate of school dropout in public secondary schools in Kaduna State.

1.7 Significance of the Study

The findings of this study are expected to be significant to parents by reminding them about the role they play that encourage students to dropout of school and attitudinal behaviours that affect the educational life of their wards. This would make them reassess themselves with the view to identifying ways of overcoming their shortcomings and be involved in the student's educational progress and activities to forestall the possibility of dropping out of school. The study would enable educational administrators and policy makers to focus more attention on the triggers that occasion students to drop out. It would

aid them to know the degree of dropouts and to look at various perceptions arising from secondary school location, parental level of education, school location, parental socio-cultural beliefs, gender, peer group influence, and geographical locality of occurrence, and think of better ways to reduce or close the gap of such phenomenon. The students will also benefit immensely from the study because it will provide them with clear information about dropout and its effect on their live thereby creating the consciousness that will make them reflect on what they do wrongly with a view to stopping it. Finally, the findings of the study will equally benefit counselors and teachers by providing them with empirical data they can use to facilitate counseling of parents and students as well as methods they can use to improve their professional practices.

1.8 Scope and Delimitation of the Study

The research study was delimited to effect of some non-psychological variables like the school location, parental level of education, school level, parental socio-cultural beliefs and gender on public secondary school dropouts in Kaduna State. Kaduna state comprises of three senatorial districts with twenty three local governments. The study is therefore delimited to dropouts from thirty public secondary schools in the three senatorial districts. These schools were chosen because of their different location and orientation which give a fair presentation to dropout from public secondary schools in Kaduna State. The subjects were drawn both in the junior and senior secondary schools in the three senatorial districts in Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature related to the effect of some non-psychological variables on public secondary school dropouts. The chapter further addresses the following issues: concept of dropout, theoretical framework some non-psychological variables on public secondary school dropout. Also, addressed in the chapter are characteristics of school dropouts, effects of secondary school dropouts, prevention and remedy of public secondary school dropout, empirical study and summary of the chapter.

2.2 Concept of School Dropouts

Various definitions have shown that school dropout refers to leaving school before completion of an educational programme. Hunt, (2008) viewed dropouts as those students who have not completed a cycle of basic education. Dropping out from school occurs after children have previously achieved access to school. It is also viewed as any student who leaves school prior to graduation for any reasons. The interpretation of this definition varies widely. Students may leave school to marry, or because of unplanned pregnancy or need for family economic sustenance thus taking up a job. Farrant, (1981) stated that "dropout in education are pupils who despite having ability to complete an educational course failed to do so".

Bylsma and Ireland, (2005) described dropout as students who quit school before graduation without any certificate and do not return. According to them, a dropout is a student who leaves school for any reason, except death, before completing school with regular school. This definition fails in considering chronic or terminal illness as a

possible cause of dropping out as well. Any student who on account of behavioural problem voluntarily leaves school prior to graduation and does not enter another school to continue his education is a dropout. A dropout may be said to indicate an adolescent unwillingness or incapacity to absorb the society's refined tools and knowledge. This is why Ilogu, (1996), identified that the incidence of dropout in school system will amount to educational wastage, mass unemployment, illiteracy, juvenile delinquency, criminal activities, retraining cost, loss of potential manpower, social and emotional maladjustment.

Bernard, (2008) defined school dropout as a student who on account of unforeseen circumstances cannot complete a course in secondary education for which he/she originally enrolled. The term unforeseen circumstances as used here implies that the event culminating in the students decision to dropout were unpredictable and therefore the students could not have made alternative preparation other than dropout of school. Dropout according to Fafunwa, (1983) refers to "those who left school system or were thrown out of the system before the end of the course". Onyebeke, (1998) describes it as "one who totally withdraws his participation in the school activities even though it is unlawful to do so". Onyebeke, (1998) equally fails to consider cases of lawful withdrawal of students by the school management because of certain misdemeanor by the student. Alexander, (2001) has similar opinion with Milstern that a dropout is one who having enrolled in a particular trade either leaves it midway or leaves after failing in the final examination. Alexander, alternatively views the cases of dropout from vocational institutions and not only academic settings.

However, Zerbisias, (2009) argued that, it cannot always be ascertained that a student has dropped out, as he or she may not stop attending without terminating enrolment. Natural Centre for Education Statistics in American Medical Association, (2004) defines dropout as a person who has not graduated from high school and is not currently enrolled in full time secondary school. But critics of this definition believe it causes underestimation of the dropout rate because many truant students are not officially categorized as withdrawn. Although Greene, (1996); and Hoyle, (2006) indicated that there is no universally agreed upon definition of dropouts' rate because there are no consistent method of counting the percentages of students leaving schools. These definitions fail to stipulate a time frame within which the absence of a student from school can be commuted as dropping out.

Dawa and Simpson, (2008) opted for withdrawal instead of drop out. Their assumption is based on the fact that incongruence between a person and the environment often precipitates withdrawal of the former not necessarily because of personal failures. They argue that withdrawal could be a positive step to the student and "his parents as the result of which he would be launched in purposeful and meaningful self-understanding". Hence, they reject the term dropout because it connotes failure and imposes a negative value on the bearers.

A similar perception is that of researchers and writers who concentrate on why schools fail, and what they could do to retain students after freshman enrolment (McDill in Sambo, 2009). These writers accept that transferring and stepping out are not necessarily bad behaviours and non-indicative of total dropout. They, however refuse to proffer any specific definition, and then chose to demonstrate some failure on the part of affected schools to meet and satisfy the need of those students which left.

Blair, (1975) in Fevanglle, Geinjang and Maigari, (1998) used the term educational "casualties" to refer to "dropouts". These writers described dropouts as students who began an educational programme that they never finished". The term embraces all those who because of economic or cultural disadvantage and adverse attitude could not acquire the learning and intellectual development that they and the society rightfully expect. In the definitions above, there seems not to be any contradictions, although different terminologies were used, but carried out the same concept. However, it will be wrong to categorize a dropout as a total useless individual in the society as such an individual may take to other trade that may afford him/her satisfaction in life.

Despite this notion, as long as the adolescent cannot complete his/her course of study, he/she will lose the knowledge and skills education can provide. In some quarters, it has been argued that Nigeria problems of National Development bothers on the level of education of our leaders, if this has anything to go by, there is no substitute to completing ones education.

2.3 Some Non-Psychological Variables on Public Secondary School Dropout

Reviewing some factors associated with early withdrawal from school, Kindall, (1982) contended that social, psychological and institutional factors are indicatively associated with school dropouts. It is ascertained that school dropouts are characterized by "low intelligence, laziness, poor performance, low academic and self-concept". But Egeland and Scoufe(2000); Alexander (2001); Entwisle, (2009) shun intellectual, physical and social characteristics associated with school dropouts, but proposed that family background, social economic status, and parental attitude have proved to be significant predictors of withdrawal from school. In other words Rumberger, (1995); McDowell,

(1996); UNICEF (2009); Sambo, (2009) assert that parental financial constraints, general lack of interest and academic difficulties along with early marriages and teenage pregnancy account for most dropout cases.

Other researchers like Birdsall, (2005) emphasized a singular factor such as either school or home. While UNICEF, (2005); Ikechukwu, (2000) pointed to social economic factor of a child's parental background, peer groups influence, and others, back the bulk of reasons of potential dropouts cases.

2.3.1 Secondary School Location and Dropout

Research points to distance to school being an important factor that can make a child dropout of school, particularly for rural population, (Boyle, 2002; Porteus, 2000). Research studies Glick &Sahn(2006), & Ainsworth et al (2005) have already established that the long distance has a strong negative impact on attending school. It has been observed that a large number of children terminate their schooling after the junior secondary school as the secondary school may not be available in their village Chimombo, (2005) also observed that the family's place of residence plays a crucial role in the type and quality of education children receive. Most rural areas lack nearby secondary schools and adequate transportation which may have more negative impacts on the retention of students especially for their secondary school enrolment. Students in urban areas tend to stay longer in the school system than those in rural areas. Several studies assert that safety concerns explains why parents from rural communities have lower educational expectation for their children given the distance and poor transportation (Chimombo, 2005; Colclough et al, 2000; Stephen, 2000). A UNESCO

(2003/2004) report shows that, in sub-Saharan Africa, 88.4% of urban children are in school compared to only 65.4% of rural children.

A study about secondary school enrolment in Northern areas found that "one particular difficulty of providing education for children in the North is the nature of community settlements, which tends to be small, sparsely populated and widely scattered (Casely-Hayford, 2002:18). The study noted that as a result of the disperse nature of small settlements in the north, most communities that do not have schools within 3kilometers of their locality. Consequently, children in those communities walk for long distance to the nearest primary school and the nearest junior and senior secondary school and this constitute one of the major reasons for non-attendance.

Additionally, Anderson, (1988) observed that students participation in education is more sensitive to distance. Even where the cost of schooling does not serve as a barrier. It is well acknowledged that the distance from the home to school has more negative effects on students' school participation. Research made by Fentiman, Hall and Bundy, (1999) cited in school also recognizes the great distance between schools in rural areas and that there are fewer secondary than primary schools; and further add that this might lead to increased dropouts in secondary school, something Colclough et al (2000) also suggest in their study. Finally, the long distance can in some cases result in not feeling safe walking the way to school; in the case where parents or guardians become concerned about the girls' safety, it can result in school absenteeism Bendera, (1999); Hunt (2008) and eventually lead to dropout.

