

**SCHOOL DROPOUT
AMONG BOYS AND GIRLS
FROM SECONDARY SCHOOLS
IN LAGOS STATE**

BY

ONYEBEKE, LUCY OMUMECHUKWU
(G9100021)

A Thesis submitted to the Department of Education, Faculty of Education, Ahmadu Bello University, Zaria, Nigeria in Partial Fulfillment of the Requirement for the Award of the Degree of Master of Education (Educational Administration and Planning)

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DECLARATION

I hereby declare that this thesis which is titled School Dropout Among Boys and Girls from Secondary Schools in Lagos State, has been written by me and that it is a record of my own research work. It has not been presented in any previous work for higher degree. All quotations are indicated by quotation marks or indentation and the sources of information are specifically acknowledged by means of bibliography.

Onyebeke, Lucy Omumechukwu

DEDICATION

This thesis is dedicated to the Almighty God

CERTIFICATION

This thesis entitled School Dropout Among Boys and Girls From Secondary Schools In Lagos State by Onyebeke, Lucy Omumechukwu meets the regulations governing the award of the degree of Master in Educational Administration and Planning of Ahamdu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.



Dr. (Mrs.) R. B. Ayanniyi
Chairman, Supervisory Committee

3/6/98

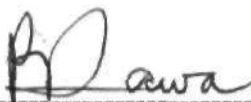
Date



Dr. A. N. Ezenne
Member, Supervisory Committee

3/6/98

Date



Head of Department

22.11.98

Date



Professor Julius Olayemi
Dean, Postgraduate School.

10/02/00

Date

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Those who bring sunshine to others cannot keep it from themselves.

Sir James Barrie

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ABSTRACT

This study was conducted primarily to assess the extent, causes and solution to the problem of school dropout among secondary school boys and girls in Lagos State. The views of practising teachers, principles, secondary school students, their parents, school dropout and their parents and officials of the state Ministry of Education were sought for.

The review of related literature covered the history of secondary educational practice in Nigeria and Lagos state. The relevance of secondary education and the concept of school dropout were discussed. The review also focused on the causes, consequences and solution to school dropout

The survey research design was employed for the study. The population of the study comprised of 37, 171 students and 1509 teachers in all the secondary schools that have existed for more than seven years in all the educational districts within Lagos State. Also, all parents of students schooling in all the selected secondary schools constituted the parents' population. Ten parents of Secondary School dropouts, eight Secondary School dropouts as well as six Lagos State Ministry of Education officials were also interviewed. A total of 24 schools were used for the study. Random sampling technique was used to select the sample size of schools, teachers, students and parents. The research made use of structured questionnaire, observational technique, and interview guide to collect relevant information from the respondents. The nominal measuring scale was used for the study which warranted the use of non-parametric statistics. Frequency distribution, percentages and chi-square test were the main statistical tools employed for data analysis.

The major findings of the study is the significant difference in the opinions of all respondents regarding the rate of dropout of boys from that of girls from secondary schools and the causes of school dropout. The study reveals that in the year 1992, 1993, and 1994, the dropout rate of boys and girls in Lagos state is between 1-5% as indicated by 81(62.8%), 70 (54.3%), 82 (60.3%) and 9 (69.28%), 10 (66.2%), and 9 (60.0%) of both the teachers and principals respectively. The study also shows that in Lagos state girls drop out from secondary school more than boys as indicated by 339 (64.4%) of the respondents. The result of the study also shows that most of the dropouts witnessed among boys and girls occur at the senior secondary school level as stated by 370 (69.2%) of the respondents.

Peer group influence, financial problem, learning difficulties, illness, birth position and family size were some of the factors identified as the major causes of school dropout as were highlighted by 403 (75.5%), 430 (76.5%), 344 (64.4%), 377 (70.5%) and 297 (58.8%) of the respondents respectively. Also, 429 (76.9%) of the respondents revealed that most boys dropout to engage in business so as to get rich quick while 488 (85.9%) respondents indicated that most girls dropout of school due to pre-marital pregnancy. All the respondents remained positive to all the suggested remedies to school dropout.

Recommendations given include stricter and prompt disciplinary action against delinquent students, institution of efficient and functional guidance and counseling unit in the schools, genuine interest of parents on the academic work of their children and government subsidizing the cost of educational materials, to assist the less privileged students. An immediate and positive change in societal values are also recommended by the study. Further research work on the progression rate of students from one class to another in the state secondary schools as well as using a different population sample for similar study are also recommended.

DEFINITION OF OPERATIONAL TERMS

The following concepts have been defined to assist the reader to understand the study in the right perspective.

- Drop-out:** Is the process of leaving school prematurely before the completion of a given stage of education (in this case secondary education). Such students do not qualify for the certificate given at the end of the normal period of course work-.
- Drop-out Rate:** Is the percentage of students (boys and girls) that leave the secondary school before the end of either junior or senior secondary school. Drop-out rate is expressed in percentages.
- Educational Efficiency:** This means the attainment of a given educational objectives at the minimum cost regardless of the social value of the objectives. It measures how well educational resources are being utilised (Adams, 1971:47).
- Educational Effectiveness:** This refers to the extent to which educational goals are achieved. It is therefore considered to measure the degree of educational goal attainment (Ovwigho, 199 1:1 8).
- Financial Constraints:** This refers to the extent to which financial problems hinder students from completing their secondary education.
- Peer Group:** Refers to students within the same age bracket, classmates or close acquaintances within the school setting.
- Influence of Peer Group:** This implies the extent to which the activities of classmates/play mates affect and hinder a student's continuity of his secondary education.
- Level of Secondary Education:** This refers to the stages of secondary education in Nigeria. These are Junior secondary School (J.S.S.) and Senior Secondary School (S. S. S).

Parental Influence:

Refers to the extent to which parents activities interfere with the academic work of a student, thus resulting to the student dropping out of secondary school.

Wastage Rates:

Refers to the average duration of pupil-years invested in producing a successful school leaver or graduate divided by the normal duration of the programme. Is also referred to as Input-Output ratio. Lower Input-Output ratios are due to students dropping out of the system or repeating grades (Vasuderan 1976:32).

CHAPTER ONE

THE PROBLEM

1.1 Introduction

Several changes have occurred in the educational system in Nigeria since the Old African Society to the present day. According to Obanya (1993:1) these changes lack sustenance, despite the formation of educational theories formed with the hope of bringing positive and lasting changes. This unsteadiness in the system is attributed to inherited colonial system of education which lacked objectives and identification with any national goals, thereby besetting it with ambiguities, contradictions and lack of uniformity in practice in different parts of the Federation. To rid the system of these inconsistencies and impediments to a steady progress in education and national development the process of change in the policy and systems of education in Nigeria was launched formally in 1969 at the National Curriculum Conference held in Lagos.

This conference led to the philosophy of education, on which a National Policy on Education was formed with a view to equipping the educational system with all that is necessary to launch Nigeria into the future, politically, socially, morally and technologically. This goes to affirm the observation of Ude (1995:8) that "education is the best defense a nation can boast of and so must be given the pride of place as our number one concern". Paramount among the product of this conference is the 6-3-3-4 system of education as opposed to the old system of 6-5-2-3¹. The new National Policy on Education, otherwise known as the 6-3-3-4 system was promulgated in 1977 and revisited in 1981. It became operational in 1982. The philosophical assumption, underpinning the new education policy is that every Nigerian child


¹ This implies six years of primary, five years of secondary, two years of higher school and three years of university education.

will have full access to quality education at all levels and his or her intellectual or technical ability will be the only limiting factors. That is to say, to educate every child to the limit of his or her ability irrespective of the economic, political or religious status of his parents.

Nigeria is currently operating this system and this allows a child to spend six years in the primary school; three years in the junior secondary, three years in the senior secondary school and a four-year university course. The main thrust of the educational reform of 6-3-3-4 system is the breaking of secondary education into two tiers, each of a three-year duration. This is as a result of the pivotal position occupied by secondary education.

Secondary education is seen as the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society. It is also to prepare the young adult for purposeful organisation of oneself for achieving maximally one's potential to be able to withstand the complexities of living in the environment. More also, secondary education is meant to prepare young adults for further training and education which would lead to the acquisition of some specialised skills needed in different specific operations within the society. It is because of the need for these specific skills that secondary education has received greater attention than even the elementary education in Nigeria (Adejumo 1984:16).

Today, the 3-3 secondary school has become an integral part of the country's education. Its advantages lie largely in the scope which it provides for self-assessment and actualisation among students. It is expected that by the end of the J.S.S, a student would have had enough opportunity to discover his interests and talents and with that, to decide on a career. Another attractive aspect of the system is the continuous assessment method of evaluation which de-emphasises final examination and bases a child's rating upon his average performance throughout the three-year period.



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

It is unfortunate, that despite the global move towards technological advancement and Nigerian's adaptation of the philosophy of "Developmentalism" in order to cure social maladies and bridge the gap between it and more advanced countries, more secondary school students dropout of school. This will in no small measure constitute great impediment to national development and proper economic growth (UNESCO 1972:1). In view of this, as well as the scarce economic resources available and Thompson's (1981:139) report which states that "wastage rates (which includes dropout rates) from educational institutions are commonly high in Africa and that the reasons for this are insufficiently understood"; it has become paramount that a research be conducted on school dropouts. This can be done through identifying the rates of dropout among boys and girls in secondary schools, possible causes of such drop-outs and remedies to dropout. This is what this study intends to do with particular reference to Lagos State.

1.2 Statement Of The Problem

Education in Nigeria is based on the premise that it is an instrument par excellence for effecting national development. The over-riding philosophy of our educational system is based on two major issues namely: the integration of the individual into a sound and effective citizen, and the provision of equal educational opportunities for all citizen of the nation at the primary, secondary and tertiary levels both inside and outside the formal school system (NPE, 1981:7). Section 4 of the National Policy on Education deals with secondary Education and paragraph 17 gives the broad aims of Secondary Education within the overall national objectives as: preparation for useful living within the society and preparation for higher education.

The breaking of the secondary education into two tiers, each of a three-year duration offers every Nigerian child the opportunity of having a taste of secondary education. The first segment which is the Junior Secondary school is designed to offer every student the privilege to discover his interest and talents. It is academic and pre-vocational in nature. Anyone who is not academically gifted could leave school at this point with a certificate and a sense of achievement instead of becoming a frustrated dropout. For the academically gifted students they would proceed to the second segment, that is the senior secondary school (S.S.S) to acquire certificate for higher education. As a result, the 6-3-3-4 educational scheme is aimed at producing a population which becomes self employable early enough at the end of the Junior Secondary School course; so that the problem of unemployment and idle school dropouts will be minimised. In other words, the ideal is that every Nigerian child should go through at least the junior secondary school. This goes to explain the reason why at its 36th National Conference held in Akure in September 1989, the National Council on Education set up an ad-hoc committee to work out both the qualitative and the quantitative aspects of introducing a compulsory nine-year schooling in the country (Fafunwa, 1991:280).

It could be seen that secondary education occupies a vital place in the nation's educational system. As a result, in Nigeria, secondary education has been taken seriously from its earliest time not only as an acceptable qualification for good jobs but also as a gateway to a sound higher education both academic and professional (Adesina, 1984:1). Consequently, any decline in its demand especially in this age of global technological advancement by Nigerian citizens will be detrimental to national development.

Unfortunately, in the recent past there has been a decline in the youth participation in secondary education in Nigeria. There is also an increasing incidence of secondary school dropout. According to Odor (1993:39),

"participation at the primary school has declined over the years and a good number of children who participated in primary education leave the system before graduation. As such the system has experienced a lot of wastage and increase in the dropout rate. The situation is not better with secondary education".

Confirming this assertion, Okoro (1993:9), reported that, "secondary school enrollment rose by 350% from 0.7 million to 3.2 million from 1972 to 1982/83 school but after 1982/83 school numbers began to decline at the rate of 3.1% per annum". Also, UNESCO report (1972:11) observed that,

"in most educational systems children admitted to the first grade of an educational cycle do not complete the cycle within the prescribed minimum period. Some dropout before the end of the cycle and some repeat one or more grades before either dropping out or completing the last grade of the cycle successfully".

This implies that students in secondary schools could dropout at any stage in the cycle. In fact, it is not uncommon to see youths of secondary school age in the major cities roaming the streets or engaged in some trades or businesses that do not equip them adequately for future living especially in a complex society like ours. In Lagos State for instance, there has been an increasing incidence of youth crime, youth prostitution and child abuse. Irene (1995:5), reported that, "the spate of armed robbery in Lagos State as a whole has nowadays

gone beyond reasonable proportion". Asoya (1995:6), stated that "the world is getting worried at the rate at which the youths are embracing drugs and crimes". Nwosu (1994:5), commenting on the activity of area boys in Lagos State reported that "recently hoodlums popularly known as "Area Boys" engaged in looting, maiming, killing and destruction of lives and properties at the Lagos Island". Due to all these, one is tempted to suggest that all these might not be unconnected with the increased number of school dropouts who get frustrated and become a menace to the society. It even becomes more of a concern to witness these incidents in a state where parents had an early appreciation of the value of education.

Though many have tried to advance reasons for the reduced participation of youths in secondary education and the increased rate of dropout, notwithstanding, most of these reasons have not been authenticated through research. All these and more have prompted the researcher to conduct a research to verify the extent of school dropout among boys and girls in Lagos state secondary schools, the causes of school dropout and also to advocate remedies to school dropout.

1.3 Objectives Of The Study

The following constituted the objectives of the study.

- i To identify the extent at which boys and girls dropout from secondary schools in Lagos State.
- ii To identify the levels in the secondary school at which boys and girls dropout most in Lagos state.
- iii To examine the possible causes of dropout among secondary school boys and girls in Lagos State.
- iv To make suggestions to remedy the incidence of school dropout among secondary school boys and girls in Lagos State.

1.4 Research Questions

The research answered the following research questions.

- i To what extent does the dropout rate of boys differ from that of the girls in secondary schools in Lagos State?
- ii. At what stage in the secondary school system do most boys and girls dropout?
- iii How does financial constraints contribute to the rate of dropout among secondary school boys and girls?
- iv What influence has peer groups on the rate of drop-out among boys and girls from secondary school?
- v What are the other causes of dropout among secondary school boys and girls?
- vi What are the possible measures to take to check such dropouts?

1.5 Hypotheses For The Study

The following hypotheses were tested for the study.

- HO₁ There is no significant difference between dropout rate of boys and girls from secondary school in Lagos State.
- HO₂ There is no significant difference in the level at which boys and girls dropout from secondary schools in Lagos State.
- HO₃ There is no significant difference in the opinions of the respondents on the extent to which financial constraint influence the dropout rate of boys and girls in secondary schools in Lagos state.

HO₄ There is no significant difference between the influence of peer group and rate of dropout among boys and girls from secondary schools in Lagos state.

HO₅ There is no significant difference in the opinions of principals and teachers about the dropout rate among secondary school boys and girls in Lagos state.

HO₆ There is no significant difference in the opinions of the teachers and students concerning the influence of parents on the rate of dropout among boys and girls in secondary schools in Lagos state.

1.6 Significance Of The Study

Considering the important place occupied by secondary education in Nigerian educational system and the increasing rate of child abuse and youth crimes, in the society today, it has become necessary to conduct a research of this nature which will be of paramount significance to the students, parents, educational planners and administrators and to the society.

Since this study concerns itself with the extent of secondary school dropout among boys and girls in Lagos State, the causes of such dropout and the remedies to such dropout, the findings of this study will definitely help to improve the efficiency of our educational system through reducing the rates of educational wastage of an educational system while rates of educational wastage in particular level and branches of education can provide, one of the measures for efficiency of the educational system (Vasudevan, 1976:32).

Lagos being a cosmopolitan as well as a commercial city, there is no doubt that there are some parents who either because of their poor socio-economic/cultural background, or because of their poor perception of the values of education, or because of their religious inclinations, or due to the present economic hardship in the country, are making too much

economic demands on their children to the detriment of their school work. The result of the findings of this study will enlighten and motivate such parents to give a more positive support to their childrens' education as the study will highlight the importance of secondary education and the consequences of school dropout not only to the individuals but also to the family and society at large.

This study will also benefit the educators, administrators and planners who are the custodian of education. Armed with facts and figures regarding the state of secondary education in the state as will be revealed by this study, the educators, planners and administrators will be more realistic at making and pursuing policies that will facilitate the effectiveness and the efficiency of the school system. The result of this study will also enable the educational planners to establish both quantitative and qualitative targets for the educational development of the state over a stated period based on the availability of financial, human and material resources needed for their implementation.