2.3.2 Parental Level of Education and Dropout

Research has consistently found that parental level of education is a powerful predictor of school achievement and dropout behaviour (Pong &Ju, 2000). Ersado, (2005) observes that parental education is the most consistently determinant of child education. Higher parental education is associated with increase access to education, higher attendance rates and lower dropout rates. (Al Samarai&Peasgood, 1998: Ainsworth et al, 2005: Grant and Hallman, 2006). Parents who have attained a certain educational level might want their children to attainsuch higher levels of education.Therefore, parents have impacts on an individuals' academic success (Blair, Blair &Madamba, 1999; Tavani&Losh; 2003). Davis-Kean, (2005) suggesting that more highly educated parents actively encourage their children to develop high expectations of their own. The degree of enlightenment of the home has effect on the children's academic aspiration. The educated parents contribute positively to their children's academic aspiration. This implies that illiterate or poorly educated parents may not contribute positively to their children's educational aspiration children from such homes may face problem of not having learning materials like textbooks, uniforms, computer or tutors (Sandefur et al 2005). Victor 1991 cited in Okorie& Yusuf, (1998) emphasize the relationship between parent's academic background and children's educational aspiration. They observed that children of educated parents are more interested in school and aspire to reach a higher level of education than children of illiterate parents.

In an illustrative study. Tseng cited in Okorie& Yusuf (1998) compared 77 high school students with 72 dropouts located at neighborhood youth corps centres. The conclusive were that education of parents, levels of difficulty, responsibility and prestige associated

with father's occupation and the degree of family encouragement on matters concerning education proved to be powerful variables in differentiating the two distinct groups with significantly less favourable measures yielded for the dropout group. This was supported by Davis-Kean, (2005) who observed that children from educated homes are more confident, optimistic and aspire to reach higher level of education than children from uneducated parents. Similarly Dawa, (2008)& Kane, (2004) mentioned parental illiteracy as one of the major variables of dropout they observed that children from illiterate homes showed little appreciation for schooling. They were inclined to trading or farming. Most of them prefer to go to the market to search for some petty jobs for a few coins.

Beekhoven&Dekkers, (2005) also indicated a strong association between parental education and school completion. Parents of high economic status are more likely to have higher levels of education and to be more involved in their children's education Hango, (2007). Parents with lower levels of education are less likely to prioritize education or motivate young people to achieve academically (Barnardos, 2009). Parental involvement is a hugely important influence on a child's learning and unfortunately if this level of involvement is not present, thus can have negative effects for the child/young person's future academic career (Hanafin& Lynch, 2002; Hango, 2007). Parents from low income groups may have had negative experiences of the schooling system themselves and may find the school environment intimidating (Lalor et al, 2007). However, it must be noted that there are many low income parents with lower level of education who desire to be involved in the education of their children. But study on parental involvement conducted by Hanafin& Lynch, (2002) indicated that while low income parents wanted to be involved in the education of their children, school structures, learning materials and

processes often prevented them from doing so, resulting in them being positioned to a peripheral status within the school system.

2.3.3 Class Level and Secondary School Dropout

Concerning the stages at the secondary school level where the students dropout most, Onyebeke, (1998) stated that most of the dropouts occur mainly at the senior secondary school level. He confirmed that, the different arms of the classes in the school become narrower as the students' progress from junior to senior secondary school. This implies that most students dropout in senior secondary one. Onyebeke, (1998) explained that at the senior secondary school, the influence of peer group becomes more prominent and most students being in their adolescent age exhibit all kinds of delinquent acts such as truancy, smoking, breaking of school rules and regulations. All these tend to hinder their academic work and may eventually result to school dropout. At this stage of secondary education; learning becomes more difficult as the curriculum contents of subject offering become broader and more abstract in nature. Attairu, (2008) further confirmed that, at senior secondary school stage, the cost of educating a child tends to increase due to examination fees, cost of learning materials such as textbooks, workbooks, money for practical and the extra money to meet the basic needs of student, students whose parents could not cope with the increase cost of their learning and who could not get help from other sources may eventually leave school as dropout, (Chugh, 2011; Onyebeke, 1998).

However, a second year high school teacher noted that there are more dropouts in the first first year level than in higher levels. (Nava, 2011).

According to her, high school freshmen have a playful and easy go lucky" attitude. They were quite "immature" with regard to school work, and are less conscientious in doing their homework. They have a "carefree attitude and are "easily persuaded" by peers to engage in leisure activities even during school hours.

Vasudevan, in Onyebeke, (1998) also stated that "dropout occur more frequently at the higher stages of secondary school. It was revealed that dropouts take place when students' finds belately that he has no aptitude or interest in the course of study he is undergoing that he may never be able to complete it successfully, or that it is not consistent with his aspirations as to an ultimate vocational choice. It may sometimes be due to the fact that much against his wishes, the pupil has been "guided" by the educational authorities or his parents into following a programme of study which he thinks has relatively low prestige value or unattractive occupational prospects. Similarly, late dropouts are caused by factors which are external to the educational system, the most important of which is the lack of funds to maintain the students Hunter & May, (2003) studied youth who dropped out of school in rural areas, they noted that several of these students do not have favourable academic environment at home, and even in school, the teachers lack motivation to teach, as a result of which the incidence of failure is very high among them. It was observed that about twenty percent of these students cited failure as the most significant reason for dropping out, as detention in same class caused embarrassment to them. It was reported that even after repeating the same class, they could not understand the subject matter and as such started losing interest in school. Thus, most of the student who failed had difficulty in understanding all the subjects but they found Mathematics, Science and English very difficult.

2.3.4 Gender and Secondary School Dropout

Gender and secondary school dropout studies indicate the preference many households have for education of boys over girls, with girls' education often deemed less important and dropout. Moreover, Adamassie(2003); Boyle, (2002) said that, the gender division of labour within households often sees girls taking on household duties and child care duties which takes them out of school. Also, the nature of marriage where girls move into the husband's household also restricts the perceived need for continued schooling. Perceptions of the value of girls' education differ from those of boys. IPEC (2004) study also highlights the propensity for girls to be excluded or withdrawn from school earlier than boys, in the belief that, "as a girl, she does not need to be educated in case it blights her marriage potential". The study by Holmes, (2003) found out that overall female receive less education than males and they tend to dropout or are withdrawn either for both economic and socio cultural reasons. The study furthers argue that the opportunity cost of sending female child to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household.

Similarly Kasente, (2004); Kakuru, (2003) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. Indeed, educating a girl is often seen as a poor investment because the girl will marry and leave home, bringing the benefits of education to the husband's family rather than to her own. A research study carried out by Wanjuru, (2007) in Mombasa on factors contributing to school dropout in public secondary schools revealed that 52.4% respondents valued boy's education better than that of girls. Families which cannot easily afford to send both sons

and daughters to school reckon that financial returns on the expenditure for girls' education are a good deal smaller than those of boys. The argument being that girls will eventually marry, therefore their education is seen as a financial asset to the in-laws rather than blood relatives.

Anagbogu, (2001) observed that due to the ignorant and selfish nature of these people. They forget the devastating, effect it has on the girl-child as well as their community development. Whereas the martial age according to Molokwu, (2000) is above the age of 18 years, but Oyedepo, (2001) in his view observed that most of them engaged in early marriage mostly because of poverty, unwanted pregnancy, and parental pressure. That is why Musaazi, (2002) says that these young girls have no value of their own. They are only carried away by ignorance and sometimes parental pressure.

Sunai, (2003) interviewed 80 parents and 40 teachers about equality of participation in education, they describe some of the decisions parents make regarding the choice whether or not to send their children to withdraw. One parent said: "When my child is in school, I have to pay for his uniforms, so money is given out while it is not coming in. To pay for his uniforms and other school monies I have to work until it is late at night making peanut oil". If a choice must be made, 36% of parents interviewed said the likelihood of academic success was an important factor (Sunai, 2003). Thus, poor quality public secondary schools become a further disincentive for such parents to enroll their children who may be attracted instead to low-cost private provision if this falls within affordable means.

Surprisingly, less than a tenth of parents said they enrolled only male children with academic potential because they would have to support families. About 6% chose to enroll an academically able eldest daughter if they lived near a town where schooling would help her get a job which she contribute to the family's livelihood. About 9% of parents did not enroll girls because they viewed schooling as introducing foreign ideas, making girls less likely to respect their parents' wishes, not connected to the indigenous culture of the home and community, and discouraged by their religion. Only 4% of parents from a minority group whose children would not be schooled in their home language did not enroll their children because they perceived schooling as disconnected from their culture, (Sunai, 2003). Educational costs can lead to non-enrolment and dropout (ILOISIMPOC 2000; Sunai 2003; FGN, 2003 in Theobald 2007). Some schools are reported to beat or exclude children who do not pay school levies (Flett 2005; Theobald 2007). This is an incentive for dropping out as well. Gender differences in access increase through junior secondary school and into senior secondary school as costs also increase (Sunai, 2003).

2.4 Other Non-Psychological Variables of Secondary School Dropout are:

2.4.1 Parental Socio-cultural beliefs and secondary school dropout

Socio-cultural beliefs has also been identified as one of the variables that might influence youth to drop-out of school. Research highlights a number of important points with regard to education and rites of passage ceremonies which mark the move from childhood to adulthood. The ceremony and preparations for it may overlap with the school calendar, which can increase absenteeism and potential dropout from school (Boyle et al, 2002; Kane, 2004; Nekatibeb, 2002 cited in Ackers, et al 2001). Boys in

Guinea undertaking initiation ceremonies has secondary schooling disrupted, with ceremonies sometimes taking place in term time, absenteeism lasting up to one month and sometimes leading to dropout, while for girls, it was often considered "shameful" for them to return to school (Colclough, et al, 2000). Also money available for schooling might be used for initiation event (Kane, 2004). This move into adulthood at times means that "new" adult can think themselves too grown up for schooling. Kane, (2004); Nekatibeb, (2002) describes how communities accept these girls as "adults", but schools continue to consider them as children and these may create tension. Research also highlights a link between age and dropout for girls, for example, when girls start to menstruate or reach "maturity/puberty" they might be withdrawn from school, (Nekatib, 2002; Rose, 2001; Molteno, 2000). In some cases, this might be to ensure girls' reputations are kept "intact", (Nekabibeb, 2002).

In certain communities girls in particular are encouraged to marry as they reach puberty or become sexually mature and in some contexts even earlier. Traditionally, initiation, circumcision and early marriage should not cause boys or girls to dropout of school. Wanyoike, (2003) states that some students who dropout of school especially girls and up in early marriage and prostitution. However, survey carried out among Samburu communities indicates that girls are forced to early marriage at a tender age of thirteen years. Threats of curses befalling those who refuse to get married make it difficult for girls to resist early marriage. Researchers also describe the continuity between school and home culture and the impact on dropouts. Stanton-Salazar, (2007) discuss socio cultural component in one word (e.g. the home, the ethnic community) are viewed as less important than in another, or worse yet, when they are denigrated or factly cast as

"inferior". Lockwood and Secada, (2009) write that youth encounter "stereotypes, personal prejudice and social bias" in the society. In view of this, Romo, (2008) discussed the impact of gender expectations on Latinas who may not be encouraged to complete school because they are expected to fulfill traditional cultural roles for women and men.

World Bank, (1996) acknowledges that in developing countries including Africa, there are socio-cultural norms which permeate the school's functioning. Wanjiru, (2007) states that girls are socialized to know that their brothers education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers. Wanyoike, (2003) concurs with Wanjiru and observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behaviour patterns that are formed about girls and boys. He further observes that the boys and girls are received differently at birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in some societies.

2.4.2 Parental Influence and Secondary School Dropout

Some parents may not appreciate the advantages of education and may decide to keep children at home to serve their own needs or keep them in school without the materials. Findings by Alhassan, (1992), shows that some Nigerian parents see the need to send their children to school, but they do not see the need for providing facilities and opportunities at home to support what the child has learnt at school. They perceive formal education as the sole responsibility of the teacher.

Findings from researchers, Dawa, (2002); Kane, (2004) found out that some parents discourage their children from academic pursuits. Some parents because of ignorance

lack great aspiration for their children in terms of their attitude towards education. Finn, (2005); Neild and Balfanz, (2001); Patterson, (2007) proposed individual factors such as sub-average academic achievement and poor retention as hindering students from graduating from school. Work obligations were also perceived as a catalyst to quit school. These findings were consistent with Entwisle, (2005) who cited family factors that forced students out of school.

Studies by Junega, (2001); Pryor, (2003) indicate a reluctance and lack of support towards a child's education by parents and house hold members. Pryor and Ampiah, (2003) researching in a rural Ghanaian village describe how parents make decisions not to invest in their child's education. For these villagers schooling is considered not worthwhile as they suspect it is irrelevant to future prospects. The problem of dropouts in the Ghanaian school system appears to be more serious than is probably imagined. Nigeria has quite a large population of adolescents more than Ghana, and the two countries, though not direct neighbours, share a lot of socio-cultural values given their Anglophonic similarity and history. The rate of dropout may thus be higher in Nigeria. Similarly, Boyle, (2002) believe many do not send their child(ren) to school because they thought there would be no job at the end of it and as such, limited returns to their 'investment'.

Studies also describe a lack of understanding and misinterpretations of parental motivations around schooling. The Probe, (1999); Hunt, (2008) report talked of a "myth of parental indifference" towards children's schooling and research by Boyle, (2002) indicate that; teachers and community leaders often express the view that the uneducated parents have little or no understanding of the benefits of education and many children do

not attend school (or attend regularly) because their parents do not value education". However, their research which looked at barriers to education for the poorest parents demonstrated that; "On the whole, the poorest parent and their children do indeed value education and usually have clear and rational reasons for not participating or participating infrequently". In some instances it may be about withdrawing participating suddenly and totally.

Premised on the aforementioned, Neal, (1999); Rumbeger, (1995) believed that certainly there is an association between parental encouragement and educational performance. But they argued that it is not possible to say whether performance is better where parents encourage more. Thus, Rendell, (1982) explaining the parental aspiration on children further opined that though unfavourable home conditions, nonchalant attitude of parents can increase the rate of dropout at school and could be the initial cause, but they are not necessarily the critical factors in every case. There are other important psychological and institutional causes to be considered.

2.4.3 Home Variables and Secondary School Dropout

The home plays a very important perspective in the life of any child. Hence the home could influence the adolescents' decision to drop out of school. It is the first point of socialization of every child. Accordingly, (Ikechukwu, 2000); Alexander, (2001); Park, (2000) indicate that certain home characteristics can influence school children to dropout. These home characteristics include, unhappy family situation, age of mother at birth, more children than parent can cope with, equipment and costs of sending a child to school, cost of getting necessary school materials. Research also indicates that direct and indirect schooling costs are important factors in whether children enroll in and attend

school, Dachi and Garrett, (2003); Rose and Al Samarrai (2001). Similar to this is Brown and Park, (2002); Colclough, (2000), Hunter and May, (2003); Liu, (2004); Mukudi, (2004); Rose and Al Samarrai, (2001), they all indicate that the costs of schooling, including fees is a central reason for dropping out.

Colclough, (2000) carried out quantitative survey research and qualitative interview-based research with educational organizations, parents, teachers and some adolescents with intent to identify information about constraints affecting the participation and performance of girls and boys in school, particularly in some rural areas. Colclough, (2000) found out that inability to pay the direct costs of schooling was one of the 'most important cause' of their dropping out of school especially in rural areas, most frequently citing school expenses as an important reason for dropping out.

Similarly, Mukudi, (2004), Al Samarrai, (2001) observed that not only do school fees lead to under-enrolment and dropout, it also limits attendance at school and lead to temporary withdrawals. More than these, is the fact that an over demanding parent may create fear in their children with regards to high standards and the fear of being reprimanded in case of failure may make them dislike school and in most cases prematurely withdraw from school, Aluede, (2003) and Al Samarrai, (2001).

2.4.4 Socio-Economic Variables

Thompson, (1983) and Mandison, (1976) submit they are among the early writers on the issue of dropout, they placed the family socio-economic background as a very significant issue in school dropout. Similar view is expressed by Alexander, (2001), who also found out that economic status encourage school dropout. They maintain that being from low birth order and the inadequacy for expected home all predicated dropout through a more

finely gained analysis. However, life course research suggests that socio-economic variable itself may not be the main event; rather it may be one of the event, Finn, (2005). Rumberger, (2001), Rymer and Joshi, (2002); Boyle, (2002) in a review of the dropout literature identified low socio-economic status, low parental educational or occupational attainment, low family income, non-English-speaking homes, single parent families and lack of learning materials in the home as predictive of dropout, Glueck in Albert, (1998) show the close connection that exists between poverty and personnel maladjustment which include dropping out of school. These researchers found that low socio-economic status breeds conditions unfavourable to sound adjustment. Engel in a correlation between poverty and a number of children's behaviour problems which includes the increasing dropout rate among students. Sunday, (1985) in Albert, (1998), also confirm this assertion, Theobald, (2007); FMOE, (2003) amongst Nigerian students. He found out that about half of the students who dropped out of schools were self-sponsored, while more than half of the remaining students enjoyed the sponsorship of their parents, relatives and spouses.

Similarly, research also suggests boys leave school early to become apprentices/child labours, Theobald, (2007) and children leave school early to generate income for households. Ajayi and Mbah, (2008), Aluede and Ikechukwu, (2003) looked at variables that predispose adolescents to drop out of school, with sample of 350 dropout in Edo state. They identified financial factors, home factors, societal values and personal characteristics of the adolescents and factors which had led to dropout.

Researchers also found out those dropouts were largely from lower and middle socio-economic background, therefore, a brilliant child who is from a poor home who sees

nobody to assist him in schooling may tend to lose motivation and dropout of school after much struggling. When closely analyzing pull-out factors, Entwisle, (2005) and Ersadeo, (2005) posit that employment or family responsibilities may force students to stop going to school. They reported that disadvantaged urban teenagers support their families. Having an adult job at teenage age significantly increased the risk of dropout rates because once they began working they were likely to feel pressured to continue working, as their families often depended upon the added income.

2.4.5 Influence of Peer Group

Peer group contributes a significant aspect on the social life of a child. If a child has no friend in his class to relate with, life at school can be extremely dormant. The importance of peer group relationship is emphasized in the Plowden Report, (1967) cited in Ajayi, (1991) in the 8-12 age group, peer group relationship are seen as particularly important in the child because they "learn how to play, live in cooperation and competition, how to control his feelings, establish roles and social teaching and become accepted for what he is and can do", where such relationship breaks down, it results to isolation and emotional distress likely to promote avoidance of school.