1.7 Basic Assumptions

The basic assumptions underlying this study were:

- i** Boys and girls dropout at the same rate from secondary schools in Lagos state
- ii** Boys and girls dropout at the same level from secondary schools in Lagos state
- iii** Financial constraints, affluence, peer group and other possible causes of dropout influence the dropout rate among boys and girls from secondary school equally.

1.8 Scope/Limitations Of The Study

The study is limited to Lagos Urban consisting of Lagos Island, Ikeja, Agege, Lagos Main Land and Surulere. The focus of the study is on dropout rate among secondary school students in Lagos State.

The study also covered schools which have existed for at least seven years and which already presented candidates for the Junior Secondary School and Senior Secondary School Examinations. The study is also restricted to parents of the students from the selected schools.

In some schools the Parents Teachers Association was not functional as expected. So the study suffered the privilege of collecting information from the P.T.A. officials of such schools.

Another limitation suffered by the study is the unwillingness of some of the principals and teachers to respond to the questionnaire.

This study also examined all aspects of school dropout in Lagos State

The inability of the researcher to obtain accurate and up to date data on school enrolments and progression rate of students on most of the schools made it difficult for the dropout rates to be calculated based on school records.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In an attempt to assess the school dropout among boys and girls from secondary schools, it is unattainable for one to exhaust all the available sources or related literature. However, a conscious effort has been made to make the review quite comprehensive. The review has been conducted under the following headings:

1. History of Secondary Education Programme and Practices in Nigeria.
2. History of Secondary Education in Lagos State.
3. The Relevance of Secondary Education to the Development of Individuals in the Society.
4. The Concept of School dropout
5. Problems of Dropout: Nature and Causes.
6. Implications/Consequences and solution to Dropout problem.

2.2 History Of Secondary Education Programme And Practice In Nigeria

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

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Hope Wadell Institute, located at Calabar was founded in 1895 by the Church of Scotland while Abeokuta Grammar School was established in 1908 by C.M.S. mission.

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

The first Government secondary school, Kings College, Lagos was established in 1909. The purpose was to train manpower for the government establishments. In 1913, the first private secondary school was founded in Lagos. In 1909 the first government school in the Northern Nigeria was opened in Nassarawa, Kano. The secondary wing of the school was opened in 1912 and arithmetic, geography, hygiene, Hausa and law were the subjects in the curriculum. English was optional in the secondary school. It was later discontinued at the outbreak of 1914-18 war. The government did not establish another secondary school in the North until 1930 when a secondary section was added to teachers' training wing of Katsina College. In 1927, another Federal Government College, the Queen's College was established in Lagos; this time for girls,

The muslims engaged in the establishment of schools in 1922 and had their first secondary school at Oshodi in Lagos in 1948. The establishment of secondary schools in the North was delayed by the fear of the muslim authorities that Christian missionaries would use the schools as a potent instrument of proselytisation. All the schools established by the Christians and Muslims were known as voluntary agency schools. They fall into two categories. They were either under the 'Assisted List' or they belonged to the 'Unassisted School List'. Unlike the assisted Schools the unassisted schools did not qualify for any form of

grants-in-aid even though they were still subject to inspection by the inspector of schools. Adesina (1984:1-2) reported that "by the time the centenary of secondary education in Nigeria was celebrated, Nigeria had some 700 secondary grammar schools with 5,000 teachers and about 120,000 students.

It is important to point out that the various education Ordinances promulgated in the country as well by the various regional governments played tremendous roles in the development of secondary education in Nigeria. In 1909, Hanns Vischer prepared a plan for the education of the muslim north. The plan provided for a class system of education in which the sons of chiefs and emirs would receive liberal type of education in both primary and secondary schools, while the sons of villagers and the common people would receive an inferior education in elementary and craft schools and would not be allowed to go to secondary school.

In 1945, the Director of Education drew up a ten-year plan of educational development which formed the basis for an application for assistance under the Colonial Development and Welfare Act. The plan provided, among other things, for the supplementary five year plan under which the Northern provinces would receive an additional £500,000 for development of senior primary and secondary education and teacher training. The plan received general approval of the secretary of state for the colonies.

Before 1950, the colonial government effort with regards to provision of secondary education in Northern Nigeria was negligible. However, by 1950 there were four secondary grammar schools in the north.

Regional government was introduced in Nigeria in 1951 and from this period onward educational decisions passed increasingly from British into Nigerian hands. The Northern Nigerian government appreciated the need for and urgency of providing educational facilities

and in particular the need to increase the establishment of secondary and teacher training institutions more quickly than the British administration had done. From this time, increased funds were provided for all missionary bodies and native authorities to improve and expand education at primary and secondary levels. As a result, in 1951 the Roman Catholic Mission opened St. John's College, now Rimi College and St. Louise Secondary School for Girls in Kano. By 1958, the number of secondary Grammar schools in the north had risen from four in 1950 to thirty.

The 1952 Education Ordinance made it more difficult for the Northern Regional government to refuse permission for missions to open a new school. Initially, the Nigerian secondary education was structured largely on the British system without cognisance of cultural and economic differences between the two countries. Several types of secondary education were in operation. However, the four-year type, the five-year type and the six-year secondary schools all ended with the same examination conducted in Britain by Oxford and Cambridge Syndicates. As the country prepared for independence, the need for reforms became apparent. In 1954 therefore new education laws were introduced which gave impetus for an unprecedented expansion of secondary school system. By 1955, the number of schools had increased to 161 and by 1960 an astronomical increase to 325 had been recorded.

Up till 1950's secondary schools in Nigeria were staffed by non-graduate teachers. Holders of the London matriculum, Cambridge school certificate and Grades I and II Teachers' certificates formed the bulk of the teaching staff. In the 1960's the Federal government embarked on a crash programme for training of graduate and N.C.E. teachers. Thus, the number of graduate and N.C.E teachers in the secondary schools increased.

After independence in 1960, government decided to establish unity schools to serve as a model for secondary Education in the country and to foster national unity by bringing

children of various parts of the country together in their formation years. The first three unity schools were founded in 1966 and were sited at Warri, Sokoto and Okposi. One in the East, one in the West and one in the North. The Federal Government College, Okposi was however, moved to Enugu in 1973. The impressive performance of these schools led government to decide that every state in the Federation should have two of them, one mixed and the other exclusively for girls. Today, 64 of these Unity Schools exist; three in Lagos and Niger states respectively, two in each of the other 28 states and Abuja. There is also Suleja Academy (specially for the gifted) also in Abuja.

The period between 1955-1977 saw significant development in all aspects of education in the country. In the area of secondary education major developments which took place during the period include, the dissolution of middle schools in the 1950 and their gradual upgrading to secondary schools and the considerable extension of secondary education facilities in the next two decades. In 1956, the duration of the secondary grammar school was reduced from six to five years to conform with the changes in the English system. From that year, the conduct of the secondary school leaving certificate examination shifted from the Cambridge Exams Syndicates to the West African Examination Council (W.A.E.C). Also in 1956, a two-year sixth form programme was introduced into the system leading to the Higher School Certificate Examination. The unprecedented expansion in the number of secondary schools received a matching curriculum expansion even in the grammar schools. A wide range of Arts and Science subjects were introduced.

The political , economic and cultural changes that were brought about by the country's independence, made the need for a total reform of the educational system more glaring. Thus, in 1969, National Curriculum Conference was held in Lagos. Its greatest result was a philosophy for Nigerian education which gave birth, to the 'National Policy on Education'

published in 1977 and revised in 1981. The National Policy on Education became the first document to streamline educational concepts and goals as well as prescribe uniform operation in the country's education system. It is this policy that is responsible for the revolutionary 6-3-3-4 system of education in the country.

The main thrust of the educational reform of 6-3-3-4 is the breaking of secondary education into two tiers each of a three-year duration. The first segment is the Junior Secondary School (J.S.S) which is academic and pre-vocational. At this level, students are expected to study thirteen subjects including mathematics, English, two Nigerian languages which should consist of the students' mother tongue and one of the three main Nigerian languages viz.: Hausa, Ibo and Yoruba. The Junior secondary education may be terminal. Students who cannot or do not wish to go on to the senior secondary school, can graduate from the J.S.S. into the world of work. Here the pre-vocational courses become most useful as students are expected to settle happily on an acquired skill.

The Senior Secondary School (S.S.S) is for students who have displayed enough academic competence for higher education. The curriculum is comprehensive and has a core curriculum which is designed to make it possible for students to go into the Arts or Sciences at the tertiary level. The 6-3-3-4 system abolished the Higher School or the sixth form grade.

The actual implementation of the 6-3-3-4 system started in 1982 amid over expressions of apprehension from the public. The Federal Government Colleges served as the specimen. However, the Federal Ministry of Education made a proclamation that all the states were to adopt the system by 1988.

Today, the 3-3 secondary school has become an integral part of the country's educational system. Its advantages lie largely in the scope which it provided for self-assessment and actualization among students.

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

Consequent upon the realisation of the vital roles being played by secondary education in national development, it becomes pertinent that considerable effort should be made by various Nigerian governments, educational planners, administrators, and all those involved in the policy implementation to as a matter of fact and urgency ensure that there is a realistic implementation and promotion of secondary educational policy in Nigeria. There should be increased rate of youth participation in secondary education. This can be done through expansion of the educational facilities at the secondary school level, formulating quantitative and qualitative educational targets based on the available resources and effective utilization of the facilities provided in order to achieve the goals of secondary education. When this is done the problem of idle school dropout will be minimised.

Anything short of this will militate the technological and social advancement of the country. As such, the country's desire to be technologically independent and our philosophy of 'DEVELOPMENTALISM' will for a long time remain a history.

2.3 History Of Secondary Education In Lagos State

The history of secondary education in Lagos State dates back to 1859 when the first secondary school was established by T.B. Macaulay of the Church Missionary Society

(C.M.S). The name of the school was C.M.S. Grammar School, Lagos. This was achieved with Financial Support from an emigrant businessman, Captain J.P.L. Davies who advanced E50 to buy books and equipment. This institution was subsequently sustained by grants from the C.M.S. mission, donations from well-to-do church members, traders and fees paid by pupils. Following the successful take-off of this institution and because of the heavy air of competition among the missions four other secondary schools were established soon after. These schools were C.M.S Girls Grammar School (1872), St. Gregory's College (1876), Methodist Boys High School (1878), and Baptist Academy (1885), all located in Lagos. Just as the first secondary school was the sole financial responsibility of private organisations and individuals, so were the later ones founded before the 1882 Education Ordinance was passed.

The first government secondary school, Kings College was established in Lagos in 1909. This was followed by the establishment of the first Private Secondary School, Eko Boys High School, Lagos in 1913.

In 1906, the Colony of Lagos and Southern Nigeria were amalgamated and the area divided for administrative purposes into three provinces à Eastern, Central and Western provinces.

In 1951 constitution, Lagos was merged with the Western Region because of its close linguistic affinity with that region. But because Lagos had always served as the political capital of Nigeria and as the seat of Nigerian government, the political leaders of the Eastern and Northern Regions insisted that Lagos should be separated from the West and should remain as a federal territory. So in 1954 the status of Lagos changed once again to a federal territory. In January 1957, Free Universal Primary Education (U.P.E) was introduced in Lagos. At that time there were 96 primary schools and 17 secondary schools. As a result of the U.P.E

scheme, there was a growing demand for secondary education. More Secondary Schools were founded by the government, missions and individual or corporate bodies.

With the creation of twelve states out of the former four regions in the country in 1967 by the then military government after the coup d'état of 1966, Lagos State came into existence. The administrative and political units of these twelve new states were headed by military governors assisted by civilian commissioners. There were twelve commissioners of education. This new development had far-reaching effects on primary, secondary and teacher-education as these institutions came completely under the jurisdiction of the state governments. In Lagos State, beside the University of Lagos and the two Federal high schools ù King's and Queen's Colleges - every other school within the state became the responsibility of the state government.

According to Olotu (1993:37), "Up till 1978, secondary education in Lagos State was in the hands of the private sector as well as the Lagos State government". However, from October 1979 till December 1987, only the Lagos State government and agencies of the federal government (such as army, navy, air-force, etc.) owned secondary schools in Lagos state. This was because Lateef Jakande, the first executive Governor of the state felt the century old elitist concept must be jettisoned. Thus, at the inception of his administration in 1979, all schools were taken over by the state government under the newly introduced Free education scheme of the Unity Party of Nigeria (U.P.N). So the government embarked on massive establishment of secondary education. This was done to impress the electorate. As a result of this, education was given a priority position during the process of allocating the budget. For instance, allocation to education from the budget in Lagos State was about 40% for the period of 1979 - 1982 primarily because of the emphasis given to the democratisation of secondary education (Gravenir in Adesina and Ogunsaju, 1984:186). No doubt the Jakande administration made a very remarkable impact in the development of secondary education in the state. The

consequent growth in the number of secondary schools, coupled with a collapse of the oil boom, as well as the Lagos State policy to provide mass education at a minimal cost, the government resorted to deboarding of old secondary schools and establishing new day secondary schools. The Jakande administration had the policy of bringing secondary education to the "doorstep" of the population. In view of this, many new day secondary schools were established.

The decision by the Jakande administration to abolish private schools drew the ire of some, who as individuals or corporate bodies had invested in private education. Notable among them was the Catholic Archbishop of Lagos, His Grace, Olubunmi Anthony Okogie, who picked the gauntlet and headed for the law court to challenge the new policy (Akinyemi 1995:12).

However, the tide turned in the favour of the defenders of private education when in the wake of the demise of the Second Republic, the state military government decided to reverse the decision banning the running of private schools. The rationale was that the government alone could not shoulder all the financial responsibilities involved. Akinyemi (1995:12), pointed out that "the objective II of the Lagos State Education Policy of 1988, is to ensure multiple access to education provided through public and private initiatives". Presently, over 600 of such private institutions (Nursery, Primary and Secondary institutions inclusive) have been approved while many other applications are being processed. In fact, plans are in progress to publish "who is who" in Private Education in Lagos State. On December 21, 1994 the Lagos State government granted a written approval to Resource Consult Limited to undertake the publication. Since 1987 till present day many advertisements of newly established privately owned secondary schools in Lagos State had appeared in some Nigerian newspapers.

It is important to note that there has been a progressive improvement in the development of secondary education in Lagos State. Musaazi (1986:47), attributed this growth to some factors. They include the fact that Lagos people were among the first to make contact with traders, missions and colonialism. As such, they had earlier start than others in receiving Western education and thereafter jobs in the civil service and the industries. Lagos also being a coastal town received western education earlier than towns in the interior of the country (Musaazi, 1986:47). The activities of ethnic unions also played significant role in the development of secondary education in the state. The education policies of various governments in the state as well as the fact that for a long time, Lagos was the capital territory of Nigeria contributed immensely to secondary educational development in the state.

Presently, there are well over 400 secondary schools in the state. As at 1995, there were three hundred and sixty-six (366) public secondary schools in the state. Three hundred and eight (308) of them were mixed secondary schools, while twenty three of them were for boys only and thirty-five (35) were for girls only. In addition, there were forty-four (44) government approved private secondary schools in the state. While forty-three of them are mixed schools (boys and girls) and one for girls only.

The 6-3-3-4 system of education started in 1985 in the state while the government started the three year senior secondary education programme in all secondary schools in 1989 which is intended for students willing and able to have a complete 6-year secondary education. The sixth form was abolished in Lagos State in 1992 and pupils now go directly to tertiary institutions on successful completion of their secondary education. Every student is compelled to choose three electives depending on the choice of career up to the end of second year in senior secondary school (S.S.S) course and may drop one of them in the last year of S.S.S course.

The Lagos State Education Policy (1988:51) stated that all the subjects recommended in the National Policy on Education at the senior secondary level will be taught in Lagos state schools. It also reported that vocational centres would be established to absorb Junior secondary school leavers who fail to proceed to any of the three options at the senior secondary school level. This implies that provision was made to check school dropouts in the education policy of the state. The school of Basic Studies continues to offer the necessary chance for students preparing to take West African School Certificate (W.A.S.C) examination and other related examinations. Lagos State University is the custodian of the school of basic studies in the state.

Regarding the control of secondary schools in the state, the state Education Policy (1988:52), noted that government control of secondary schools will involve the regulating and opening of schools, ensuring the provision of well qualified teaching staff and ensuring that all schools follow government approved curricular and the state's Education policy.