Alhassan, (1992) observes that, if a child finds greater interest and purpose in any activity outside the school, he or she stops to enjoy himself or herself until he returns home; such a child might have been led into playing truant by members of the peer group, which might later result to dropping out of school.

Kane, (1979) in her survey of the causes of high rate of school dropouts found out that 35% of the sampling shows peer group influences. She observed that members hibernate themselves in many vicarious activities that affect one another behaviour, however,

Ajayiand Mbah, (2008) opined that peer influence had not led to dropout, rather costs of schooling are seen to influence dropout, Fafunso, (1994) cited in (Aluede and Ikechukwu, 2003).

2.5 Characteristics of Secondary School Dropouts

Crain-Dorough, (2003) explains that according to Kaufman, Alt, and Chapman, (2004), the National Centre for Education Statistics (NCES) revealed that boys drop out of school only slightly more than girls. Where the sexes differ is with regard to their reasons for dropping out. Girls reported that they dropped out to support families twice as often as boys did, Hahn and Danzberger, (1987). Girls were nearly twice as likely as boys to give marriage or pregnancy as a reason for dropping out, Ekstrom, Goertz, Pollack, and Rock, (1986). Social factors related to dropping out include quality of parent relations with the school, the family structure, and the quality of mother-child relationships. Farmer & Payne, (1992) indicate that students from families with poor relations with the school, lack of parental involvement, and single-parent homes are more likely to drop out. These researchers also state that students from single-parent homes have parents with less time and resources to devote to their children's education (Goldschmidt & Wang, 1999). Crain, (2003) noted that Elliott, Huizinga, and Ageton, (1985) found that children who are strongly attached to their families are more likely to develop a stronger respect for conventional institutions such as school.

Human capital characteristics also play out, as factors like parental education and proficiency in English also has effects. According to the human capital theory Becker, (1991), as cited in Orthner and Randolph, (1999) children model the skills and

competencies of their parents and they base their expectations for their own success on the successes of their parents.

Student characteristics related to dropping out include retention, academic achievement, student attendance, disciplinary problems, language difficulty, and student mobility. These characteristics are often interrelated. Rush & Vitale, (1995) found that family income and parental support are less important than academic achievement, age, or retention in predicting dropouts. Since the 1960s, researchers have identified a relationship between retention and dropping out Crain-Dorough, (2003). According to Mann, (1986), students who are held back in the same grade, or retained, at least once are 45% more likely to drop out. Students who are held back for two grades are 90% more likely to drop out. Researchers have consistently found that retention is the most powerful predictor of dropping out at the individual level, (Denson and Schumacker, 1996; Rumberger, 1995).

2.6 Effects of Some Non-Psychological Variables on Public Secondary School Dropout

Kronick and Hargis, (1998) noted the outcomes of dropping out as high unemployment, a high incidence of health problems, a large demand for welfare assistance, an increase in mental health problems, and higher crime and delinquency rates based on prior research. Beauvais, Chavez, Oetting, Deffenbacher, and Cornell, (1996) summarize the seriousness of the consequences of dropping out - dropping out of school truncates educational and vocational development in ways that dramatically increase the probability of a downward spiral into greater emotional, physical, and economic problems, problems that create additional losses and costs to society and to which some minority groups appear even

more vulnerable. Consequences abound for the student that drops out. One consequence of dropping out is the negative economic impact that dropouts experience for the rest of their lives. Salaries and wages in Nigeria are mostly based on qualifications and not on capacity. Masters' degree today is fast replacing first degree in most instances. A secondary school dropout is more likely to end up with odd jobs that would leave him or her unsatisfied. Dropping out not only affects earnings, but also whether or not individuals can even obtain employment. Graduates today wait for years to get jobs that are almost non-existent. The fate of a secondary school dropout may as well be sealed. The only available programme that gives secondary school dropouts a second chance is the adult education which comes at a cost now since the provision is mostly be from private institutions and they can improve the employment and economic situation of dropouts.

However, research cited in Goldschmidt and Wang, (1999) has shown that these programs do not make up for the lack of a high school diploma Cameron and Heckman, (1993); (Heckman, 1994). Fifty years ago, a high school diploma was regarded as a valued asset in the labour market, but today it is just the minimum requirement, a gateway to higher education and training programs which enables individuals to function in today's world of ever-increasing technology.

Another effect of dropping out is the negative impact on adult psychological functioning Kaplan, Damphousse, and Kaplan, (1994), (1996) in Crain-Dorough (2003), Kaplan, (1980, 1983) suggested three possible explanations for this psychological dysfunction. First, dropping out may cause an individual's self-worth to be lowered because of the negative stigma placed on dropping out by society and because of the loss of

opportunities the individual faces. Dropping out of school may also disrupt the coping mechanisms (for example, reliance on peers and teachers) that the individual uses to cope with the trying adolescent years. Finally, dropping out forces the individual to face new expectations (for example, gaining employment and finding a home), which are adult responsibilities for which the individual may not have the maturity to handle. Kaplan, Damphousse, and Kaplan, (1996) suggest that the continuous rejection dropouts experienced while in school and from society after they dropped out leads to psychological dysfunction in adulthood. Researchers have explored the negative relationship between dropping out and specific mental health consequences including rebelliousness and delinquency Bachman, (1972), self-esteem Wehlage& Rutter, (1986), and depression, Fine & Rosenberg, (1983) as argued by Crain-Dorough (2003).

Alcohol abuse may be a means for coping with feelings of failure that lead to low self-esteem and depression. Research has shown a relationship between depression and alcohol abuse Crum and Anthony, (1994). Finally, there may be common traits such as low intelligence, aggressive behaviour, poor social bonding, and parental difficulties that lead to both dropping out and drinking problems. Research has shown that the impact of dropping out is more severe for females than for males. For females, dropping out has had more negative effects on academic achievement, employment, and future educational opportunities, Ekstrom, Goertz, Pollack, and Rock, (1986) in (Crain-Dorough, 2003). Based on these findings, Fine, (1991) concluded, "the dropout decision was relatively final…and almost always devastating for young women". Kaplan, Damphousse, and Kaplan, (1996) found a stronger relationship between dropping out of school and

psychological dysfunction for females than for males even after controlling for a wide range of demographic and school-related variables.

Having a large number of dropouts has serious effect on the society. First, there are actual monetary costs and losses, many of which stem from the higher unemployment rate for dropouts and their lower wages. Another cost to society is the immense amount of money spent on maintaining prisons. Also, the cost to society is that secondary school dropouts are more likely to need public assistance than are secondary school graduates who did not go to college. This is partly because female dropouts are more likely to have children at a younger age and to be single parents, (Kaufman 2000).

2.7 Preventive Measures to Reduce Dropout in Public Secondary Schools

Adugbe; Denga; Bello in Sambo, (2009) confirmed that students have a high degree of unrealistic aspirations without actually knowing the implications of their higher aspirations, it is therefore important that a systematic guidance programme becomes an integral part of the school curriculum, this is to improve the effectiveness of school and enhance their capabilities to meet the needs and expectations of their students, individually and collectively. Ferguson, Wisher, Discenza, (1986) in Dansarai, (1993) opined that schools should not be scrambling to recruit and enroll new students if they cannot adequately service those who are already in them.

Smink, (2001) emphasized the most promising overall strategy for reducing dropouts by restructuring schools to meet the needs of all students. Farrell, (1990) noted that, if the place called school is not good for a particular child or student, we either have to change the place or change the child.

Alexander, (2001) said, “The measure of our dealing adequately with the needs of at-risk youth should not, probably, be the number of dropout, but should instead be the kinds of instruction and amounts of learning that takes place in school.

Bridgeland, Dilulio and Morison, (2006) also highlighted what might help students stay in school - Improving teaching and curricula to make school more relevant and engaging to enhance the connection between school and work; improve instruction and access to support for struggling students; ensure strong adult-student relationship within the schools; Build a student relationships within the school; and; improve the communication between parents and school.

Miller, Neuner, Glynn, (1988) after a research at Canisius College, suggested an intervention technique “Collaborative and Cooperative approach” that will comprise of, among other things, monitoring, orientation and parents enrichment programs. Muskat, (1971), sequel to a study at Boston State College recommended the following as important for a successful program of intervention for dropout prevention - Creation of an effective academic information network; academic Counseling; freshman seminar; Increased attention to the relationship between career and life planning and academic programs; Counseling and testing for career and life planning; the establishment of a career resource centre.

From the above, a conclusion could be drawn as to confirm the researcher’s positive view for the role guidance and counseling can play in dropout prevention, where enough time is available.

2.8 Theoretical Framework

2.8.1 Theoretical Framework on Secondary School Dropouts.

According to Rumberger and Sun, (2008), school dropout occurrence also has related theory with which to explain the concept. These theories further deepen the understanding of the phenomenon of school dropouts. They are the social learning theory and behavioral theory.

2.8.2 Albert Bandura, (1969) Social Learning Theory

The social learning theory was proposed by Albert Bandura. Among others, he is considered as a leading proponent of this theory. He subsequently agreed with Skinner that behaviour in its normal as well as abnormal manifestation is learned. (Uba, 2012). However, Bandura added a new dimension to his understanding of human behaviour by proposing and laying strong emphasis on observational learning. Bandura's observational learning simply means that learning occurs through the observation of others. Bandura believed that direct reinforcement could not account for all types of learning, rather, learning can occur through observation. Although he did not deny the importance of direct reinforcement. He argued that reinforcement is a highly inefficient way of changing behaviour and that; most human behaviour is learned through example, either intentionally or accidentally. Therefore, social learning, according to Bandura, (1969) in Akinade, (2012), is based on observation and imitation. This type of learning is specifically referred to as modeling or observational learning.

Bandura, (1969) through his famous Bobo experiment demonstrated that children, adolescents and even adults learn by observation, imitation and modeling which form the core concepts in the heart of social learning which are also relevant to secondary school

dropouts. From the perspective of this theory, dropouts among public secondary school student can be seen as an attempt to identify with a role model. For example, if an adolescent has a role model who is secondary school dropout, he or she has a tendency to dropouts of school. However, if a dropout maintains contact with friends who have completed their secondary school education, these friends may provide a moral support for returning to school to complete his or her education. In support of this opinion, Jone, (1974) writes of peer group as "the most powerful and immediate influence in a child's school life. Similarly when parents are school dropout, children are far more likely to drop out of school using their parents as a role model. Consciously or unconsciously, such parents contribute to the child's dropout.

A lots of children have been exposed to wrong models, a stark illiterate parent who does not know the value of education may not appreciate the advantages of it and may decide to keep the children at home, to serve their domestic needs when he supposed to be at school, if such child uses his/her parent as a role model, he/she may end up dropping out of school, since such child may not know the value of education too. In a social economic setting, there is a general believe that, education is not the only means of livelihood rather other trade like mechanic, tailoring, carpentry, trading could be embark upon, if such parent prospers through such trade, such parent hardly know the importance of education. If such a child uses his parent as a role model, he may end up dropping out of school and takes to his/her parent's trade since he sees them as a role model. Parents must therefore learn to be good model all the time because children are watching.

The environment in which the child develops produces a lot of social behaviour modeled by the people, (Uba, 2012). In rural environment where majority of people are not

schooled, a role model for educational advancement may be rare. As a result, a child that grows up in such environment may not have value for education since he has offers exposed to wrong models, he/she may end up dropping out of school. Chugh, (2011), confirmed that students living in rural areas are more likely to have friends as dropouts which may also influence the decision of others to discontinue school. Therefore, in social learning theory, the act of observation and imitation of models make significant contribution to the factors responsible for secondary school dropout in any society.

2.8.3 Behaviourist Theory B.F. Skinner, (1953) Reinforcement

B.F. Skinner is an American psychologist. He suggested that learning is a series of experience, each of which influences behavior in the same way that conditioning does. In his view, each learning experience is a stimulus that produces a behavior response. According to Skinner, operant conditioning is the technical term for learning behavior through either positive or negative reinforcement, that is to say that all decision in life have consequences and one learns from either being punished in some way by bad choices. Skinner in (Olayiwola, 2010) stated that most behavior that we observe in people are maintained because they are reinforced by somebody, he noted that any behavior that is not reinforced by others will cease. An adolescent who get negative attention they are seeking from their external forces (peer group, parents, adult) like a (truant) will persist on the negative, since they believe there is nobody to caution them, which may lead to their dropping out of school. However, if all the reinforcers are withdrawn this may make the thought of dropping out of school cease. Also, a child from broken home may suffer lack of reinforcement at home even though he performs well at school. If such a child mix-up with children that enjoy reinforcement at home, that child may likely experience

inferiority complex that could have negative impact on his performance whereby his academic performance may start to experience downward trend which if not immediately helped may cause the child to drop out of school.

Skinner also sees the environment as being very important in most of the changes that occur in the way a person behaves. He emphasized that all the factors that determine behaviour lies in the environment. For instance, a child born or brought up in an environment where education is not embraced, such child may not see the importance of schooling or completing his/her education, whereby the tendency of dropping out of school of such child is high, unlike an environment where education is given a high priority and majority of the people are seen in high places of authority in the country. Therefore, Skinner believes that external factors, reward, punishment are critical in determining the continuity of any behavior.

2.9 Review of Empirical Studies

The studies conducted by others that are related to this research include:

A research work conducted by Ajaja, (2011) on School dropout pattern among senior secondary schools in Delta State with the purpose to determine the pattern of dropout among secondary school students in Delta State. To guide the study, seven research questions were asked and answered. The research design adopted was ex-post facto using the past school attendance registers as the major instrument and the population of the study consisted of all senior secondary schools and their students in Delta State of Nigeria. One hundred and twenty senior secondary school and their vice principals were used as samples of the study. The collected data were expressed in percentage, and analyzed with t-test statistic. It was found that the single most important factor, which

influence pattern of dropouts, was student's sex. The researcher failed to identify family, socio-economic background as a very significant issue in school dropout, which the present study intends to fill. Nevertheless, the present study is similar to the ongoing research since it is concerned with the dropout in the public secondary schools.

A related research was conducted by Otaru, (2008) on incidence and causes of school dropout as expressed by secondary school teachers in Edo State, the study examined dropout and the factors that contribute to students dropout as expressed by secondary school teachers on the basis of gender, age, religion, educational qualification of the parents. A descriptive survey design was used for the study. The target population for the study was all secondary schools in Edo State. To guide the study, seven research questions were asked and answered. Random sampling was used to select thirty (30) public secondary schools out of three hundred and twenty seven (327) public schools in Edo State. t-test and analysis of variance (ANOVA) statistics were used to test generated hypotheses at 0.05 alpha level of significance. The major findings of this study was that family factors are responsible for the course of school dropout. The researcher conducted a good research relating to the ongoing study since the study is based on public secondary school dropout. Although enough materials were not acquired for literature review.

Research conducted by Aluede and Ikechukwu, (2003) on the analysis of the variables that predispose Adolescents to Dropout of schools the study investigated the variables that predispose adolescents to drop out of school. The sample for the study was made up of 350 participants drawn from the adolescent school dropouts in Edo Central Senatorial District of Edo State of Nigeria from the analysis of data, it was found that: financial, home, societal values and personal characteristics of the adolescent predispose students to

drop out of school. The researcher made a good effort, however, he did not identify peer influence and school as part of the factors that predispose adolescents to drop out, which is significant in the issue of secondary school dropout. The study is similar to the ongoing research since it is concerned with the variables that predispose adolescents to drop out of school.

Obe, (2004) conducted a research on the social vices that has eaten deeply into the fabrics of our youths he found out that 25% of students that enrolled in school, on the average, never stay onto graduate from that school, among other factors, serious behavior problems, social and emotional maladjustment contribute immensely to dropping out motives – strikingly enough, it was discovered that not all dropouts are dull as some performed about the median of their class. He found out that social economic background, educational background of the parents, parents' nonchalant attitude towards their family is also seen as factors that are responsible for school dropout. Even though, he did not mentioned how some non-psychological variables could influence students to dropouts of school which the present study intends to cover. However, the study is similar to the ongoing study because, it is concerned with the educational background of the parents and parents nonchalant attitude towards their family. Again it is concerned with public secondary school dropout.

Nakpodia, (2010) in a research conducted on Analysis of Dropout Rate among Secondary School Student in Delta State, Nigeria. The focus of the study was to analyze the rate of dropout among secondary school students. Its objective was to establish the magnitude of occurrence. It was a survey study based on an ex-post facto design. Two research questions were raised and answered. The population of the study consisted of all the

student enrolled into the 260 public secondary schools in Delta State who could not complete their course of study before leaving school. The sample of 120 students who were withdrawn from secondary schools were randomly selected from the 25 Local Government Areas of Delta State. The instrument used in gathering data comprised a structured questionnaire and checklist. Data were analyzed using frequency, statistical mean and percentages. It was found in the study that the students dropping out of school was common phenomenon in all the state's secondary schools. Also students' dropout from schools leads to wasteful utilization of scarce educational resources without achieving the nation's education aspirations. This study is similar to the ongoing study in that both studies focused on the rate of dropout among secondary school students, and how dropout can be reduced among public secondary school students. However, the difference with the ongoing research is that while this study laid emphasis on the Analysis of Dropout Rate among Pubic Secondary School Students in Delta State. The ongoing study focus on non-psychological variables on public secondary schools in Kaduna State.

2.10 Summary

This chapter reviewed related studies views and comments on public secondary school dropout both in Nigeria and outside Nigeria. It was reported that different people react to secondary school dropout differently depending on the non-psychological variables considered. Theoretical framework on public secondary school dropout were also discussed, these theories serves as a set of tool to construct explanations of what is happening in public secondary schools. The empirical studies related to the research topic were also reviewed which gave some useful and detailed information on the proper

understanding of various ways by which people perceive secondary school dropout in relation to the non-psychological variables. Such as, the Gender, School locations, parental level of education, parental socio-cultural belief, and the secondary school level. The above non-psychological variables have effects on life of the individual. However, the cost goes far beyond individual but has very serious economic and social repercussions for the larger society as well.