In respect of the headship of secondary schools, the Education Policy of the state (1988:59) opined that the individual to be considered will:

- (a) be a good honours graduate
- (b) have a teaching qualification which will be a degree in Education or post-graduate diploma in Education
- (c) have attained the minimum grade level for the post (currently GL. 12).

For holders of National Certificate in Education (N.C.E) who later obtain a degree, the years of teaching experience will be reckoned from the NCE year. The policy also states that secondary schools with over one thousand (1,000) children would be provided with two vice-principals (one for Administration and one for Academics). The policy also provided for a manning ratio of two teachers to a class while the number of children per class would be as

much as possible limited to between forty and fifty. Unfortunately, this is not the case with most secondary schools in the state. Some schools have up to eighty students per class with only one teacher to control the students. It is also one of the education policy that all secondary schools in the state will be progressively restored to providing boarding facilities in the schools. The Parents Teacher's Associations (PTA) are expected to play a major role in the management of such facilities. Currently, twenty-four (24) of such schools have been approved.

The Local Education District (LED) which replaced the Schools Management Committee (SMC) corresponds to the Local Government Area (LGA) or appropriate sub-division of the LGA concerning all matters regarding secondary education in the area.

It is interesting to state that there had been a progressive development in the area of secondary education in the state. However, the question still remains to what extent are these developments benefiting the boys and girls of secondary school age? Also, are these developments sufficient enough to check the incidence of school dropout among boys and girls from secondary schools in Lagos State? These questions will be answered by the findings of this study.

2.4 The Relevance Of Secondary Education To The Development Of Individuals In The Society

Education has been defined by Fafunwa (1991:193), as the "aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behaviour of positive value in the society in which he lives". Secondary education according to Adejumo in Adesina and Ogunsaju (1984:16), is "the acquisition of some basic skills which would enhance or facilitate effective interaction with members of the society". An important aim of secondary education that is well amplified in the National Policy on Education is the provision

of educational opportunities for the steady increase of primary school pupils who would want to equip themselves further for adequate living in the society (NPE, 1981:16). It is as a result of this that secondary education programme is geared towards self-actualization so that individuals would be able to engage in self-appraisal with regard to their cognitive and social capabilities and use this to think of the logical ways of solving some basic cognitive, social and emotional problems which arise from everyday living. The achievement of some basic competencies in dealing with life situations will as assumed, have some inspired effect in the desire, self-improvement and further achievement within school and later in life.

Commenting on the strategic position occupied by secondary education Adesina in Adesina and Ogunsaju (1984:1), succinctly stated that

"with its consumer and producer status, secondary education not only determines the fate but also dictates the pace of education at the primary and tertiary levels, wastage and effectiveness at the primary level are clearly reflected in the growth and development of secondary school leavers that various higher educational institutions draw their entrants".

Considering, the fact that secondary education occupies a very pivotal position and the huge financial investments made on this type of education annually, it should be expected that out-put should compliment the input. Akangbou in Adesina and Ogunsaju (1984:206) clearly stated that "government are annually investing huge sums of money into the secondary education with the apparent hope that it will be beneficial to its citizens and the economy". Stressing this point further Gravenir (1984:188), reported that "a greater proportion of almost every state's recurrent expenditure goes to secondary education and that the present level of funding is increasingly becoming inadequate to meet certain vital needs of secondary education". It therefore becomes necessary to find out the yields expected from this type of investment. To assess the returns or benefits of education and the associated costs, the concept of educational efficiency (which incidentally is one of the goals of secondary education) has to be discussed.

According to Ovwigho (1991:18), "efficiency refers to how the activities of an organisation could be conducted to minimise waste of resources for the purpose of attaining the objectives of the institution". She'chan (1973:11), described the efficiency of an educational process as the "degree of wastage of resources (or its absence) within a given technique".

Education as a productive system has 'input' which includes all the monetary, material and human resources required for the system to function effectively. The 'Thru-put' refers to the appropriate ways of conducting the activities of education. They consist of methods, technologies, organisation, structure and pattern of carrying out the affairs of education. Inputs are refined at this stage to general output. Outputs are the residual learnings, the skills, attitudes, values and ways of thinking that a student acquire due to their exposure to the system of education (Ovwigho, 1991:21). Expounding this point further, Vasudevan (1976:22), noted that

"inputs into any school system are the students, the teachers, buildings, equipment, educational supplies, materials and textbooks. They also consist of intellectual resources and welfare services which are devoted to the day to day functioning of the system. By intellectual resources we mean the curriculum, the school administration services, educational research activities and accumulated experiences in educational planning and school organisation and management. Welfare activities consist of school feeding and services which relate to the health, recreation, and transportation of students".

The conventional practice of defining educational output as the number of school graduates from the different stages of the educational system with specific educational attainments reflected in the diplomas or certificates they obtain has been faulted by many educators. This position as far as the school is concerned, the objective of recruiting students to a course is to see them complete it successfully. This conventional definition of output, assigns no benefits to an incomplete education (that is, the education acquired by a student who has dropped out of the system without completing the entire cycle of study). In rebuttal to this assertion, Vasudevan (1976:23) pointed out that "certain benefits do accrue both to the individual himself

and to the society at large both in social and economic terms from incomplete education he receives from school attendance provided, of course, attending the particular school has any learning value".

It could be inferred that the degree of success in examination cannot be used as the only measure for out-put of any institution though it is a very vital index. Rogers and Ruchlin (1971:125), stressed this point when they noted that "the basic unit for the index of output is a student completing a course". Though it could be argued that incomplete education may be better than none at all, it is a very costly venture to allow students to dropout of secondary school when enough skills to equip them for future life have not yet been acquired.

2.5 The Concept Of School Dropout

According to Fafunwa in Adesina et al (1983:126), the dropouts have been defined as "those who left the school system or were thrown out of the system before the end of the course". Milstein and Belsaco (1973:122), viewed dropout as "one who totally withdraws his participation in the school activities even though it is unlawful to do so". Dropouts have been described by Aderson and Van Dyke (1972:182), as "those who leave high school before graduation" while King (1965:44), defined dropout as "those who fail to graduate, and get their certificate. From the above definitions it could be deduced that dropouts are those who leave school or college for any period of time regardless of reason, and thus do not obtain the certificate for which they enrolled for initially".

Fafunwa in Adesina et al (1983:126) outlined three major educational problems. They include, the 'stayouts', that is those children who never saw the inside of a classroom, the 'dropins' that is those who enter the school system and stayed in till the end of the course and pass out as 'failed' or 'unsuccessful' students as adjudged by the examination system; and the

'dropouts', that is, those who left the school system or were thrown out of the system before the end of the course.

From this classification of educational problems, two types of dropouts could be identified. First, those that dropout at the end of the educational programme being pursued and those who dropout at any stage before seating for the final examination of the educational programme, being pursued. For instance, some students who enrolled for junior secondary school programme can dropout either in J.S.S one or two or may seat for the Junior Secondary School Certificate Examination before dropping out as failures.

2.6 Problem Of Dropout: Nature And Causes

From the review of the materials available, there is a general consensus of opinion that dropout among students result from social, psychological and institutional factors. The dropout problems are extremely complex involving personal characteristics of students as well as characteristics of the school, the home and the community. A cluster of forces act to influence an individual student to persist in or to withdraw from school (Van Dyke and Royt, 1958:81). This section will be discussed under the following: psychological, social and institutional factors.

Lichter et al (1962:25), outlined some character formations that influence students to dropout of school. These include; Oral dependent character formation. The Oral-dependent adolescent is like an infant in his expectations from parents. He feels the need of being given to, cared for, protected and guided. Such adolescent gives the impression of being soft, yielding, un-aggressive, unambitious, lazy, uninterested and even stupid. He is concerned with what he can get out of life without too much exertion and certainty with maximum avoidance of conflict. He is passive to his environment. He suffers from the feeling of inferiority and at school makes few efforts to do his work.

Another kind of character formation that has been identified as an indicator to school dropout is 'oral-aggressive character' formation. This kind of adolescent makes active efforts to obtain gratification, but the gratification is far more important than the effort. He arouses the hostility of his parents and teachers because he is demanding, insists on having his way, and persists in trying to get it. His fantasies in keeping with his personality structure, are dreams of easy money, glory without work and creation without application.

Depressive character formation is another kind of character formation that result in school dropout. Adolescents with such characters are often moody and introspective, sadness, have an air of thoughtful resignation, some bitterness, and even hopelessness seem to envelop them. The depressive individual's self-concept is one of self-depression, inadequacy, inferiority and unworthiness.

Masochistic character formation: The masochistic adolescent usually presents himself as having an unhappy life. He feels misunderstood by his parents, less preferred than the siblings, rejected by his classmates and unwanted by members of the opposite sex. In schools, his work seems an unmanageable burden. He has no interest in his studies, his excuse being that they are boring, poorly presented, or require too much home work. He complains that his teachers are unskilled, uninteresting and cruel.

Another kind of character formation that influence school dropout is 'compulsive character formation'. The adolescent in this group exhibit the following:- refusal to study, inability to concentrate, inattention to the teacher, unwillingness to co-operate, slowness to learn and procrastination.

Hysterical character formation also influence school dropout. This character is exhibited by mainly adolescent girls. They are highly sensitive and full of strong feelings. Situations arousing their reactions usually have to do with interpersonal contacts, love,

sexuality, hatred, envy, and the like. They are avid readers of poetry, romantic novels, and plays. Adolescent boys in this category differ from girls in surface manifestations. They feel inappropriate to express their inner emotionality and attempt to suppress these tendencies. Unsuccessful handling of these adolescent impulses and needs result in school difficulty which in turn may lead to dropout of such students from school. This is because the students will see the school as an unacceptable impulse, and they react to school as a whole or any of its detailed aspects i achievement, teachers, relationships and the like (Lichter et al, 1962:42-44).

Not all school difficulties stem from psychological problems of the student. There are some environmental circumstances that can interfere with adolescents school adjustment. Lichter et al (1962:49), classified such environmental problems as "reality problems. They identified three major kinds as; "economic need, 'physical illness', and education not a value in the students' environment". Commenting on the economic need as a factor to school difficulty and dropout, Reinhart (1960:147), noted that "there is a striking relationship between family income and educational opportunity". It was pointed out that from a study of 1,023 students with I.Q's of 117 or above who graduated from Milwaukee High School, it was found that in families with an income of eight hundred dollars or above, 100 per cent of these students went to college while in families with income under five hundred dollars only one in five of these students went to college. Stressing this point further, Brimer and Pauli (1972:86), contested that "poverty is one of the characteristics closely associated with dropout and repeat". Absolute poverty would bring about malnutrition, inadequate housing, clothing , child labour and all what these in their turn entail. Adams (1971:56), pointed out that "economic difficulties and low quality education are the two major causes of wastage". Often students or their families cannot meet the tuition fees. Even where no tuition fee is charged the need for a child's labour at home may force him to dropout. In many cases, a child will start school only to have to

dropout when other children in his family reach school age as not all the siblings can be supported in school at once". Lichter et al (1962:56), put it this way that "economic stress influences the parents to act in ways unfavourable to the students school life. For instance a parent needing financial aid from his child might urge him to leave school for job or expect him to work excessive hours on and after school job". Marinho (1990:58), strongly affirmed that "enrolment is a function of income per capital. When economy is weak school enrolment and participation decline".

Besides economic factor, class contributes in some other ways to high dropout among children from lower class homes. In the first place pupils find their studies uninteresting, with the feeling that the school and society lack real rewards to offer the underprivileged groups. Lower class children see that those who work hard at school usually have families that already have the occupation, homes and social acceptance that the 'school' holds up as the rewards of education. The underprivileged workers seeing also that the chances of their getting enough education to make their attainment of these rewards in the future at all probably is slight, and since they can win the rewards of prestige and social acceptance in their own slum groups without education, they do not take very seriously the motivation thought by the school. As long as the children cannot relate their studies to their life needs, they often do unsatisfactory work and choose to leave a situation in which they meet failure rather than success (Reinhardt, 1970:147).

Reinhardt (1970:148), declared that "children from lower-class families often have little opportunity to take part in extra-curricular activities. This may be due to the fact that they do not have enough money necessary for engaging in such activities or that they may have part time employment that conflicts with the activity schedule or that they may not be accepted by their peers".

King (1960:84), reported that "among the Negroes of the United States (who are among the less privileged in U.S.A), there is a "high school dropout". Mullen (1950:95), state that the rates of absenteeism (which may lead to dropout) are higher among the youths of low-socio-economic status". In support of the above finding by Mullen, Lichter et al (1962:50), declared that "education not a value in the student's environment is a reality problem that result in school dropout". According to them "through identification a child tends to absorb the values prevailing in his own milieu, primarily those of his immediate family, secondary, those of the wider environment in which he lives. High school graduation is the minimal educational standard for most people in the United States. But certain segments of the population sometimes particular families and occasionally a broader socio-economic grouping do not hold such educational standard. An adolescent from this type of family or setting may have little interest in school and may quite comfortably dropout".

Change in family responsibilities and relationships had also been attributed as a cause of dropout. At one time, the home was almost entirely self-sufficient, families were constantly together and much of a child's education took place at home. A sharp change in this picture has accompanied the transition from an agrarian to a mobile industrialized society. Parents these days are dependent on outside the home employment for their income and in many cases employment changes necessitate moving several times. Children in many families spend very little time together with their parents. These children are often the victims of broken homes, impoverished and unhappy homes, of parents who often attach little importance to schooling and sometimes down right hostile to school and of an environment that breeds frustrations, insecurity and indignity. It is not surprising that many of these children become discouraged easily and frequently dropout of school as soon as they can (Elsbree et al, 1967:292-293). Lichter et al (1962:56), stressed that

"physical illness is a reality problem that can result in school dropout. The illness of the parent or some family member can cause him to act in ways detrimental to the student. In this category would be the parent who because of his own illness makes excessive home demands on the student. Another parent absorbed with the illness of a family member has not enough energy to take a normal interest in the students school life".

Apart from family factors, there are school environmental factors that have influence on school dropout. There is a strong relationship between attendance rates and schools attended. Children are found to make better progress and to have high levels of attendance in those schools which have a well-planned curriculum and realistic expectations for their students (Ruther et al, 1979:81). Relating the school with dropout Adams (1971:56), stated that "another major contributor to the high wastage rate are low-quality instruction and poor syllabuses. The low quality instruction may be as a result of unqualified and incompetent teachers handling the teaching instruction or as a result of poor facilities in the school. Low-quality teaching can lead to dropout due to boredom and frustration". In addition, the syllabuses are often directed to a preparation for secondary school whereas there are some students who will not be able to undertake education at that level. Even where the syllabuses are geared toward preparing the students for life at the end of the course but due to poor facilities and resources in the schools, the subjects are not adequately taught resulting to students frustration and dropout. Thompson (1981:135), succinctly put it that "high repetition and failure rates result largely from poor quality instruction".

The society equally has significant influence on school dropout. The issue of unemployment among graduates of various educational system and the desire to get rich fast are factors that will result to frustration which in turn influence youths, with low academic moral to dropout from school. Lewis in Thompson (1981:96), reported that "in that circumstances of a poor country the amount of education which will pay for itself in economic terms is bound to be limited absorptive capacity of the economy. Education system can very

easily produce more educated people than the economy can profitably employ for a number of reasons. Firstly by producing people with the wrong kinds of skills".

Also, with the strong inclination to the academic oriented type of education by the society, the less gifted academically instead of under taking vocational courses will rather prefer to dropout of school to engage in petty trading or some other unspecialized jobs. Stressing this point further, Thompson (1981:96), stated categorically that

"despite the constant effort to introduce into schools a more practical and vocationally oriented form of curriculum ... in most African countries, the lawyer, doctor and the administrator rank highest in the public esteem above the engineer and the agriculturists, the industrialists and the trader. Even at the intermediate levels of employment, clerical occupations rank highest than technical and commercial occupations".

As a result, a well intentioned efforts to diversify the school curriculum and to produce skilled people for technical and craft occupations wither away. Not only because they are often more costly in terms of plants and equipment, it demanded teachers that possessed skills which are in short supply, but mainly because pupils and their parents see vocationally biased courses as 'dead-ends' by comparison with academic courses which offered entry to higher education and thence to more rewarding occupations.

The process whereby, employers raise the educational qualifications required, may lead to higher qualifications being demanded than are actually needed. Job seekers are in consequence inclined to seek higher levels of education in order to compete effectively for the jobs which are available (Thompson, 1981:102). Those who have no prospect of acquiring the higher qualification, and who resent vocationally oriented courses due to the society's misconception about technical and pre-vocational education may get frustrated with the system and may eventually dropout of school.