From the study cited so far, it was therefore clear that most students and parents have little knowledge of the benefits of completing secondary school education. As a result of these,there is a need for proper organized guidance and counseling services in all our secondary schools in Kaduna State to cater for the guidance needs of the students as to minimize or forestall dropout. There is a need for counselors to organize public enlightenment programmes, which could educate the students and parents on the benefits of completing secondary school education and the adverse effects of dropping out of school.

However, most of the studies reviewed were carried out in different parts of the world and thus, restrictive in their sampling. Similarly, none of these studies reviewed in the literature examined Effects of some Non-Psychological Variables on secondary Schools in Kaduna State. This study therefore, aims at filling the gap in knowledge and thus justifies the need for this study in Kaduna State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in carrying out the study. This include; the research design, population of the study, sample and sampling procedures, instrumentation, pilot testing, validity and reliability of the instruments, procedure for data collection and procedure for data analysis.

3.2 Research Design

The research design adopted for the study was Ex-post facto design. Ex-post facto research design, also known as casual comparative method is aimed at investigating possible cause and effect relationship. Akinade&Owolabi, (2011) described the Ex-post facto as a design that examines the cause and effect through selection and observation of existing variables without any manipulation of existing conditions. Therefore, it was used because it entails the use of past records of subjects to arrive at conclusions. The school attendance registers and cumulative records (secondary source of data) was used to determine the effect of some non-psychological variables on public secondary school dropouts in Kaduna State.

3.3 Population of the Study

The population of this study consisted of all the dropouts from public secondary schools in Kaduna State. Kaduna State comprises of three senatorial districts; Kaduna North, Kaduna Central, Kaduna South. The three districts put together have 23 local government areas, with five hundred and twenty seven (527) registered public secondary schools. The targets groups are the Dropout Students from JSS 2, JSS 3, and SS1, SS2. They were

selected because they were directly affected in one way or the other by the incidence of secondary school dropout. From the available records, there were a total of two thousand seven hundred (2,700) dropout students of which one thousand five hundred and fifteen (1,515) were females, while one thousand one hundred and eighty five (1,185) were males. These totals were obtained from the selected public secondary schools from the three senatorial districts in Kaduna State.

3.4 Sample and Sampling Procedure

A total of 10 schools were purposively selected by the researcher from each of the three senatorial districts of Kaduna State. A total number of four hundred and fifty (450) dropout students were selected according to their past attendance registers and their cumulative records as the sample. The choice of sample size was based on the sampling technique advocated by Aderemo, (1989), that in determining a sample size from a population of over two thousand and six hundred, (2600) a researcher should adopt four hundred and fifty eight (458) respondents. The description of the sample selected is presented in Table 3.2.

3.5 Instruments for Data Collection

To ensure effective and adequate data generation and collection, two major instruments were used for data collection; the two instruments were the school attendance register and the cumulative records (secondary sources) which included those for JSS2, JSS3 and SS1, SS2. The school registers are school records kept by the vice principal academics, while cumulative records are all records that make provision for accumulation of significant and comprehensive information about the student over a period of years that he was in school (Olayinka, 2005). This implied that the study utilized secondary source

of data for determining the effect of some non-psychological variables on secondary school dropouts.

3.6 Validity of Instruments

The instrument was validated using both content and construct validity procedures. Akinade&Owolabi, (2011) defined validity as the extent to which a test measures what it intends to measure. The content validity is the degree to which test items represent the content that the test items represent the content that the test is designed to measure. In the light of this, content validity method was established by obtaining the agreement of supervisors and expert in the department of education to determine its suitability and adequacy especially in content and construct. However, necessary correction and modifications were made on the advice of experts.

3.6.1 Pilot testing

To further validate the instrument and establish its reliability, a pilot testing was conducted using the attendance school registers and cumulative records of school dropouts from two secondary schools comprising of Rimi College, Kaduna and Government Girls Secondary School, MaimunaGwarzo, Kaduna. These subjects of pilot study would not participate in the main study but share similar characteristics in all respect. The result of the pilot testing was collected and statistically analyzed using Cronbach Alpha Reliability Coefficient. The detail is presented in section 3.6.2.

3.6.2 Reliability of Instruments

The data thus collected from the pilot testing was subject to reliability test using split half method. It was later statistically analyzed for purpose of reliability coefficient. The

Cronbachs reliability coefficient was used. Consequently, reliability coefficient of γ 0.84 was observed. These reliability coefficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Stevens, (1996) and (Spiegel, 1999). An instrument is considered reliable if it 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 coefficient 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.

3.7 Procedure for Data Collection

The data used for the study were collected by a team of three persons. These included two research assistants and the researcher. For the effective collection of data from the sampled schools the thirty schools were shared among the researcher and research assistant. Each person went to each of the three district to collect the data from the sampled schools. Through the assistance of vice principal academics of each sampled school, school attendance registers and cumulative records (secondary source of data) of each class in each sampled school, were collected as they moved from JSS2 to JSS3 and SS1 through SS2, and incidence of dropout was recorded. The duration for data collection was four weeks.

3.8 Procedure for Data Analysis

The data collected from the secondary source of data which was the record of the drop outs from the selected public secondary schools in Kaduna state were entered into the computer and analyzed by means of statistical package (SPSS) 17^{th} Edition. All the sampled respondents in this study were the drop out from the selected public secondary

schools in Kaduna state. Hence to answer the research questions, the descriptive statistics inform of frequencies and percentages of all the non-psychological variables was employed in order to have an insight into their effects on the level of dropout from these schools. The collected data for the purpose of answering the research question 1-4 were analyzed using descriptive statistical tool in form of frequency and percentage. To test the hypotheses 1-4 the data collected were also analyzed using Chi-Square statistics at $P = 0.05$.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction.

This study elicited information on the effect of some non-psychological variables on secondary school dropouts in Kaduna State. This chapter therefore, presents the results and interpretation of the result obtained in the course of this study. The findings from this study are presented in two sections. The first section deals with the use of percentage and frequencies distribution of dropouts according to school location, parental level of education, secondary school level, and Gender, while the second section deals with testing of the Null hypothesis. All decisions were taken at 0.05 level of significance.

4.2 Data Presentation

4.2.1 Answering the Research Questions

Question 1: What is the effect of school location on the rate of dropout in public secondary schools in Kaduna State?

The summary of the result is presented in the Table 4.2.1

Table 4.2.1: Distribution of Dropout by School Location

Secondary School Location	Frequency	Percentage
Urban	131	30.4
Rural	300	69.6
Total	431	100.0

Results in the table 4.2.1 showed that out of 431 sampled dropouts, 300 of them were from rural located secondary schools which is 69.6% of the total sample, while 131 were from Urban Secondary School which represent 30.4% of the total sample.

Question 2: What is the effect of parental level of education on the rate of school dropout in public secondary schools in Kaduna State?

The summary of the result is presented in Table 4.2.2

4.2.2 Distribution of Dropout by Parental Level of Education

Parental Level of Education	Frequency	Percentage
Non	143	33.2
Primary	258	59.9
Secondary	14	3.2
Tertiary	16	3.7
Total	**431**	**100.0**

Results in the table 4.2.2, showed that out of 431 sampled school dropouts, 143 were from non-educated parents which represents 33.2% of the total sample, 258 were from primary school parental homes which amount to 59.9% of the total sample, 14 were from secondary school. Parental homes which is 3.2% of the total sample, while 16 were from Tertiary which represents 3.7% of the total sample.

Question 3: What is the effect of class level on the rate of dropout in public secondary school in Kaduna State?

The summary of the result is presented in Table 4.2.3 below

Table 4.2.3 Distribution of schooldropout by secondary schools level

Secondary School Level	Frequency	Percentage
JSS II – III	189	44.0
SS I – II	242	56.0
Total	431	100.0

Results in the Table 4.2.3 showed that out of 431 sampled dropout, 189 of the class school dropouts were from JSS II-III (early stage) which amount to 44.0% of the total sample, while 242 of the dropouts were from SS I-II which represents 56.0% of the total sample.

Question 4: What is the effect of Gender on the rate of dropout in public secondary schools in Kaduna State?

The summary of the result is presented in Table 4.2.5 below.

Table 4.2.4 Distribution of dropout by Gender

Gender	Frequency	Percentage
Male	188	43.6
Female	243	56.4
Total	431	100.0

Results in the Table 4.2.5 showed that out of 431 sampled dropouts, 188 of them were Males which represents 43.6% of the total sample, while 243 of the dropouts were Female which represents 56.4% of the total sample.

4.3 Hypothesis Testing

Four Null hypotheses were raised to give statistical validation to the solutions proffered to the research questions addressed in the study. These hypotheses were tested as follows.

Null hypothesis One: There is no significant relationship between the school location and the rate of school dropout in public secondary schools in Kaduna State.

The hypothesis was tested using Chi-square at P = 0.05

The Summary of the result is presented in Table 4.3.1.

Chi-square Analysis of Relationship between School Location and the Rate of schoolDropout

Variables	**N**	**Chi-Cal**	**Df**	**Chi-Crit**	**P.Value**	**R**
Urban	131					
		7.92	3	7.82	0.001	S
Rural	300	`				
Total	**431**					

Significant at P ≤ 0.05

From the Table 4.3.1, the Chi-Calculated is 7.92. This value is greater than chi-critical which is 7.82 at 0.05 level of significance with df = 3 and P = 0.001 which is less than P = 0.05. This implies that, there is a significant relationship between the school location and the rate of dropout in public secondary schools in Kaduna State. Therefore, the null hypothesis which indicated that there is no significance relationship between the school location and the rate of dropout is rejected.