Socio-cultural and religious factors have also been identified as some of the factors that might influence youths to dropout from school or that can contribute to reduced rate of youth

participation in secondary school. Sex discrimination and religious beliefs are some of such factors. Akujuo (1989:1), reported that there are some female folks in the country who God has endowed with the necessary faculties of learning but who are hindered from assuming their rightful places in the world of academics. These women have been "confined to primitivity as a result of sex discrimination, cultural bias, early marriage or religious injunctions".

Stressing further the influence of culture on school dropout, Maduka (1989:24), reported that "in a city outside Lagos that many girls in fact do not want to exert themselves studying for any course at all, and some others who might even want to stay in school were withdrawn prematurely for marriage or to help out at home. Also in two independent studies conducted by Kagan (1976) in Jama'a L.E.A. Primary schools in Kaduna state and Aujara (1978:14), in some selected secondary schools in Kano state, it was revealed that high school fees, parents transfers, death of parents, too many children in the family, lack of adequate working equipment in schools, early marriages and pregnancy among girls, students/parents lack of interest in school and strict school rules and regulations were some of the factors that contribute to school dropout.

Regarding the stages at the secondary school level where school dropout occurs most, Vasudevan (1976:32), stated that "at the secondary and higher stages of education dropouts appear to occur more frequently at the early stages of a programme than at the latter periods". It was revealed that early dropouts takes place when the student finds belatedly 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.

Consequently, quite often pupils who abandon courses early in the programme dropout only temporarily and return to the school given the facilities to do so, to take up another type of study that is more in conformity with their aptitudes and occupational destinations. Thus, it would seem that high early dropout rates should be attributed more to the malfunctioning of the educational system, as reflected in inadequate vocational guidance services, and student assessment and selection procedures, or by factors which are internal to the educational system.

On the other hand, 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 student. There may be other private reasons too for abandoning the course at late stages and, as is well known, many female students dropout when they get married (Vasudevan 1976:33). It should be emphasised that dropouts occurring in upper secondary stages of education do not result in total loss or complete wastage of educational resources, since some benefits can be deemed to have accrued to the student (in educational terms) and to the society (in social and economic or manpower terms).

2.7 Implications/Consequences And Solutions To Dropout Problem

Education plays a very vital role in any nation's development. Education imparts in the individuals the right skills and attitudes with which they can participate positively as citizens in the nation's development. Recognising the importance of individual skills in national development, the National Policy on Education clearly states that the basis of the nation's philosophy of education are "the integration of individuals into a sound and effective citizens of the nation at the primary, secondary and tertiary levels. As such, every effort must be geared towards reducing to the barest minimum the rate of school dropout.

Commenting on the consequences of school dropout, Aderson and Van Dyke (1972:182), noted that "those who fail to graduate find it difficult to get employment except in

unskilled jobs. The rate of delinquency is much higher among dropouts and because democracy needs citizens who possess the tool of learning, a common background of information, and social understanding, then the present dropout rates present a misfortune for the individual and for the nation. Advancing a solution to the problem of dropout, Aderson and Van Dyke (1972:182), stated that "since it is possible to identify a higher percentage of potential dropouts, when they enter high school, a good guidance and counselling programmes is essential in school's effort to retain its entering students. At least, the school should do everything possible to encourage students to continue as long as they can benefit from its programmes". This is very vital as students could dropout at any level or grade in the educational cycle.

Elsbree *et al* (1967:11), pointed out that "the distressing problem of dropout and their increasing inability to find employment calls for readjustment of the educational programmes, improvement of the school environment, better guidance services and strengthening of the social climate of the school.

National Education Association of Washington D.C. outlined some measures to check dropout. They include:- special instruction programmes (often referred to as remedial education), tutorial programmes, improved student personnel services, better psychological testing and programmes of family and community relations.

Milestein and Belasco (1973:151), in evaluating the importance of educational guidance noted that "educational guidance should be motivational to help individuals plan for their fullest development and to take maximum advantage of educational opportunities available to them as they proceed through the different levels of school. The consequences of continuous educational guidance is likely to be fewer dropouts at the end of compulsory education period, less delinquency and other aberrant behaviour".

The National Policy on Education advanced the use of Adult and Non-Formal Education in order to provide functional and remedial education for those young people who prematurely dropped-out of the formal school system (NPE, 1981:32). Acknowledging the importance of Junior Secondary schools in the 6-3-3-4 educational system, the National Policy on Education clearly stated that it will be

"pre-vocational and academic, it will be free as soon as possible and will teach all the basic subjects that will enable a pupil to acquire further knowledge and develop skills. Students who leave school at the junior high school stage may then go to an apprenticeship system or some other scheme for out-of-school vocational training. Government will cater for dropouts and those who cannot get access to formal education by providing opportunities for self-education; for example, in the form of correspondence courses, radio and television, evening lessons and holiday courses.

Unfortunately, it is sad to note that all these are still a mirage to a lot of dropouts in the society.

2.8 Summary

In this chapter, a review of related literatures on the problem of school dropout among secondary school boys and girls was done. The review was conducted under the following headings, history of secondary education programme and practice in Nigeria, the history of secondary education in Lagos State; relevance of secondary education to the development of individuals in the society, the concept of school dropout, problems of dropout and the implications/consequences and solution to dropout problem.

The review reveals that the secondary education started in Nigeria in the late 19th Century through the activities of Christian Missionaries. The first secondary school was founded by the C.M.S. mission in 1859 and was cited at Lagos. It was also discovered that the missionaries played very vital roles in the establishment of schools in Nigeria. Many education ordinances and acts as well as programmes had been promulgated and practiced since the inception of secondary education in Nigeria. All these have contributed immensely to the

development of secondary education in Nigeria. Currently, the country is practicing the 6-3-3-4 system of education.

On the concept of school dropout, it was discovered that students dropout at different stages in an educational cycle. From the review, it was revealed that dropout result from social, psychological, economic and institutional factors. It was also discovered that there has been an increased incidence of school dropout among the youth in the recent past. This has resulted to an unprecedented increase in social ills, crimes and unemployment among youths in the society.

Considering the fact that the youth in Nigeria today constitutes the bulk of the population and forms about forty-seven percent (47%) of the economically active population (Obanya, 1992:1), their development becomes very pertinent for the stability of any society. As a result, all hands must be on deck to ensure a boost in the development of secondary education in Nigeria, increased participation of boys and girls in secondary education scheme, and a drastic reduction of the incidence of secondary school dropout among boys and girls, so as to build a stable and virile nation.

CHAPTER THREE

RESEARCH DESIGN, METHODS AND PROCEDURES

3.1 Introduction

The methodology used for the study include the research designs, the population, sample, the description of the instrument, method of administration of the instrument and method of data analysis. This methodology was geared towards meeting the needs for result orientation. The data collected was presented in tabular form and analysed. The hypotheses for the study were also tested.

3.2 Research Design

Research design can be described as the overall scheme of the research which includes how the research objectives would be reached and how problems encountered would be solved. The survey research design was adopted for this study. This is because survey research method involves gathering data about a target population from a sample and generalizing the findings obtained from the analysis of the sample to the entire population. This method also makes use of questionnaire, interview and observational technique to collect relevant data from the respondents. Unlike experimental research in which there is random assignment of subjects to the experimental and control groups, survey research tends to find out the meaning and obtain an understanding of the prevailing circumstances in a target population.

3.3 Population Of The Study

The population of the study was made up of all the students and teachers from all the secondary schools in the educational districts in Lagos urban that have existed for more than seven years. The parents' population comprised of all the parents of the students from all the selected secondary schools within the educational districts in Lagos state urban.

A total of ninety seven (97) secondary schools that qualified (met the criteria) for the study constituted the population of the study. The students population was thirty seven thousand, one hundred and seventy one (37,171) students while the teachers population was one thousand, five hundred and nine (1,509) teachers (see table 3.1 below).

The Lagos State Ministry of Education officials, secondary schools dropouts in the state as well as the parents of secondary schools dropouts also constituted the population for the study.

Table 3.2 List Of Selected Schools, Year Founded Population Of Teachers And Students

District	Selected Schools	Year Founded	Student Population	Teacher's Population
Agege	Vetland Grammar School (Mixed)	1980	4,815	104
	Dairy Farm Sec. School (Mixed)	1982	2,315	82
	Keke High School (Mixed)	1982	3,03	153
	Sango Sec. School (Mixed)	1982	2,103	44
	Stadium High School (Mixed)	1982	1,978	85
			14,242	736
Ikeja	Agidingbi Grammar School (Mixed)	1980	790	43
	Ikeja High School (Mixed)	1977	3,574	137
	Ogba Grammar School (Mixed)	1980	2,528	138
	Omole Grammar School (Mixed)	1980	1,230	59
	Ojodu Grammar School	1980	1,928	82
			10,050	459
Lagos Island	Methodist Boys High School (Boys only)	1870	1,829	50
	St. Gregory's College (boys only)	1928	2,057	51
	Holy Child College (girls only)	1945	1,740	48
	Aunty Ayo Girls High School (Girls only)	1970	1,215	29
			6,841	121

District	Selected Schools	Year Founded	Student Population	Teacher's Population
Lagos Mainland	Aje Comprehensive High School (mixed)	1980	1,022	45
	Methodist Girls High School (Girls only)	1879	2,331	100
	Wesley Girl's Secondary School	1981	1,156	40
	Lagos City College (mixed)	1958	2,260	57
	Jibowu High School (mixed)	1963	1,344	41
				8,113
Surulere	Clegg Girls High School (Girls only)	1981	1,104	44
	Gbaja Boys High School (Boys only)	1981	1,388	40
	New Era Girls Sec. School (Girls only)	1948	1,405	42
	Onitolo Comm. High School (mixed)	1980	1,039	46
	Gbaja Girls Grammar School (girls only)	1980	1,102	38
				3,546
GRAND TOTAL			37,171	1,509

Source: Directory of Education Institutions in Lagos State 1993/94

3.4 Sampling Procedure.

Random sampling technique was used for selecting the subjects for the study. With this technique, five educational districts were selected randomly from the ten educational districts in Lagos state urban - Viz. Agege, Ikeja, Lagos island, Lagos mainland and Surulere. One quarter ($\frac{1}{4}$) of all the secondary schools that have existed for at least seven years were selected to constitute the sample. This was done using random sampling with replacement was used to select the secondary schools from each educational district.

A total of twenty four (24) out of 97 schools that qualified (met the criteria) for the study were randomly selected from the five educational districts. Also, a total of 380 students out of 37,171 were used as sample for the study. The teachers used for the study were 306 out of 1,509 teachers. This is in line with Krejcie and Morgan (1970:30) table for determining sample size.

All parents, Teachers Association executive from the 24 secondary schools and all teachers who were parents in the selected schools responded to the parents' questionnaire.

In schools where the Parents Teachers Association did not exist, five students were randomly selected from each of those schools to take the questionnaire to their parents. This was done with the assistance of the year Heads. On the whole a total of two hundred and fifty (250) parents responded to the parents questionnaire. Ten parents of secondary school dropouts as well as some other parents who were not part of the sample for the study were interviewed on the causes of school dropout. Six Lagos State Ministry of Education officials as well as eight secondary school dropouts were also interviewed.

Table 3.2 Population And Sample Of Selected Schools

S/No	Educational Districts	No of Qualified Schools	Sample
1	Agege District	20	5
2	Ikeja District	19	5
3	Lagos Island	13	3
4	Lagos Mainland	24	6
5	Surulere	21	5
	Total	97	24

3.5 Validation Of Instrument

The content validation of the test instruments was determined by comparing the items in the instruments with the objectives and hypotheses of the study. The test items were also scrutinized by the researcher's supervisors and some staff in the Faculty of Education.

3.6 Instrument For Data Collection

A five point Likert Rating scale was used for the study. Under the Likert scale the respondent was allowed to indicate how strongly he or she approves or disapproves of an opinion or idea on a graded scale. The scale is as follows:

Strongly Agree (SA)	5	Agree (A)	4
Undecided (UD)	3	Disagree (D)	2
Strongly Disagree (SD)	1		

Three types of questionnaires were designed, the first for parents, the second for the students and the third for principals and teachers. The questionnaires were divided into two sections - section A and B. Section A consists of questions that collected personal data from the respondents while section B comprised of questions which collected information on the subject matter - the causes of school dropout, as well as their solutions. Each of the questionnaires were classified according to the responses and were used for the analysis.

A structured interview guide was also used to collect oral information from the respondents. The available school facilities in the sampled schools were observed to determine the effectiveness of the schools in providing the required facilities for students to pursue their studies.

3.7 Administration Of The Instrument

The questionnaires were distributed by the researcher with the assistance of the vice principals and some teachers from the sampled schools. The researcher afterwards collected the questionnaires. A total of 900 copies of the three sets of questionnaires were administered. These comprised of 350 copies of the students' questionnaire, 300 copies of the principal's and teacher's questionnaire and 250 copies of the parents questionnaire. 6 copies of the structured interview guide were administered to the State Ministry of Education officials, while 10 parents of secondary school dropouts as well as dropouts were interviewed by the researcher.

3.8 Analysis Of Data

The data derived from students', teachers'/principals' and parents' responses were coded for computation analysis. The statistical tools used for the analysis and testing the hypotheses were frequency distribution, percentages and the Chi-square test.

The Chi-square test was used to test the hypotheses. For the purpose of computation and interpretation, 0.05 level of significance was used. Any result indicating a probability higher than this level ($p > 0.05$) was taken to be non-significant. The frequencies and percentages were used to find out the number of students who dropped out from the secondary schools during the period covered by this study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

The chapter is divided into three sections. The first one deals with the responses from the teachers, principals, students and parents on the various questions raised in the questionnaires. The second section deals with the analysis, interpretation and discussion of the data collected. Lastly, there is a section on hypotheses testing, which tries to explain and interpret responses of the respondents by the use of the statistical test, (Chi-square).

4.2 Result Of Oral Interview

This study benefited from oral interview and discussions held with various categories of respondents. Ranging from Principals, Ministry Officials, teachers, parents and secondary school dropouts. The Lagos State Education Ministry Officials interviewed include; a Principal Inspector of Education, who is in-charge of monitoring schools both public and private primary and post primary schools in order to ensure quality control of educational standard in the state; two Inspectors of schools who are recharged with the responsibility of coordinating all Local Government Area Offices of the Inspectorate Department in the Ministry; two Senior Officers in-charge of the counselling Unit; and a Principal Inspectorate Assistant who is in-charge of inspecting public secondary schools and approved private secondary schools. An interview guide was used.

The discussion centred mainly on the problems facing the Lagos State Secondary educational system, problems of school dropout, reasons why boys and girls dropout from

secondary school and possible solutions to school dropout. However, the responses from the various respondents will be discussed concurrently with the questions asked as follows:

1. *What are the major problems facing Lagos State Secondary Schools?*

Some of the major problems highlighted by the Ministry of Education Officials include; lack of motivation for both teachers and students, overcrowded classrooms, too many students to a teacher, lack of text books for students to use due to high cost, poor learning environment both in terms of building and other facilities, hooliganism among students, irregularities in the payment of teachers salaries and lack of teaching materials. Lack of motivation for the teachers has resulted into divided loyalty among the teachers. Teachers are no longer committed to their work. Most of them are engaged in one business or the other which demands most of their time to the detriment of the student and the educational cycle as a whole.

On the contrary, the teachers and the principals were of the opinion that there has been a gross misplacement of social values by the society. Affluence according to them, seem to be the most appreciated and is even rated higher than academic excellence. This has made students and teachers to abandon the classroom in search of a greener pasture. Some male students, it was learnt, prefer to be bus conductors where they earn as high as two hundred and fifty naira to five hundred naira daily instead of wasting their time in the school and to end up, as their poor educated teachers. Their female counterpart, prefer to sell ice water, soup ingredients and other items which earns them more money rather than studying to end up looking wretchedly dressed as their teachers. Misplacement of social values has eaten deep into the society that some Landlords go to the extent of writing notices that read thus: rooms to let, teachers need not apply.

2. *In your opinion what factors contribute mainly to the dropout rate of boys and girls from Lagos State secondary schools?*

Some of the dropouts interviewed said that financial problem, learning difficulty and complete lack of interest in schooling by the students are some of the major reasons why students dropout from school. One of these dropouts indicated that he takes delight in his mechanic work rather than being a student; and that he dropped out in J.S.S. II. This is quite unfortunate, because despite the ideals of the 6-3-3-4 system of education, most secondary schools do not provide the students with the opportunity to discover and develop their talents. Though, this mechanic seemed to be comfortable with his job, he would have done better in the job if he had trained as a mechanic in a vocational school. Other dropouts are found roaming the streets as touts and bus conductors. Many of them get involved in drugs and become addicts as a result of frustration. Needless to point out that many of these dropouts are found in very deplorable state.

The parents that responded to this question made it emphatically clear that financial difficulty is the major reason why most students dropout of school. It was also revealed that students dropout at any stage of the secondary education once the parents can no longer support them financially. This was confirmed by some of the Ministry officials who also pointed out that some students dropout from secondary schools when their parents can no longer cope with the rising cost of maintaining their children in schools. A dropout was bold to tell the researcher that if she can provide money, he will go back to school.

3. *What factors do you think influence secondary school girls to dropout from school?*

Those who responded to this question declared that non exposure to sex education, poor socio-economic background which exposes girls to early sex, poor parental supervision, inability of parents to cope with the demands of girls in early adolescence, lack of sufficient guidance and counsellors in secondary schools, ineffective teaching, pre-marital pregnancy due

to promiscuity, over pampering by very rich parents and influence of peer group are some of the factors that influence girls to dropout from school.

4 *What factors contribute mainly to the dropout rate of boys from Lagos State schools?*

The respondents outlined the following reasons as some of the major causes why boys dropout from secondary schools. They are; poor socio-economic background, drug addiction and abuse, poor parental control, influence of peer groups, student's involvement in criminal acts, over pampering by parents, fear of what they will become after school, high rate of indiscipline in the society, desire to get rich quick, and inability to correct bad habits formed early in life.

5 *What roles do you think your Ministry should play to reduce the incidence of school dropout? (for Ministry Officials only)?*

The officials unanimously agreed that there should be a closer monitoring of the schools by the ministry, employment of more qualified teachers to reduce the current student-teacher population ratio and building of more neighbourhood schools will reduce the rate of dropout in the state. Others believed that introducing sex education into the curriculum as well as stricter disciplinary measures (such as corporal punishment) in the schools, provision of textbooks at affordable prices, introduction of open day where parents see the work of their children, improving teachers' condition of service by the Lagos State Ministry of Education will doubtless reduce the incidence of dropout among boys and girls in the state.

Other suggestions given which will curb the incidence of school dropout among boys and girls include re-orientation of the society, the extinction of get-rich syndrome saga as well as availability of job opportunities for school leavers.

4.3 Personal Data Of The Respondents

Table 4.1 Frequency And Percentage Distribution Of The Respondents By Gender.

Sex	Students		Teachers		Principals		Parents	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	141	46.1	91	52.6	8	47.1	63	47.4
Female	165	53.9	82	47.4	9	52.9	70	52.6
Total	306	100	173	100	17	100	133	100

Table 4.1 gives a break down of the respondents by sex. It shows that 141 or 46.1% of the students were males while 165 or 53.9% were females. There were 25 (8.2%) female student respondents more than males.

The tables also reveals that 82 (47.4%) of the teachers who responded to the teachers questionnaire were males and 91 (52.6%) females. The number of male teachers is 9 (5.2%) less than the female teachers. This implies that there were as many female teachers who responded to the questionnaire as they were males, and that there were more female teaching staff in the Lagos State Secondary Schools as at the time of the study than male teachers.

It is also observed that, 8 representing (47.1%) of the total principal respondents were males while 9 (52.9%) were females. The female principals is one more than the males. This indicates that there were more female principals than they were males as at the time of this research.

The table also indicates that 70 (52.6%) of the parents that responded to the parent's questionnaire were males while 63 (47.4%) of them were females. The number of the male respondents were only 7 (5.3%) greater than the females. This shows that there were as many female parent respondents as there were males.

Table 4.2 Age Of Students, Teachers, Principals And Parents

Age Range	Students		Teachers		Principals		Parents	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
12-16	208	67.9						
17-24	98	32.1						
25-30			49	28.7			18	
31-36			68	39.3	3	17.7	32	
37-42			35	20.2	2	11.8	35	
43-48			12	6.9	5	29.4	28	
49-54			9	5.2	4	23.5	14	
55-60					3	17.7	2	
61-65							2	
65 & above							2	
Total	306	100	173	100	17	100	133	100

Table 4.2 above shows the analyses of the respondents by age. It is observed that 208 (67.9%) of the students fall between 12-16 years of age while 98 (32.1%) of them were between 17-24 years of age. This shows that most of the students were adolescents.

From the table, it is also noticed that 49 or 28.7% of the teachers were between 25-30 years of age, 68 (39.3%) were between ages of 31-36, those between 37-42 years of age were 35 (20.2%). 12 teachers which represent 6.9% were between ages 43-48, while those that were between 49-54 years of age were 9 (5.2%) in number. With a total of 152 (88.9%) out of the 173 teacher respondents found in the Lagos State Secondary schools having their ages ranging from between 25-42 years and only 21 (12.1%) above 42 years old, it then implies that most of the teachers are in the early adulthood and only few in their old age. This shows that there are many teachers who are still active and productive in the school system.

The table also reveals that 3 or 17.7% of the principals were between ages 31-36, 2(11.8%) were between 37-42 years of age, 5 (29.4%) were between ages 43-48, those between 49-54 years of age were 4 representing 23.5% of the principals while another 3 (17.7%) were between 55-60 years of age. The table shows that 10 out of the 17 principals

representing 58.9% of the principals were between ages 31-48 while only 7 (41.2%) of them had their ages ranging between 48-60 years. This implies that majority of the principals are still in their productive age.

Table 4.2 also shows that 18 (13.5%) of the parents who responded to the questionnaire were between ages 25-30; 32(24.1%) were between 32-40 years of age; 35 (26.3%) of them indicated that they were between ages 37-42; 28 (21.1%) stated that they were between 43-48 years of age. Those between ages 49-54 years were 12 (10.5%) in number, while 2 independent parent respondents indicated that they were between 55-60, 61-65 and 65 and above respectively. From the table, it could be seen that the age range of the parents varies from those in their early adulthood to those in their old age. This implies that the study benefited from those with a wide range of experience in terms of age.

Table 4.3 Qualification Of The Teachers And Principals

Qualification	Teachers		Principals	
	Freq.	%	Freq.	%
M. Ed.	16	9.2	2	11.8
B. Ed./B.Sc. in Ed.	78	45.1	15	88.2
N.C.E.	76	43.9	-	-
Others	3	1.7	-	-
Total	173	100	17	100

Table 4.3 above presents the qualification of the teachers and principals who responded to the questionnaire. It shows that 16 teachers representing (9.2%) of the teachers had a master's degree, 78 (45.1%) of the teachers had a bachelors degree in education, 76 (43.9%) of them possessed National Certificate of Education (NCE) while only 3 representing 1.7% of the teachers were holders of Grade II certificates. This table shows that 154 (89.0%) of the teachers possessed a teaching qualification. This implies that problem of lack of interest,

representing 58.9% of the principals were between ages 31-48 while only 7 (41.2%) of them had their ages ranging between 48-60 years. This implies that majority of the principals are still in their productive age.

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commitment, discontinuity and set back suffered by both students and the school system which result from the presence of non-professional teachers in some other states should not arise if the teachers are adequately motivated.

The table also reveals that only 2 (11.8%) of the principals possessed a master's degree and 15 (88.2%) of them had a Bachelor's degree in education. This is in line with the educational policy of the state which states in section 3.2.59 page 20, that only those who are good honours graduate with a teaching qualification which will be a degree in Education or a Post-graduate Diploma in Education and have attained the minimum grade level for the post (currently G.L.12) will be allowed to head a secondary school in the state. By implication, it shows that the principals are professionally competent to head the schools and such should be able to reduce the incidence of school dropout to the barest minimum especially those resulting from the school factors, all things being equal.

Table 4.4 Frequency And Percentage Distribution Of The Parents By Occupation

Occupation	Frequency	Percentage
Businessman/Woman	45	33.8
Civil Servant	59	44.4
Company Executives	10	7.5
House Wives	2	1.5
Typist/Clerk	3	2.3
Others	14	10.5
Total	133	100

Table 4.4 shows the frequency and percentage distribution of parents by their occupation. From the table, it is observed that 45 (33.8%) of the parents were business men and women, 59 (44.4%) of them were civil servants while 10 (7.5%) were company executives. The number of house wives that responded to the questionnaire were 2 (1.5%) in number, 3 (2.3%) of the parents were either typist or clerk while 14 (10.5%) of the parents

indicated that they are either engineers, doctors, technicians, lawyers, company secretaries ecetera ecetera. From the table it is noticed that most of the parents who responded to the questionnaire are literate enough since a total of 72 (54.2%) respondents indicated that they are either civil servants, company executives, or typists or clerks. Among the 14 (10.5%) others, some are doctors, engineers, nurses and other professionals who are as well literate. Among the business men and women as well, there are also people who are educated but are now engaged in businesses. By implication, it means that the responses to the various items in the parents questionnaire could be counted on to provide valid and reliable information required for the study.

4.4 Analyses Of The Responses Of Students, Teachers And Principals On Number And Rate Of Student Dropout

Table 4.5 Frequency And Percentage Of Students' Responses On Number Of Their Classmates That Dropped Out Of School For 1992, 1993, And 1994.

No. of Dropouts	1992		1993		1994		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1 - 2	103	33.7	108	35.3	113	36.9	324	35.3
3 - 4	126	41.2	112	36.6	91	29.7	329	35.8
5 - 6	41	13.4	48	15.7	43	14.1	132	14.4
7 - 8	19	6.2	21	6.9	24	7.8	64	7
9 - 10	17	5.6	17	5.6	35	11.4	69	7.5
Total	306	100	306	100	306	100	918	100

Table 4.5 gives a breakdown of the students' dropouts from the various school for the year 1992, 1993, and 1994. It shows that in 1992, 103 (33.7%) of the students indicated that 1-2 of their classmates dropped out of school, 126 (41.2%) indicated that the dropouts were about 3-4 students, 41 (13.4%) stated 5-6 dropouts, 19 (16.2%) reported a dropout of 7-8

students while 17 (5.6%) students noted that there were about 9-10 student dropouts from their various schools in 1992.

It is also observed from the table that 108 (35.3%) of the students indicated a dropout of 2 student for the year 1993. In the same year, 112 (36.6%) of the student respondents reported they had a dropout of 4 students, 48 (15.7%) stated they had about 6 student dropouts, 21 (6.9%) noted that about 6 students dropped out of school and 17 (5.6%) recorded they had about 10 students who dropped out of school.

The table also reveals that for the year 1994, 113 (36.9%) of the students recorded that they had a dropout of 1-2 students. 91 (29.7%) of the students noted a dropout of 3-4 students from their various classes, 43 (14.1%) of the students indicated that they had a dropout of 5-6 students while 24 (7.8%) of the student respondents reported they had about 7-8 of their mates dropped out of school in 1994. Also, 35 (11.4%) of the students stated that 9-10 students dropped out in 1994.

From table 4.5 it could be seen that number of dropouts for the three years considered is mainly between 2-4 students. This is ascertained by the total number of 229 (75.1%), 220 (71.9%) and 204 (66.6%) respondents who attested to this fact for 1992, 1993, and 1994 respectively.

Table 4.6 Frequency And Percentage Distribution Of Students Who Had At One Time Or The Other Stopped Secondary School

Response	Frequency	Percentage
Former Dropouts	20	6.5
Non Dropouts	286	93.5
Total	306	100

From table 4.6 above, it is observed that only 20 or 6.5% of the students who responded to the questionnaire admitted that they had stopped secondary education for a while.

This indicates that there is a possibility of dropouts returning back to school if the factors that made them dropout initially are removed. It also shows that there are some dropouts who are still outside the school system.

Table 4.7 Frequency And Percentage Distribution Of The Responses Of Former Dropouts On The Reasons Why They Stopped School.

Reason for Stopping School	Frequency	Percentage
Financial Problem	7	35.0
Illness	4	20.0
Loss of Parents or Relation	3	15.0
Parental Wish	5	25.0
Unwanted Pregnancy	1	5.0
Total	20	100

Table 4.7 presents the various reason given by one time dropouts on why they dropped out of secondary school. 7 or 35.0% out of the 20 students indicated financial problem as the cause, 4 (20.0%) stated it was due to ill health, 3 (15.0%) reported that they lost a relation and such could not continue schooling for that period, 5 or 25% indicated it was the wish of their parents for them to stop school while only 1 (5.0%) student acknowledged that it was due to pre-marital pregnancy. Analyses of these responses show that financial constraint plays a very influential role in school dropout. The same financial problem could be the reason why those who lost a parent or relation could not continue their schooling immediately. Those who dropped out due to parental wish might have done so in order to assist their parents in their businesses or because the parents could no longer sustain their children in school for that period.

Table 4.8 Frequency And Percentage Of Teachers Responses On The Number Of Dropouts For 1992, 1993 And 1994.

No. of Dropouts	1992		1993		1994		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
4 - 10	82	47.4	75	43.4	78	45.1	235	45.3
11 - 15	32	18.5	32	18.5	28	16.2	92	17.7
16 - 20	13	7.5	20	11.6	18	10.4	51	9.8
21 - 25	11	6.4	8	4.6	14	8.1	33	6.4
26 - 30	10	5.7	6	3.5	5	2.9	21	4.1
31 - 35	6	3.5	8	4.6	5	2.9	19	3.7
36 - 40	19	11.0	24	13.9	25	14.5	68	13.1
Total	173	100	173	100	173	100	519	100

Table 4.8 presents the analyses of teachers' responses on the number of dropouts from their various classes. From the table, it is observed that out of 173 teachers who responded to that item, that in the year 1992, 82 (47.4%) were of the opinion that they had about 4-10 dropouts, while 32 (18.5%) acclaimed a dropout ^{of} 11-15 students. 13 (7.5%) of the teachers affirmed they had about 16-20 dropouts, 11 (6.4%) teachers stated that between 21-25 students of theirs left school as dropouts, a dropout of 26-30 and 31-35 students were reported by 10 (5.7%) and 6 (3.5%) of the teachers respondents respectively while 19 or (11.0%) teachers stated that between 36-40 students dropped out. The study reveals that, on the average, for the year 1992, the total number of dropouts ranges from 10-15 students since 114 (65.9%) of the teachers indicated this.

From the table, it is also noticed that in the year 1993, 75 or (43.4%) of the respondents reported a dropout of about 10 students, 32 (18.5%) stated that 15 students dropped out from their classes, 20 or (11.6%) of the teachers indicated that about 20 students dropped out. A dropout of 25 students were reported by 8 representing (4.6%) teachers, a total of 6 (3.5%) teachers observed about 30 students dropout, while 8 or (4.6%) and 24 or (13.9%) respondents recorded a dropout of 35 and 40 students respectively. The table made it

clear that in the year 1993 10-15 student dropped out from secondary schools in Lagos state as was revealed by 107 (51.9%) respondents.

Table 4.8 also reveals that the number of student dropouts from all schools in the year 1994 according to the responses of the teachers were as follows: 78 teachers representing 45.1% had a dropout of 4-10 students, 28 representing 16.2% had between 11-15 dropouts, 18 (10.4%) respondents stated a dropout of 16-20 students. Also a dropout of 21-25 students were witnessed by 14 (8.1%) teachers, 5 or 2.9% stated they had a dropout of 26-30 students while between 31-35 and 36-40 student dropouts were reported by 5 or (2.9%) and 25 (14.5%) teachers respectively. The table revealed as well that, 104 (61.3%) of the total teacher respondents had between 10-15 students who dropped ^{out} in 1994.

The table 4.8 indicates that in the various years under consideration, there were varying degrees of students dropout as indicated by the respondents. This implies that the factors that facilitate student dropout from secondary school are more emphasised in some schools than others. This could be the case in most of the public secondary schools popularly, known as Jakande Schools where there are too many students in a class for a teacher to control and in some of such schools, classes are held in dilapidated buildings with very poor availability of learning materials. This confirms what a teacher revealed to the researcher that in some classes, there are about 50-80 students that were originally meant for 35-40 students at most. The students being adolescents, they exhibit all kinds of delinquent acts in the classes without being noticed by the teacher.

It is also observed that there is a slight increase in the number of dropouts over the years which could be attributed to the steady dwindling economy.