Null Hypothesis Two: There is no significant relationship between parental level of education and the rate of school dropout in public secondary school in Kaduna State.

The hypothesis was tested using chi-square at P = 0.05.

Table 4.3.2: Chi-Square Analysis of Relationship between Parental Level of Education and the Rate of School Dropout.

Parental level of Education	**N**	**Chi-Cal**	**Df**	**Chi-Crit**	**P.Value**	**R**
Non	143					
		9.91	3	6.32	0.003	S
Primary	258					
Secondary	14					
Total	**431**					

Significant at P ≤ 0.05

From the Table 4.3.2, the Chi-calculated is 9.91. This value is greater than Chi-critical which is 6.82 at 0.05 level of significance with df = 3 and since P = 0.003 which is less than P = 0.05. This means that there is significant relationship between parental level of education and the rate of dropout in the public secondary schools in Kaduna State. Therefore, the null hypothesis which indicated that there is no significant relationship between them is rejected.

Null hypothesis 3: There is no significant relationship between the class level and the rate of dropout in public secondary schools in Kaduna State.

Table 4.3.3: Chi-square analysis of Relationship between Class Level and the Rate of Dropout

Variables	N	Chi-Cal	Df	Chi-Crit	P.Value	R
JSS II-III	189					
		7.94	3	4.65	0.002	S
SSI-SSII	242					
Total	**431**					

Significant at $P \leq 0.05$

From the table 4.3.3, the Chi-calculated is 7.94. This value is greater than Chi-critical which is 4.65 at 0.05 level significance with df = 3 since P = 0.002 which is less than P = 0.05. This means that there is significant relationship between the class level and the rate of dropout in public secondary schools in Kaduna State. Therefore, the null hypothesis which indicated that there is no significant relationship between them is rejected.

Null Hypothesis 4: There is no significant relationship between Gender and the rate of dropout in Kaduna State.

Table 4.3.4: Chi-Square Analysis of Relationship between Gender and the Rate of Dropout.

Variables	N	Chi-Cal	Df	Chi-Crit	P.Value	R
Male	188					
		2.83	3	7.82	0.878	S
Female	243					
Total	**431**					

Not Significant at P > 0.05

From the table 4.2.4 above the chi-calculated is 2.83. This value is less than the chi-critical which is 7.82 at 0.05 level of significant with df = 3. Since P = 0.878 which is higher than P = 0.05. This implies that, there is no significant relationship between Gender and the rate of dropout in public secondary schools in Kaduna State. Therefore, the null hypothesis which indicated that there is no significant relationship between them is retained.

4.4 Summary of Major Findings

The following are the major findings of the study.

1. There is a significant relationship between the school location and the rate of school dropout in secondary schools in Kaduna State.
2. There is a significant relationship between the parental level of education and the rate of school dropout in secondary schools in Kaduna.
3. There is a significant relationship between the class level and the rate of school dropout in secondary schools in Kaduna State.

4. There is no significant relationship between Gender and the rate of school dropout in secondary schools in Kaduna State.

4.5 Discussions of Findings

The study was aimed at finding out the effects of some non-psychological variables on secondary school dropout.

The findings in this study revealed that, there is significant relationship between the school location and the public secondary school dropout. The findings agrees with Glick &Salin,(2006) and Ainsworth et al, (2005) who found that a large number of children, in rural area terminate their schooling after the primary school as the secondary school may not be available in their village. This is also in support of Chimombo, (2005) who observed that, most rural areas lack nearby secondary schools and adequate transportation which may have negative impacts on the retention of students. Also Anderson, (1988) observed that students participation in education is more sensitive to distance, even where the cost of schooling does not serve as a barrier.

Similarly, the finding of hypothesis two revealed that there is significant relationship between parental level of education and the rate of dropout in public secondary school dropout. This is in line with Ersado, (2005) who found out that higher parental level of education is associated with increase access to education, higher attendance rates and lower dropout rates. Okorie and Yusuf, (1998) also found out that children of educated parents are more interested in school and aspire to reach higher level of education than children of illiterate parents. Davis & Kean, (2005) also found out that more highly educated parents activity encourage their children to develop high expectation of their

own. This is because parents of high educational level are more likely to be involved in their children education than parents with lower levels of education.

Furthermore, the third finding revealed that there is a significant relationship between the class level and the rate of dropout in public secondary schools in Kaduna State. This is in line with Onyebeke, (1998) who confirmed that at the senior secondary school, students exhibit all kinds of delinquent acts which may tend to hinder their academic work and may eventually result to school dropout. Attairu, (2008) also confirmed that at the senior secondary school stage, the cost of educating a child tends to increase due to examination fees, and other extra money to meet their basic needs which some parents may not be able to afford and this may eventually lead to dropping out of school. It is also in line with Vasudevan in Onyebeke, (1998) who also confirmed that dropout occur in this may be due to the fact that much against the students wishes, he must have been guided by his parents into following a programme of study which he thinks has relatively low prestige value or unattractive occupational prospects.

However, the fourth hypothesis was found not to have any significant relationship with gender and public secondary school dropout. This is in constrast with the findings of Adamassie, (2003) who found that female students withdraw or dropout of schools than their male counterparts for gender division oflabour within household. Also Holmes, (2003) observed that overall females receive less education than male and they tend to dropout either for both economic and socio-cultural reasons. Studies by Rotwal and Rani, (2007) also observed that dropping out of girls from school in rural areas as reluctance of parents and participation in domestic activities. Sunai, (2003) also observed that

educating a girl is often seen as a poor investment because girl will marry and leave home, bringing benefits of education to the husband's family rather than to her own.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This concluding chapter presents the study's overall summary, conclusion and offer useful recommendations that would reduce the rate of drop out of students from secondary schools from Kaduna state and Nigeria, in general. Suggestions for further research are also presented.

5.2 Summary

This research study investigated effects of some non-psychological variables on public secondary school dropout in Kaduna state. The study was presented in five chapters. The first chapter started with the background to the study, statement of problem, four objectives, four research questions and four hypotheses were answered and tested accordingly. The second chapter presented the literature review which includes the concept of dropout, theoretical framework, some non-psychological variable and their effects on public secondary school dropout were discussed extensively.

Similarly, literature related to the topic was well reviewed, and it was concluded with a summary.

The third chapter outline the research methodology adopted by the researcher. This includes, the research design which was an ex-post facto design. The population include all the dropout from the public secondary schools in Kaduna state. A total of 450 samples of dropout were selected from the three senatorial districts. The instrument for data collection were the school attendance registers and the cumulative records of the dropout. They were validated and reliability coefficient of .840 were obtained from the dropout

from Rimi College and Government Girls Secondary School Kaduna. These were used as the pilot testing. The procedure for data collection were done by the aid of two research assistance with the researcher to each selected secondary schools in Kaduna State.

Chapter Four presented the results and the interpretation of the result obtained in the course of the study. Fourresearch questions were asked to guide the study in testing the four null hypotheses that were formulated. Hypotheses 1, 2 and 3 were rejected while hypotheses 4 was retained. These tests were followed in the chapter with a discussion of the findings. Chapter five presented the summary of the study, Implications for guidance and counseling and the conclusion. This Chapter also presents a number of key to reduce public secondary school dropout and promote student retention in Kaduna State. Finally, recommendations and suggestions for further researches on this area were stated.

5.3 Conclusions

Based on the findings of this study, it could be concluded that;

1. School location are able to account for students dropout in secondary schools in Kaduna State.
2. Parental level of Education are able to account for students dropout in secondary schools in Kaduna State.
3. Class levels are able to account for students' dropout in secondary schools in Kaduna State.
4. Genders of the students are not able to account for students' dropout in secondary schools in Kaduna State.

5.4 Implications of the Study for Guidance and Counseling

The result of this study has a great implications for the counseling profession in general since majority of practicing counselors are found in the secondary school system. Guidance and Counselors in the school system need to re-orientate students and the parents with lower level of Education on the benefits of school completion. Schools should be established in rural areas so as to make schools readily accessible for the student. More counselors should be trained by federal government and also be employed by the respective state government especially, Kaduna State in order to determine methods for inspiring and sustaining a passion for learning and commitment among secondary school students that can reduce or wipe out dropouts. The issue of gender inequality in Nigeria educational system in general and Kaduna State in particular calls for urgent attention, counselors are the ones who could be dedicated enough to face the challenges posed by the proposition that every individual in the society should have equal opportunity to develop his/her potentials to the fullest. There is the need for the state ministry of education in collaboration with the school counselors to organize public enlightenment programmes that will aim at educating students and parents on the importance of completing their secondary school education. The major counseling implication is that Counseling Association of Nigeria (CASSON) Kaduna State branch should liase with Kaduna State Ministry of Education and Parent Teachers Association (P.T.A) to make counseling services available to parents in rural areas on benefits of school completion. The association should endeavour to stress the usefulness of education and how education could contribute meaningfully to rural development and the

enhancement of youth status in the society these can be achieved through talks and public campaign.