Table 4.9 Frequency And Percentage Distribution Of Principals' Responses On The Number Of Dropouts For 1992, 1993 And 1994

No. of Dropouts	1992		1993		1994		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
4 - 10	7	41.2	6	35.3	4	23.5	17	25.5
11 - 15	2	11.8	2	11.8	3	17.6	7	41.2
16 - 20	-	-	1	5.9	2	11.8	3	17.7
21 - 25	2	11.8	2	11.8	2	11.8	6	35.3
26 - 30	3	17.6	2	11.8	2	11.8	7	41.2
31 - 35	2	11.8	2	11.8	2	11.8	7	41.2
36 - 40	1	5.9	2	11.8	3	17.6	6	35.3
Total	17	100	17	100	17	100	51	100

From table 4.9, it is observed that for the year 1992, 7 principals representing 41.2% of the total respondents indicated that they had a dropout of 4-10 students. 2 (11.8%) principals consecutively reported a dropout of 11-15 and 21-25 students respectively, while 3 (17.6%) of the principals stated they had between 26- 36 dropouts. It is also noticed that 2 or (11.8%) as well as 1 or 5.9% of the respondents recorded a dropout between 31-35 and 36-40 students respectively in the year 1992. For 1992, the average number of students who dropped out from secondary schools in Lagos State could be put at 4-30 students since 14 or (82.4%) of the principals indicated this.

Table 4.9 also presents the responses of the principals on the number of dropouts from their various schools in the year 1993. Out of the 17 respondents, 6 (35.3%) recorded a dropout of 4-10 students, 2 (11.8%) of the respondents had 11-15 dropouts. One other principal indicated he had a dropout of 16-20 students, while 2 (11.8%) indicated a dropout of 21-25 students. Also, other 2 or (11.8%) consecutive independent principals noted they had a dropout of 26-30, 31-35, and 36-40 students respectively in 1993.

The table 4.9 also reveals the number of dropouts from secondary schools in Lagos state in the year 1994 as reported by the principals who responded to the questionnaire. From

the table, it is observed that 4 (23.5%) of the respondents witnessed a dropout of about 4-10 students, 3 (17.6%) of the principals stated 11-15 dropouts. Consecutively, 2 (11.8%) independent principals recorded 21-25, 26-30 and 31-35 student dropouts respectively in 1994, while 3 (17.6%) admitted they had about 36-40 dropouts that year.

From the table 4.9, it is noted that there is always a case of school dropout from each school yearly and that the minimum number of dropouts every year is about 4-10 students. It was also observed that the number of dropouts increased every year. For instance, while only 1 (5.9%) principal indicated he had about 36-40 dropouts in 1992, the number increased to 2 (11.8%) respondents in 1993 and 3 (17.6%) in 1994. This shows that over the years the factors that influence secondary students to dropout from school are being more emphasized. Another reason could be due to the present economic hardship. It is becoming increasingly more difficult for parents to sustain their children in school.

Table 4.10 Frequency And Percentage Distribution Of Teachers' Responses On The Rate Of Dropout For 1992, 1993 And 1994.

% rate of Dropouts	1992		1993		1994		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1 - 5	81	62.8	70	54.3	82	60.3	233	60.4
6 - 10	21	22.5	35	27.1	26	19.1	82	21.2
11 - 15	9	7.0	13	10.1	11	8.1	33	8.6
16% and above	10	7.8	11	8.5	17	12.5	38	9.9
Total	121	100	129	100	136	100	386	100

From table 4.10, it could be seen that for the year 1992, a total of 81 (62.8%) out of 121 teachers that responded to the item indicated that they had a dropout rate of 1-5%; 21 (22.5%) declared between 6-10%, 9 (7.0%) pointed out that they had between 11-15% dropout while 10 or (7.8%) of the teachers recorded a dropout rate of 16% and above. Since

81 representing (62.8%) of the total respondents recorded a dropout rate of 1-5% it could then imply that in 1992 the dropout rate was between 1-5%.

The table 4.10 also shows that in the year 1993, 70 (54.3%) of the respondents had between 1-5% dropout rate, 35 or (27.1%) stated 6-10%, 13 (10.1%) stressed it was between 11-15%, while 11 representing (8.5%) noted that they had a dropout rate of 16% and above. With a total of 70 (54.3%) respondents indicating a dropout rate of 1-5%, it could be deduced that the rate of dropout was between 1-5% in 1993.

For the year 1994, the table reveals that 82 or (60.3%) of the respondents recorded a dropout rate of 1-5%, 26 (19.1%) reported that they had between 6-10% student dropout rate. A dropout rate of 11-15% was stated by 11 (8.1%) respondents while 17 representing (12.5%) stated a dropout rate of 16% and above. By implication the dropout rate of students from the secondary schools in Lagos state for the year 1994 could be put at 1-5%.

A look at the table 4.10 reveals that the responses of the teachers were almost consistent showing the sincerity of the teachers in responding to the question. It is also noticed that the dropout rate increased over the years. Some of teachers did not respond to this item which might be their inability to calculate the rate of dropout of students from their classes.

Table 4.11 Frequency And Percentage Distribution Of Principals' Responses On Student's Rate Of Dropout For 1992, 1993 And 1994.

% rate of Dropouts	1992		1993		1994		Total	
	Freq.	%	Freq.	%	Freq.	%		
1 - 5	9	69.2	10	66.2	9	60.0	28	65.1
6 - 10	3	23.1	4	26.7	2	13.3	9	20.9
11 - 15	-	-	-	-	3	20	3	7
16 and above	1	7.7	1	6.7	1	6.7	3	7
Total	13	100	15	100	15	100	43	100

Table 4.11 present the analyses of the principals' responses on the students' dropout rate for the year 1992, 1993 and 1994. From the table, it is observed that 9 (69.2%) out of the 13 principals who responded to the item indicated that the dropout rate the year 1992 was between 1-5%, 3 or (23.1%) of the principals declared they had between 6-10% rate of dropout while 1 or (7.7%) respondent noted a dropout rate of 16% and above.

The table also shows that 10 (66.7%) principals out of the 15 principals that responded to the item recorded between 1-5% rate of dropout for the year 1993. 6-10% dropout rate was reported by 4 or (26.7%) of the principals while 1 (6.7%) principal stated he had about 16% and above student dropout rate.

In the year 1994, 9 principals representing (60.0%) of the total respondents to the item indicated that they had between 1-5% dropout rate as could be seen from table 4.11. In same year, 2 (13.3%) declared they had between 6-10% rate of dropout, 3 or 20.0% pointed out that they witnessed between 11-15% while only 1 (6.7%) of the respondents affirmed a dropout rate of 16% and above.

Looking at the table 4.11 above, it could be inferred that the dropout rate for secondary school students in Lagos State could be pegged at 1-5%. Since the rate of dropout is a determinant to the level of efficiency of an educational system it can be inferred that the educational efficiency of some secondary schools in Lagos State is low. This situation is very detrimental to the development of the state and the nation at large.

4.6 Analyses Of Questionnaire Items And Discussions.

Out of the 900 questionnaires given out, 632 were returned dully completed. The returned questionnaires were 173 (27.4%) from teachers, 17 (2.7%) from principals, 306 (48.4%) from students and 133 (21.0%) from parents.

Using the Likert opinion scale, the responses were either positively or negatively inclined. The responses to each of the items were summed up, tabulated and percentages determined. Responses of the respondents to questions 1-12 with the exception of question 5, 6 and 11 were tested to find out if there is any significant difference in the opinion of the various group of respondents at a 0.05 level.

This section presents the frequency and percentage analyses of respondents with the view to deciding the items on the questionnaires that were generally agreed upon or rejected by the respondents. The figures with strongly Agree (SA) and Agree (A) for each item were summed up. The value represents either the frequency or percentage of those who accepted the item. The same was done to the figures with Strongly Disagree (SD) and Disagree (D). The addition of the value gives the frequency and percentage of those who did not accept the item. The item with higher value in each case of who agreed or disagreed was accepted as representing the general view of the respondents.

4.7 Analyses And Discussions Of The Research Questions

Research Questions One

This research question states to what extent do the dropout rate of boys differ from that of the girls in secondary schools in Lagos state? To answer this question analysis of the views of all the respondents regarding the problem of secondary school dropout by sex was done using frequency and percentage as presented in table 4.12

Table 4.12 Opinion Of Respondents On The Problem Of Secondary School Dropout By Sex

	ITEM	Teachers		Principals		Students		Parents		Total	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Boys dropout of school more than girls	63	77	9	4	120	152	48	64	240	297
		37.5%	45.8%	52.9%	23.5%	39%	49.8%	35.8%	47.8%	44.7%	55.3%
2	Girls dropout of school more than boys	116	57	6	8	178	85	75	38	375	187
		67.1%	32.7%	35.3%	57.0%	58.1%	27.8%	55.5%	28.2%	66.7%	37.3%

Table 4.12 presents the views of all the respondents regarding which sex drops out more from secondary schools in Lagos state. It is observed that only the principals were in agreement that secondary school boys dropout of school more than girls in Lagos state. On the other hand, all the other respondents apart from the principals indicated in agreement that girls dropout of secondary school more than boys in Lagos state. Since a total of 375 (66.7%) of all the respondents agreed to item 2 as against 187 (33.3%) who disagreed with it, it can be inferred that in Lagos state girls dropout from secondary school more than boys. This result also shows that the dropout rate of girls is about 50% higher than that of the boys. It then implies that some of the factors that influence girls dropout from school are well emphasised in the state. Some of these factors are early marriages, premarital pregnancy and promiscuity. Pre-marital pregnancy could be the major reason. Since Lagos being an urban city, it poses a lot of challenges on its dwellers in terms of meeting the basic needs of life and in terms of social status. Some of these girls who are uninformed or not well informed about sex, in attempt to belong to the class that matters often fall victims of premarital pregnancy and consequently dropout of school. Another reason could be the inability of their parents to cope with high standard of living in Lagos and increasing cost of education, such may be making excessive financial demands on them which may interfere with their academic work.

Research Question Two

This research question states at what level do most boys and girls dropout from secondary schools in Lagos state? To answer this question, analysis of the opinion of all the respondents to items 3 and 4 in the questionnaire (section B) was made using frequency and percentage and are presented in table 4.13

Table 4.13 Opinion Of Respondents On The Stage At Which Dropout Occur Most.

	ITEM	Teachers		Principals		Students		Parents		Total	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Most boys and girls dropout in the junior secondary school	62	85	7	8	163	143	56	57	245	254
		37.1%	50.9%	41.2%	47%	51.3%	48.7%	41.5%	42.2%	49.1%	50.6%
2	Few boys and girls dropout in the senior secondary school	103	47	10	3	181	82	76	33	370	165
		62.8%	28.7%	58.8%	17.7%	59.7%	17.1%	58%	25.2%	69.2%	30.8%

From table 4.13 above, it could be seen that item 1 which states that most boys and girls dropout at the junior secondary school level was rejected by all the respondents except the students while item 2 was accepted by all the respondents. This implies that most of the dropouts witnessed in Lagos state secondary schools occur mainly at the senior secondary level. This finding confirms what a principal and a teacher disclosed to the researcher that the different arms of the classes in the school become narrower as they progress from junior to senior secondary school.

There could be many explanations to this. 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, 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

offerings become broader and more and more abstract in nature. Also at this stage of secondary education, the cost of educating a child tends to increase due to examination fees, cost of learning materials (such as textbooks, work books, cetera), money for practicals and the extra money to meet the basic needs of teenage girls. Students whose parents could not cope with the increased cost of their learning and who could not get help from other sources may eventually leave school as dropout.

Research Question Three

This research question states how does financial constraints contribute to the rate of dropout among secondary school boys and girls in Lagos state? In order to answer this research question the opinion of the respondents regarding the relationship between financial problem and the school dropout was analysed using frequency and percentage. The result of this analysis is presented in table 4.14.

Table 4.14 Opinion Of All Respondents Regarding The Influence Of Financial Problem On School Dropout

ITEM	Teachers		Principals		Students		Parents		Total	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1 Financial problem is a major cause of school dropout	111	62	15	2	229	48	124	47	479	159
	64.1%	35.8%	88.3%	11.8%	76.0%	15.9%	71.8%	28.3%	75.1%	24.9%

Table 4.14 presents the analysis of all the respondents regarding the influence of finance on school dropout. From the table it could be seen that all the respondents indicated that financial problem is the major cause of school dropout. This finding tends to explain the reason for the increasing rate of students dropout witnessed over the years in Lagos state as the economy continues to dwindle, and the cost of living becomes higher every day in Lagos.

Research Question Four

This research question states what influence has peer group on the rate of dropout among secondary school boys and girls in Lagos state? In an attempt to answer the research question the analysis of the views of all the respondents regarding the influence of peer group on school dropout was conducted using frequency and percentages. The result of the analysis is presented in table 4.15.

Table 4.15 Opinion Of The Respondents On The Influence Of Peer Group On School Dropout.

ITEM	Teachers		Principals		Students		Parents		Total	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
1 peer group influence is a strong factor to school dropout	142	31	14	3	203	92	106	27	465	153
	82.1%	17.9%	83.4%	17.6%	66.3%	30.1%	79.7%	20.3%	72.2%	27.8%

Table 4.15 above carries the views of all the respondents concerning the influence of peer groups on school dropout. The table reveals that all the respondents remained positive to the influence of peer group on school dropout. This implies that peer group influence is a major cause of school dropout. It is important to note that peer group influence becomes more emphasised on teenage students because of the adolescent traits in them. According to Adams (1973:3), adolescence has been defined as "the holding period in which education, maturation and waiting are the major task to be faced". This is the time when the child begins to feel less need for the security of familiar supervision and protection and begins to think for himself and to question the wisdom of his parents and teachers. The adolescent^{is} also learning to converse as an equal in both an adult and heterosexual peer world. He wishes to be accepted by the girls and boys of his peer group. His major problems focus on inter personal relationships, emotions, growing maturity and their families. The adolescent has additional problem of the

need for peer approval and the need for sex. As a result of all these developments going on concurrently during adolescent period many adolescents tend to be maladjusted. This maladjustment may show in form of truancy, and disobedience to school rules and regulation which may affect on the academic work of the child and may result in the child leaving school as a dropout.

Research Question Five

This research question states what are the other causes of dropout among boys and girls from secondary school in Lagos state? To answer this question the views of all the respondents concerning possible causes of school dropout were analysed using frequency and percentage distribution. This is presented in table 4.16 a-d.

Table 4.16A Opinion Of The Teachers And Principals On The Possible Causes Of School Dropout

	ITEM Other Possible Causes of School Dropout	Teacher		Principal		Total	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Most boys and girls who dropout from secondary school are children from poor families	80 50%	64 40.1%	12 70.6%	4 23.5%	92 57.5%	68 42.5%
2	Most boys and girls who dropout from schools are children of uneducated parents	71 42.3%	81 48.2%	10 58.8%	7 41.2%	81 47.9%	88 52.1%
3	Some boys and girls dropout from school due to parental wish	30 17.8%	118 69.8%	5 11.8%	10 58.8%	35 21.5%	128 78.5%
4	Most boys leave school to engage in business so as to get rich quick	92 55.1%	56 33.6%	16 94.1%	1 5.9%	108 65.5%	57 34.5%
5	Student dropout due to learning difficulty	115 50.3%	63 37.3%	9 52.9%	7 41.2%	124 63.9%	70 36.1%
6	Most girls dropout of school due to pre-marital pregnancy	112 65.9%	36 21.2%	8 47%	9 52.9%	120 72.7%	45 27.3%
7	Poor Teacher-Student relationship	60 35.6%	92 54.4%	6 35.3%	9 53.0%	66 39.5%	101 60.5%
8	Illness	105 62.1%	46 27.2%	12 70.6%	5 29.4%	117 69.6%	51 30.4%
9	Poor School Facility	63 38.4%	87 53.0%	6 35.3%	10 58.8%	69 41.6%	97 58.4%
10	Fear of being unemployed after school	32 19.3%	114 68.6%	11 64.9%	6 35.3%	43 26.4%	120 73.6%
11	Maltreatment by other students	27 16.1%	122 72.6%	2 11.8%	11 64.7%	29 17.9%	133 82.1%
12	Birth position and family size	77 48.5%	55 34.6%	12 70.6%	3 17.7%	89 60.5%	58 39.5%

Table 4.16B Opinion Of The Students On The Possible Causes Of School Dropout

	ITEM Other Possible Causes of School Dropout	Students	
		Agree	Dis-agree
1	Most boys and girls who dropout from secondary school are children from poor families	103 33.9%	157 51.6%
2	Most boys and girls who dropout from schools are children of uneducated parents	108 35.4%	149 48.9%
3	Some boys and girls dropout from school due to parental wish	129 42.9%	105 34.9%
4	Most boys leave school to engage in business so as to get rich quick	247 81.2%	25 8.2%
5	Student dropout due to learning difficulty	182 60.1%	70 23.0%
6	Most girls dropout of school due to pre-marital pregnancy	261 87.5%	21 7.0%
7	Poor Teacher-Student relationship	131 43.1%	130 42.7%
8	Illness	182 59.6%	71 23.3%
9	Poor School Facility	128 42.2%	130 42.9%
10	Fear of being unemployed after school	94 31.0%	151 49.8%
11	Maltreatment by other students	71 23.4%	183 60.4%
12	Birth position and family size	146 49.5%	104 35.0%

Table 4.16C Opinion of the Parents on the Possible Causes of School Dropout

	ITEM Other Possible Causes of School Dropout	Parents	
		Agree	Disagree
1	Most boys and girls who dropout from secondary school are children from poor families	48 36.1%	75 56.3%
2	Most boys and girls who dropout from schools are children of uneducated parents	42 30.9%	87 64.0%
3	Some boys and girls dropout from school due to parental wish	34 35.2%	82 60.7%
4	Most boys leave school to engage in business so as to get rich quick	74 54.5%	48 35.3%
5	Student dropout due to learning difficulty	68 51.2%	50 37.6%
6	Most girls dropout of school due to pre-marital pregnancy	103 77.4%	19 14.3%
7	Poor Teacher-Student relationship	66 50.4%	49 37.4%
8	Illness	78 58.2%	36 29.6%
9	Poor School Facility	61 35.8%	56 42.1%
10	Fear of being unemployed after school	33 25.0%	87 65.9%
11	Maltreatment by other students	24 18.1%	92 69.2%
12	Birth position and family size	62 46.2%	46 36.2%

Table 4.16D Opinion of All the Respondents on Possible Causes of School Dropout

	ITEM Other Possible Causes of School Dropout	All Respondents	
		Agree	Dis-agree
1	Most boys and girls who dropout from secondary school are children from poor families	243 44.8%	300 55.2%
2	Most boys and girls who dropout from schools are children of uneducated parents	231 41.6%	324 58.4%
3	Some boys and girls dropout from school due to parental wish	198 38.6%	315 61.4%
4	Most boys leave school to engage in business so as to get rich quick	429 76.9%	129 23.1%
5	Student dropout due to learning difficulty	344 64.4%	190 35.6%
6	Most girls dropout of school due to pre-marital pregnancy	488 85.9%	80 14.1%
7	Poor Teacher-Student relationship	263 42.7%	280 51.6%
8	Illness	377 70.5%	158 59.5%
9	Poor School Facility	258 47.7%	283 52.0%
10	Fear of being unemployed after school	170 32.2%	285 67.8%
11	Maltreatment by other students	124 23.3%	408 76.7%
12	Birth position and family size	297 58.8%	208 41.2%

Table 4.16(a-d) above carries the views of all the respondents on the causes of school dropout. From the table, it is observed that the views of both teachers and principals differ from those of students and parents in the rating of item 1. While the teachers and principals agreed that most students who dropout from secondary school are children from poor families, students and parents disagreed with the item. Item 2 which states that most boys and girls who dropout from secondary schools are children of uneducated parents was rejected by all the respondents with the exception of the principals. A total of 10 (58.8%) principals out of the 17

principals that responded to this item agreed with the item while 7 or 41.2% of them rejected the item. Item 10 was also rejected by all the other respondents except the principals. However, all the respondents disagreed with items 3, 9 and 11 as factors that influence students to dropout of school. On the contrary, items 5, 8, and 12 which states ^{learning} difficulties, illness as well as birth position and family size, respectively, were accepted by all the respondents as major causes of school dropout.

Table 4.16(a-g) also reveals that item 6 which states that most boys dropout of school to engage in business in order to get rich quick was also accepted by all the respondents. Aside the principals who disagreed with item 8 which indicates that most girls dropout of school due to pre-marital pregnancy, all the other respondents agreed with the item. However, it is important to point out that the degree to which the views of principals differ on item 8 is very marginal. While 9 or 52.9% of the principals rejected this item, the same item was accepted by 8 or 47.1% of the principals. Poor teacher-Students relationship as a cause of school dropout was rejected by the teachers and principals but was accepted by both students and parents. The lack of consensus in rating this item 7 could be due to failure on the part of teachers and principals to honestly score the item since accepting it as a cause to school dropout portrayed a weakness on their part. Also, the differences noticed in the rating of item 2 and 10 between the principals and other respondents could imply that the teachers, students and parents were not well informed about the implications of these factors on school dropout. The unacceptance of item 3, 9 and 11 does not imply that these factors do not contribute to school dropout but signify that they are not major causes of school dropout. This is because earlier findings in this study show that some students dropout of school due to parental wish.

Research Question Six

This question states, what are the possible measures to take to check school dropout.⁷ To answer this question the opinion of the respondents on the suggested remedies to school dropout was analysed using frequency and percentage. The analysis is presented on table 4.17.

Table 4.17 Opinion of Respondents on the suggested remedies to the problem of secondary school dropout.

Table 4.17 Opinion Of Respondents On The Suggested Remedies To The Problem Of Secondary School Dropout.

	ITEM	Teachers		Principals		Students		Parents		Total	
		Agree	Dis agree	Agree	Dis agree	Agree	Dis agree	Agree	Dis agree	Agree	Dis agree
TEACHER FACTOR											
1	Good teacher/student relationship	158 91.3%	10 5.8%	15 88.2%	1 5.9%	255 85%	16 6.2%	116 89.2%	8 6.2%	544 93.5%	38 6.5%
2	Use of effective teaching methods and aids to motivate students	149 87.2%	17 9.9%	15 88.2%	2 11.8%	257 85.7%	18 5.8%	119 90.2%	4 3%	540 92.9%	41 7.1%
3	Offer of special remedial tutorial education to academic weak students	150 88.3%	9 5.3%	16 94.1%	1 5.9%	233 77.7%	42 14%	117 89.3%	7 5.4%	516 89.7%	59 10.3%
4	Teachers acting as models to students by living exemplary lives	153 89.2%	9 5.3%	15 88.3%	- -	212 70.9%	11 13.7%	109 83.8%	11 8.5%	489 88.9%	61 11.1%
SCHOOL ENVIRONMENTAL FACTORS											
5	Improvement of school environment (good sanitary condition)	142 83.5%	18 83.5%	15 88.3%	- -	241 79.8%	34 11.2%	112 83.6%	9 6.7%	510 89.3%	61 10.7%
6	Conducive and healthy psychological environment (good student-student relationship)	154 89.0%	12 7.0%	16 94.1%	- -	242 80.6%	26 8.6%	120 90.2%	4 3%	532 92.7%	42 7.3%
7	Provision of effective and efficient sick bay	124 71.7%	21 12.7%	10 58.8%	3 17.6%	188 63.3%	54 18.1%	108 81.2%	15 11.3%	430 82.2%	93 17.8%
PEER GROUP FACTOR											
8	Strict observance of school rules and regulations by students	148 87.5%	12 7.1%	17 100%	- -	234 78.2%	38 12.7	111 84.7%	9 6.9%	510 89.6%	59 10.4%

	ITEM	Teachers		Principals		Students		Parents		Total	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
SCHOOL AUTHORITIES											
9	Strengthening the social climate of the school through functional clubs and societies	150 87.2%	11 6.4%	15 93.8%	- -	230 76.6%	33 11%	98 74.3%	24 18.2%	493 87.9%	68 12.1%
10	Checking and taking prompt and strict disciplinary actions against the use of drugs and delinquent acts	156 90.7%	8 4.7%	15 93.8%	- -	265 88.4%	18 6%	120 90.9%	7 5.3%	556 94.4%	33 5.6%
11	providing functional guidance and counselling unit	165 98.2%	8 4.7%	16 94.1%	- -	263 88.5%	15 5.1%	122 92.2%	3 2.3%	566 96.9%	18 3.1%
12	The administrative staff playing parental roles to the students	147 86.5%	12 7.1%	15 93.8%	- -	231 77.6%	27 9.1%	109 83.8%	11 8.4%	502 90.4%	50 9.1%
13	Having regular meetings with parents of truants and delinquent students	161 94.7%	4 2.4%	16 94.1%	- -	250 83.9%	12 6%	120 90.2%	8 6.1%	547 95.8%	24 4.2%
PARENTAL FACTORS											
14	Sound psychological home environment	159 93.5%	2 1.2%	16 94.1%	- -	239 79.7%	19 6.4%	119 90.2%	5 3.8%	533 95.4%	26 4.7%
15	Parents getting involved in the academic work of their children	152 89.9%	10 5.9%	15 93.8%	- -	268 89.4%	12 4%	124 94.7%	5 3.8%	559 95.4%	27 4.6%
16	Parents giving their children sound moral and sex education	158 91.9%	8 4.7%	16 94.1%	- -	234 78.8%	46 15.5%	113 85.6%	11 8.4%	521 88.9%	65 11.1%
17	Parents checking and assisting their children to select friends	127 75.2%	22 13%	14 87.5%	1 6.3%	157 53.7%	95 32.6%	96 73.3%	22 16.8%	394 73.8%	140 26.2%
GOVERNMENT & MINISTRY OF EDUCATION											
18	Proper funding of the schools and provision of adequate school facilities and equipment	161 94.2%	5 2.9%	16 94.1%	- -	266 88.7%	20 6.7%	126 94.7%	2 1.6%	569 95.5%	27 4.5%
19	Regular payment of teachers' salary and their conditions of service	162 94.8%	5 2.9%	16 94.1%	- -	269 90.6%	13 4.4%	127 96.3%	5 3.8%	574 96.1%	23 3.9%
20	Effective supervision of schools and implementations of inspection/supervisory reports	154 92.4%	12 7%	16 94.1%	- -	261 87.3%	15 5%	119 90.1%	4 3.1%	550 94.7%	31 5.3%

Table 4.17 above gives a breakdown of the opinion of all the respondents on the suggested remedies to the problem of dropout among secondary school boys and girls. The table presents an interesting revelation of the acceptance of all the suggested remedies by all the respondents. The highest rated item by all the respondents is item 19 which has a total of five hundred and seventy four or (96.1%) out of five hundred and ninety seven respondents that scored either in favour or against the item indicating their agreement to the item; while only twenty-three or (3.9%) of the respondents rejected the item. The next highest rated item was item 18 which states that the government or the state Ministry of Education should ensure proper funding of the schools and the provision of adequate school facilities, with a total of five hundred and sixty-nine or (95.5%) respondents in agreement while only twenty-seven or (4.5%) were in disagreement. Provision of Functional guidance and counselling unit in the schools which is item 11 was the third highest scored item by the respondents. The least scored item by all the respondents is item 17 and it has a total of three hundred and ninety-four or (73.8%) out of 534 respondents that rated either positively or negatively to the item being in consent while one hundred and forty or 26.2% were in disagreement.

The teachers rated item 11 highest with a total of one hundred and sixty-five or (98.2%) out of 166 that indicated either in favour or against the item consenting to it while only one teacher or (0.6%) rejected the same item. Item 8 was scored highest by the principals with a total of seventeen or (100%) of them in consent. Also, items 4,5,6,9,10,11,12,13,14,15,16,18,19 and 20 were unanimously accepted by the principals with none of them indicating a disapproval. Other principals who responded to these items were undecided about the items. On the other hand, the students as well as the parents rated item 19 highest. A total of two hundred and sixty-nine or (90.6%) out of 282 students and one hundred and twenty-seven or (96.3%) out of 132 parents who scored either agreed or

disagreed to the item ^{were} in agreement respectively while 13 (4.4%) and 5(3.8%) of the students and parents rejected the item respectively.

The consensus shown in rating all the items on the table by all the respondents indicates the degree of sincerity exhibited by all the respondents while responding to the items. This also implies that all the respondents desired some changes and improvement in the secondary educational system in the Lagos state to ensure better efficiency in the system.

4.8 Hypotheses Testing

Hypotheses One:

Hypotheses one states that there is no significant difference between the dropout rate of boys and girls from secondary school in Lagos State. To test this hypotheses, a Chi-square test was used and its results are presented on table 4.18.

Table 4.18A Views Of The Respondents On The Item Boys Dropout Of School More Than Girls

	Agree		Disagree		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
Teachers	63	(62.8)	77	(77.4)	140	3	3.36	0.03392
Principals	9	(5.8)	4	(7.2)	13			
Students	120	(121.6)	152	(150.4)	272			
Parents	48	(50.1)	64	(61.9)	112			
Column Total	240		297		537			

Table 4.18B Views Of Respondents On The Item Girls Dropout Of School More Than Boys'

	Agree		Disagree		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
Teachers	116	(115.2)	57	(57.8)	173	3	5.47	0.1403
Principals	6	(9.3)	8	(4.7)	14			
Students	178	(175.2)	85	(87.8)	263			
Parents	75	(75.3)	38	(37.7)	113			
Column Total	375		188		563			

A look at table 4.18a shows that the degree of freedom $Df = 3$, $\chi^2 = 3.36$ and $p = 0.3392$ (calculated χ^2 value is greater than the critical value at 0.05 level of significance). This means that the null hypotheses is rejected. This shows that there is a significant difference in the rate at which boys dropout from secondary school in Lagos State with that of girls.

Table 4.18b reveals that the degree of freedom Df , χ^2 value = 5.49 and $p=0.1403$ (calculated χ^2 value is greater than the critical χ^2 value at 0.05 level significance). Using this information, hypothesis one is still rejected.

From tables 4.18a and 4.18b above, it is noted that there is a significant difference in the views of all the respondents concerning the rate at which both boys and girls dropout from secondary schools in Lagos State. The positive value of the Chi-square shows that all the respondents rated the items differently. This implies lack of consensus among the respondents as to which sex drops-out more than the other. However, since calculated χ^2 value for girls dropout of school more than boys is higher than that of boys dropout of school more than girls', it indicates that in Lagos State, girls dropout from secondary school more than boys. This result could also imply that in Lagos State boys' education is rated higher and more appreciated to that of girls as is the case in some other states of the federation.

Hypotheses Two

Hypothesis two states that there is no significant difference in the level at which boys and girls dropout from secondary schools in Lagos State. In order to verify this hypothesis, a Chi-square test was used and its result presented in table 14.19.

Table 4.19A Views Of All The Respondents On Most Boys And Girls Dropout In The Junior Secondary School.

	Agree		Disagree		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
Teachers	62	(72.9)	85	(74.1)	147	3	4.66	0.2
Principals	7	(7.4)	8	(7.6)	15			
Students	163	(151.7)	143	(154.3)	306			
Parents	56	(56)	57	(57)	113			
Column Total	288		293		581			

A look at table 4.19a reveals that the degree of freedom $Df = 3$, calculated χ^2 value = 4.66 and $p = 0.1988$ (Calculated χ^2 value is greater than critical X^2 value at 0.05 level of significance). This result shows that there is a significant difference between the stages at the junior secondary school level at which most boys and girls dropout. As a result, the null hypothesis is rejected. The positive value of Chi-square shows that all the respondents scored the item differently. This points that most boys and girls that dropout at the junior secondary school level dropout at different stages or classes.

Table 4.19B Views Of All Respondents On Few Boys And Girls Dropout In The Senior Secondary School.

	Agree		Disagree		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
Teachers	103	(103.7)	47	(46.3)	150	3	0.42	0.9372
Principals	10	(9)	3	(4)	13			
Students	181	(181.9)	82	(81.1)	263			
Parents	76	(75.4)	33	(33.6)	109			
Column Total	370		165		535			

A look at table 4.19b shows that the degree of freedom $Df = 3$, calculated χ^2 value = 0.42 and $p = 0.9372$ (calculated χ^2 value is less than the critical value at 0.05 level of significance). The result reveals that there is no significance difference regarding the stages in the senior secondary school at which boys and girls dropout from school.

The implication is that, ^{the} null hypothesis is retained. This means that there is non-significant difference in the level at which boys and girls dropout from senior secondary schools in Lagos State. This also shows that the dropout witnessed among boys and girls from secondary school occur at almost the same stage in the senior secondary school. The positive value of Chi-square indicates that the item which states that few boys and girls dropout in the senior secondary school was rated differently by the respondents.

This finding confirms the finding that some students dropout from school before the end of an educational cycle into which they were initially admitted (UNESCO 1972:11). This result also contradicts the assertion of Vasudevan (1976:32), which states that dropout at the secondary school level occur more frequently at the early stages of the programme.