5.5 Recommendations from the Study

The following recommendations are put forward based on the findings;

1. Public awareness campaign should be mounted in order to educate and sensitize students on the adverse effects of dropping out of school.
2. Students of schools located in rural areas should be provided with taxis and buses by the state government to facilitate their movement to school.
3. More counselors should be trained by the government and also be employed by the respective state government so as to prevent the influence of peer group among the senior secondary school students, (particularly SSI and SSII) that may result in school dropout.
4. Further recommendation is the need for the state ministry of education in collaboration with the school counselors to organize public enlightenment programmes that will aim at educating students and parents with lower level of education on the benefits of completing secondary school education.
5. There should be properly organized guidance and counseling services in all secondary schools to cater for the guidance needs of the students as to fore stall dropout.
6. There should be no gender preference: Parents should bridge the gap of differential treatment among children. The two sexes should be given equal growth and development of potential ability that can cause them to become self-reliant in life, useful to themselves, the community and the society at large.

5.6 Suggestions for Further Study

The following suggestions are made for the studies;

1. Since this study is within Kaduna State, there is therefore the need for similar topic to be conducted in other states to provide room for generalization.
2. Further studies can be carried out in private secondary schools in Kaduna state so as to compare the results obtained in such studies with that of the present research.
3. A comparative study between male school and female school in the state can be conducted to identify the similarities and differences in their level of dropout from secondary schools in the state and outside Kaduna State.
4. Similar studies can be carry out in primary schools so as to find out whether similar challenges exists.

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APPENDIX A

Table 3.1: Population of the Study

S/N	Senatorial Districts	Local Govt. Area	Number of Schools	Population of Dropout	
				Male	Female
	Kaduna North				
1		Kubau	13	23	14
2		Makarfi	29	16	20
3		Lere	41	45	65
4		SabonGari	31	29	30
5		Zaria	51	63	90

6	Kudan	15	32	40
7	Ikara	39	90	98
8	Soba	33	50	58
Kaduna Central				
9	Kajuru	17	64	80
10	Chikun	49	45	89
11	Kaduna South	55	71	80
12	Kaduna North	58	30	33
13	BirninGwari	45	45	85
14	Igabi	35	85	95
15	Giwa	19	40	77
Kaduna South				
16	ZangonKataf	45	80	91
17	Jaba	43	46	80
18	Jema'a	27	60	75
19	Kachia	27	60	75
20	Kagarko	37	82	80
21	Kaura	21	39	60
22	Kauru	25	35	55
23	Sauga	23	25	56
			1,185	1,515
	Total	**527**	**2, 7000**	

Source: Field Survey, 2012

APPENDIX B

Table 3.1: Sample for the Study

S/No.	Senatorial Districts	Number of Selected Local Govt. Area	Number of Schools selected in each Districts	Sample Numbers of Dropouts
	Kaduna North			
1		Makarfi	1	22

2		Lere	2	28
3		SabonGari	2	28
4		Zaria	3	40
5		Ikara	2	28
	Kaduna Central			
6		Kajuru	1	22
7		Chikun	2	28
8		Kaduna South	3	40
9		Kaduna North	3	40
10		BirninGwari	1	22
	Kaduna South			
11		Jaba	3	40
12		Kachia	3	40
13		Kagarko	2	28
14		Jema'a	1	22
15		Kauru	1	22
	Total		**30**	**450**

Source: Field Survey, 2012

APPENDIX C

Reliability of Instrument

Effects of some non-psychological variables on dropouts in Kaduna state: Implications for Counseling

PILOT TESTING

Frequency Table

College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RIMI COLLEGE	18	41.9	41.9	41.9
	GGSS MAIMUNA	25	58.1	58.1	100.0
	Total	43	100.0	100.0	

Local Government Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kaduna north	30	69.8	69.8	69.8
	Kaduna south	13	30.2	30.2	100.0
	Total	43	100.0	100.0	

Secondary School Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	13	30.2	30.2	30.2
	Rural	30	69.8	69.8	100.0
	Total	43	100.0	100.0	

Parental Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NON	27	62.8	62.8	62.8
	PRIMARY	2	4.7	4.7	67.4
	SEC	13	30.2	30.2	97.7
	TERTIARY	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Secondary Class Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JSS-III	6	14.0	14.0	86.0
	SSI-II	37	86.0	86.0	100.0
	Total	43	100.0	100.0	

Parental Socio-Cultural Beliefs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HAUSA/FULANI	12	27.9	27.9	27.9
	YORUBA	10	23.3	23.3	51.2
	IGBO	10	23.3	23.3	74.4
	OTHERS	11	25.6	25.6	100.0
	Total	43	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	55.8	55.8	55.8
	Female	19	44.2	44.2	100.0
	Total	43	100.0	100.0	

APPENDIX D

Effect of some non psychological variables on secondary school drop outs in Kaduna state

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	431	100.0
	Excluded[a]	0	.0
	Total	431	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.840	.776	.16

Item Statistics

	Mean	Std. Deviation	N
Gender	1.4478	.49785	431
school location	1.4872	1.10777	431
Parental level of education	1.6056	2.13004	431
Parental socio-cultural beliefs	1.5383	.69067	431
Class level	1.4548	.49853	431
parental income	1.5661	1.19092	431
Age	1.6148	2.12956	431
Class	1.5545	.68957	431
Year	1.4640	.49928	431
Performance	1.4965	1.10784	431
parental occupation	1.5035	.57414	431
no of wives	1.5220	1.12015	431

mother position in family	1.6427	2.14420	431
student position among wives	1.5754	.71739	431
College	1.4965	.54930	431
fathers no of wives	1.5197	.59764	431

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.531	1.448	1.643	.195	1.135	.003	16

APPENDIX E

RESEARCH TOPIC: EFFECTS OF SOME NON-PSYCHOLOGICAL VARIABLES ON SECONDARY SCHOOL DROPOUT IN KADUNA STATE: IMPLICATION FOR COUNSELING

DROPOUTS ASSESSMENT SCALE (DAS)
STUDENTS BIOGRAPHICAL DATA FROM 2009-2011

NAME OF SCHOOL:_____

LOCAL GOVT/TOWN

ZONE:
- **North** ☐
- **South** ☐
- **Central** ☐

SEX OF DROPOUT
- **Male** ☐
- **Female** ☐

AGE:
- **Less than 14Years** ☐
- **14 – 17years** ☐
- **18 – 20years** ☐
- **Above 20years** ☐

YEAR OF DROPING OUT:
- **2009** ☐
- **2010** ☐
- **2011** ☐

CLASS AT DROPOUT

JSS II	☐	**JSS III**	☐
SS I	☐	**SS II**	☐

LAST CLASS PERFORMANCE

Failed ☐

Pass ☐

PARENTAL LEVEL OF EDUCATION

Non ☐

Primary ☐

Secondary ☐

APPENDIX F

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: epc@abu.edu.ng

Vice-Chancellor: Professor Abdullahi Mustapha, *B.Sc (Hons) Pharm (ABU). Ph.D (London), FPSN*

Ag.Head of Department: Professor Musa Balarabe,*BSc.Ed , M.Ed (ABU),. Ph.D(Edinburgh), M.B.Ps.S., MNAES*

Our Ref: _____ *Date:* _____

_____

_____

_____

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/project. Our Students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:

_____

_____

_____

_____

Thank You for your Continuing cooperation.

Yours Sincerely,

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING A.B.U. ZARIA

Research Adviser

APPENDIX G

KADUNA STATE

MINISTRY OF EDUCATION

INSPECTORATE DIVISION

KADUNA

Tel: 062-218499

ADDRESS:
Doka Crescent
Private Mail Bag No. 2169
Kaduna - Nigeria

*Your Ref:*_____

Our Ref: KDZ/GEN/1018/VOL.I/76

17/08/2012

*Date:*_____

The Principal,

.....

.....

.....

LETTER OF INTRODUCTION
OLORUNFEMI MODUPE

The bearer of this letter with the above name is a student from A.B.U Zaria. She is undertaking a research on **THE EFFECT OF NON- PSYCHOLOGICAL VARIABLES ON PUBLIC SECONDARY SCHOOLS DROP - OUT IN KADUNA STATE IMPLICATIONS FOR COUNCELLING.**

Approval has been granted to her to carry out the academic research. You are therefore requested to assist and give her the necessary co-operation that she need please.

A.H. La'ah
O/C Registry
For: Director

APPENDIX H

MINISTRY OF EDUCATION
KADUNA STATE

Telephone; 242222 PBX
Commissioner: 249721
Perm Sec.: 062-249722
Telegram: SECEDUCATE

Ref: NCE/STAT.3/Vol.II/.....

State Secretariat
Independence Way,
Private Mail Bag No. 2017
Kaduna Nigeria

Date: 15/8/12

The DIRECTORS
KADUNA & S/TASHI, R/Chikun, Giwa, Gobo-Gobo
Zones B/Gwari & Zaria.

PERMISSION TO CONDUCT RESEARCH

The bearer Mal/Mr./Mrs./Miss/Messrs: Olorunfemi M.L is a student from: ABU ZARIA

for conducting a research on: The effect of non-psychological variables on public secondary schools drop-out in Kaduna State Implications for Counselling

for the award of M.Ed (Couns & Cl)

I am directed to convey the Ministry of Education's approval for the above research.

Give him/her your maximum co-operation please.

Officer's Name Yakubu Ubale Sabo Signature

Designation Ag AD/PRS Date 15/8/12

THE HON. COMMISSIONER
SIGN
DATE 15/8/12
EDUCATION KADUNA STATE

( )
For: Hon. Commissioner