Hypothesis Three

Hypothesis three states that there is no significant difference in opinion of all the respondents regarding the relationship between financial constraints and the dropout rate of boys and girls from secondary schools in Lagos State. To test this hypothesis, a Chi-square was used and the result presented in table 4.20.

Table 4.20 Opinion Of The Respondents On Financial Problem Is A Major Cause Of Dropout Among Secondary School Boys And Girls In Lagos State.

	Agree		Disagree		Row Total	Df	χ^2	ρ
	O	(E)	O	(E)				
Teachers	111	(129.9)	62	(43.1)	173	3	17.96	0.0004
Principals	15	(12.8)	2	(4.2)	17			
Students	229	(208)	48	(69)	277			
Parent	124	(123.4)	47	(42.6)	171			
Column Total	479		159		638			

From table 4.20, it could be seen that the degree of freedom $Df = 3$, the calculated $\chi^2 = 17.96$ and $\rho = 0.0004$. (The calculated χ^2 value is greater than the critical value at 0.05 level of significance). This means that the null hypothesis is rejected. This shows that there is a significant difference in the opinion of the respondents regarding the influence of finance on school dropout. By implication, the result shows that there is a strong relationship between financial constraint and dropout rate among boys and girls from secondary schools in Lagos State. The positive value of Chi-square shows that the item was rated differently by the various

respondents. This points out that financial constraint is a major cause of school dropout. This finding confirms previous findings by Adams (1971: 56) which states that economic difficulties and low quality education are the two major causes of wastage.

Hypothesis Four

Hypothesis four states that there is no significant difference between the influence of peer group and rate of dropout among boys and girls from secondary schools in Lagos State. In an attempt to test this hypothesis, a Chi-square test was administered and the result presented in table 4.21.

Table 4.21 Views Of All The Respondents On Peer Group Influence Is A Strong Factor To School Dropout.

	Agree		Disagree		Row Total	Df	χ^2	ρ
	O	(E)	O	(E)				
Teachers	132	(120.1)	28	(40)	160	3	13.29	0.0041
Principals	14	(12.8)	3	(4.2)	17			
Students	163	(180.9)	78	(60.1)	241			
Parents	94	(89.3)	25	(29.7)	119			
Column Total	403		134		537			

Table 4.18 shows that the degree of freedom $Df = 3$, calculated $\chi^2 = 13.29$ and $\rho = 0.0041$ (calculated χ^2 value is greater than the critical X^2 value at 0.05 level of significance). This result shows that there is a strong relationship between the influence of peer group and the rate of dropout among secondary school boys and girls in Lagos State.

The outcome of this result is that the null hypothesis is rejected. This shows that peer group influence is a strong factor that result in school dropout among boys and girls. The positive value of Chi-square indicates that the item was scored differently by all the respondents. This finding tends to explain the reason for the higher rates of dropout witnessed at the senior secondary school level, since peer group influence becomes more prominent at this stage.

Hypothesis Five

Hypothesis five indicates that there is no significant difference in the opinion of teachers and principals about the dropout rate among secondary school boys and girls in Lagos State. To assess this hypothesis, a Chi-square test was administered and the result presented in table 4.22.

Table 4.22 Opinion Of Teachers And Principals About The Dropout Rate Among Secondary School Boys And Girls In Lagos State.

1992 Rating	Teachers O (E)		Principals O (E)		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
1-5	81	(81.8)	9	(8.2)	90	3	0.99	0.8046
6-10	29	(29.1)	3	(2.9)	32			
11-15	9	(8.2)	-	(0.8)	9			
16% and above	10	(10)	1	(1)	11			
Column Total	129		13		142			

1993 Rating	Teachers		Principals		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
1-5	70	(71.7)	10	(8.3)	80	3	1.99	0.5848
6-10	35	(35)	4	(4.1)	39			
11-15	13	(11.6)	-	(1.4)	13			
16% and above	11	(10.8)	1	(1.2)	12			
Column Total	129		15		144			

1994 Rating	Teachers		Principals		Row Total	Df	χ^2	p
	O	(E)	O	(E)				
1-5	82	(82)	9	(9)	91	3	2.70	0.5166
6-10	26	(25.2)	2	(2.8)	28			
11-15	11	(12.6)	3	(1.4)	14			
16% and above	17	(16.2)	1	(1.8)	18			
Column Total	136		15		151			

From table 4.22 above, it is observed that the degree of freedom $Df = 3$, calculated Chi-squares are 0.99, 1.94 and 2.70 for 1992, 1993 and 1994 respectively while the p-value

for the 1992, 1993 and 1994 are 0.8046, 0.5848 and 0.5166 respectively. Since the calculated χ^2 value is greater than the critical χ^2 value at 0.05 level of significance, it implies that there is a significant difference between the responses of teachers and principals as regards the rate of dropout of students from secondary schools in Lagos State. The result of this finding is that the null hypothesis is rejected. However, the positive value of the Chi-square indicates that the various rate of dropout of student from secondary schools in Lagos State were rated differently by both principals and teachers.

Hypothesis Six

This hypothesis states that there is no significant difference in the opinion of teachers and students concerning the influence of parents on the rate of dropout among boys and girls in secondary schools in Lagos State. To test this hypothesis, a Chi-square test was administered. The result is shown on table 4.23.

Table 4.23 Views Of The Teachers And Students On The Influence Of Parents Regarding The Dropout Rate Of Boys And Girls From Secondary School.

Respondents	Agree		Disagree		Row Total	Df	χ^2	ρ
	O	(E)	O	(E)				
Teachers	30	(61.6)	118	(8.64)	148	1	43.91	0.0000
Students	129	(97.4)	105	(136.6)	234			
Column Total	159		223		382			

Table 4.23 reveals that the degree of freedom $Df = 1$, calculated Chi-square $\chi^2 = 43.91$ and $\rho = 0.0000$ (the calculated Chi-square is greater than the critical Chi-square value at 0.05 level of significance). This result shows that there is a significant difference between the responses of teachers and students on the influence of parents to school dropout among secondary school boys and girls in Lagos State. In view of this, the null hypothesis is rejected.

The positive value of the Chi-square however, indicates that teachers rated parental wish as a cause of school dropout differently from the students

This finding tends to support the finding of Lichter *et al* (1962:50) which states "that education not a value in the student's environment is a reality problem that result in school dropout". This implies that, where the parents lack appreciation for the value of education, they may exhibit attitudes that will discourage the students in their academic work, which may result to student dropping out eventually.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study together with its conclusions. The recommendations made to the state Ministry of Education, the principals, students, teachers and parents are also discussed in this chapter.

5.2 Summary

This study identified the rate at which boys and girls dropout from secondary schools in Lagos State, the possible causes for which dropout and remedies to the problem of dropout.

Six research questions were asked to guide the study in testing the six null hypotheses that were formulated. The survey research design was used for the study while the instrument used for data collection were questionnaires, structured interview guide. Three sets of questionnaires were designed to ascertain the views of principals and teachers, students and parents. A total of twenty four secondary schools, three hundred and eighty (380) students, three hundred and six (306) teachers, twenty four (24) principals and two hundred and fifty (250) parents were used as sample for the study. In addition, six senior officials of the State Ministry of Education, ten parents of secondary school dropouts, few teachers and principals, and eight secondary school dropouts were interviewed.

Observations were also conducted in the twenty four sampled secondary schools as well as some other ones to ascertain some of the findings from the responses of the respondents and state of the school plant.

The major findings of the study include the presence of a variety of differences in the age and sex amongst the secondary school students, their teachers, principals and parents.

There were also differences in the qualifications of both teachers and principal as well as occupational differences among the parents. The study reveals that most of the teachers and principals teaching in the secondary schools in Lagos State possess the required qualifications and are still in their productive age.

This study reveals that the dropout rate of boys and girls from secondary schools in Lagos State ranges between 1-16% and above. However, the drop rate is could be put at 1-5% as indicated by 81 (62.8%), 70 (54.3%), 82 (60.3%) and 9 (69.2%), 10 (69.2%), 9 (60.0%) of both teachers and principals for the year 1992, 1993 and 1994 respectively. 375 (66.7%) as against 187 (37.3%) respondents indicated that girls dropout of school more than boys. It was also discovered that most of the dropouts witnessed at the secondary school occur mostly at the senior secondary level as indicated by 370 (69.2%) of the respondents.

From the study, it was also discovered that 465(72.2%),479 (75.1%) 344 (64.4%), 377 (70.5%) and 297 (58.8%) of the respondents stated that peer group influence, financial problems, learning difficulty, protracted illnesses and some incurable diseases as well as the birth position of students and family size are some of the major causes why boys and girls dropout from secondary schools in Lagos state. It was also the finding of this study that most boys dropout from school to engage in business so as to get rich quick while most girls dropout due to teenage pregnancy as indicated by 429 (76.9%) and 488 (85.9%) of the respondents respectively. On the contrary, the respondents rejected poor family background, illiteracy on the part of the parents, parental wish, poor school facilities, fear of being unemployed after school and maltreatment by other students as major causes of school dropout. This finding was authenticated by 300 (55.2%), 324(58.4%), 283, (52.0%) 358 (67.8%) and 408 (76.7%) respondents respectively that disagreed with items. However, since some respondents

accepted these factors as causes of school dropout, it then implies that they can contribute to school dropout, though they might not be too influential to school dropout.

Respondents also remained positive on all the suggested ways by which dropout among boys and girls from secondary schools could be reduced.

It is also the finding of this study that the opinion of principals, teachers, students and parent on the issue of school dropout among secondary school boys and girls in Lagos State and the factors that influence them to dropout remained significantly different at 0.05 probability level of significance.

5.3 Conclusions

In view of the findings of this study it is therefore concluded that there is high incidence of school dropout among boys and girls from secondary schools in Lagos State especially within the girls. This study also concludes that the factors that influence students to dropout from school become more pronounced as they get to the senior secondary school resulting to the high incidence of dropout witnessed at that level. Such factors include influence of the peer group, financial problems, learning difficulties and pre-marital pregnancy among girls. From the findings of the study it is also concluded that the efficiency of the secondary education system is low in Lagos State and also there is high wastage rates in the school system as expressed by the increasingly rate of students dropout yearly.

It is also the conclusion of this study that if nothing is done urgently to remedy the situation and reduce the incidence dropout in secondary education, then the goals of secondary education apart from not being achieved (that is ineffectiveness of the system), the 6 - 3 - 3 - 4 educational scheme will in the nearest future continue to produce a population that lacked the basic skills which will enable them withstand the complexities of their living environment.

It is also concluded that cluster of factors combine to influence the rate of students dropout from secondary schools in Lagos state and that these forces weigh more on the girls. In conclusion, therefore, educators, educational administrators and planners should make conscious effort to prevent the eventual collapse of our educational system. As a result, all educational planners and administrators in the State should ensure that realistic policies towards advancement of secondary education in the state should be formulated and religiously pursued.

5.4 Recommendations

Based on the findings of this study, the following recommendations are rendered to ensure that the incidence of school dropout among secondary school boys and girls is reduced to the barest minimum.

Considering the fact that financial problem is one of the major causes of school dropout, it is recommended therefore that the government through the State Ministry of Education should as a matter of urgency begin to subsidize the cost of learning materials especially texts and exercise books. It is also suggested that the various schools should identify the brilliant students who may because of financial difficult dropout from school and make recommendation of such student to the P.T.A. or the government for the award of scholarship.

Concerning the influential role played by peer group in school dropout, it is suggested that every school should be provided with functional and efficient guidance and counselling services so as to prevent the maladjustment of school adolescents that may result in school dropout. It is also suggested that the school authorities should practice prompt, and open punishment on the use of drugs and any other delinquent act of students to serve as deterrent to other students. Since the sex desire of the adolescents can not be neglected, the study

recommends that sound sex and moral education should be given both at home and at school. This will reduce the incidence of pre-marital pregnancy that result in school dropout.

The schools should organise special remedial or tutorial education for academically weak students to prevent school dropout that results from learning difficulty. There should be a close support between the school and the parents of delinquents and academically weak students.

To also curtail the excessive delinquent act of students resulting from adolescence, the school authorities should institute and ensure that functional clubs and societies exist in their schools.

There should be national re-orientation to the social values through public enlightenment programmes. Display of affluence should be discouraged through social seminars and school debates, while importance of education should be well emphasised. This will help to desuade other secondary school boys who may be planning to dropout prematurely in order to engage in business so as to get rich quick.

5.5 Recommendation For Further Research

It is recommended that this study be conducted in the other five former states of the defunct Western Region, so that the results would be compared. It is also recommended that a study on the progression rate of students be conducted in Lagos State so as to ascertain the classes in the two stages of Secondary Education (Junior and Senior) where school dropout occur most frequently.

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APPENDIX I

FORMULA FOR CHI-SQUARE

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where O = Observed frequency

E = the corresponding expected frequency.

Df = (number of columns - 1)(number of rows - 1)

$$\chi^2 = \frac{N(AD - BC)^2}{(A + B)(C + D)(A + C)(B + D)}$$

A	B	A + B
C	D	C + D
A + C	B + D	N

SUMMARY OF CHI-SQUARE VALUES AS PRESENTED IN THE STUDY.

Hypotheses	Degree of Freedom	Observed Chi-Square Value	Critical Value	Level of Significance
1	3	3.36	0.03392	0.05
	3	5.47	0.1403	0.05
2	3	4.66	0.1988	0.05
	3	0.42	0.9372	0.05
3	3	17.96	0.0004	0.05
4	3	13.29	0.0041	0.05
5	3	0.99	0.8046	0.05
	3	1.99	0.5848	0.05
	3	2.70	0.5166	0.05
6	1	43.91	0.0000	0.05

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS

This questionnaire is strictly for research purposes. Please honestly complete the following by ticking () where applicable. Your frank response will be treated in confidence.

SECTION A

1. Name of school _____

2. Sex: Male Female

3. Age Range : (4) Educational Qualification

25 - 30 yrs (a) Doctorate Degree

31 - 36 yrs (b) Master's Degree in Education

37 - 42 yrs (c) Bachelors Degree in Education

43 - 48 yrs (d) N.C.E .

49 - 54 yrs

55 - 60 yrs

61 - 65 yrs

65 & above

5. What class(es) do you teach?

J.S.S . 1 S.S. 1

J.S.S. 2 S.S. 2

J.S.S. 3 S.S. 3

6. How many students have dropped out from your school/class in the last three years?

No. of Dropout	1992	1993	1994
1-10			
11-15			
16-20			
21-25			
26-30			
31- 35			
40 above			

7. Which sex drops out more than the other?

Boys Girls

8. Indicate the rate of drop out of students from your school/class(es) in relation to your school/class(es) enrolment in the last three years.

Rate of Dropout	1992	1993	1994
1 - 5%			
6 - 10%			
11 - 15%			
16% & above			

SECTION B

Below are statements that relate to the problems of drop-out of students from schools. Please, indicate how far you agree or disagree with the statements by ticking () one of the following responses.

SA - Strongly Agree A - Agree
 U - Undecided D - Disagree
 SD - Strongly Disagree

	SA	A	U	D	SD
1 Boys drop out of secondary schools more than girls					
2 Girls drop out of secondary schools more than boys					
3 Most boys and girls drop out in the junior secondary schools.					
4 Few boys and girls drop out in the senior secondary school					
5 Most boys and girls who drop out from secondary school are children from poor families					
6 Most boys and girls who drop out from schools are children of uneducated parents					
7 Peer group influence is a strong factor to school dropout					
8 Financial problem is a major cause of school dropout					
9 Some boys and girls drop out from school due to parental wish					
10 Most boys leave school to engage in a business so as to get rich quick					
11 Students drop out due to learning difficulties					

	SA	A	U	D	SD
12 Most girls drop out of school due to pre-marital pregnancy					
13 Other possible causes of school drop out are:					
i Poor teacher-student relationship					
ii Illness					
iii Poor school facilities					
iv Fear of being unemployed after school					
v Maltreatment by other students					
vi Birth position and family size					

13b List these factors in their order of importance in the spaces provided below.

- i.
- ii.
- iii.
- iv.
- v.
- vi.

14. Possible ways by which drop-out among boys and girls from secondary school can be reduced are :

	SA	A	U	D	SD
i. <u>Teacher Factor</u>					
a. Good Teacher-Student relationship					
b. Use of effective teaching methods/aids to motivate students.					
c. Offering of special remedial/tutorial education to academically weak students					
d. Teachers acting as models to the students by living exemplary lives					
ii. <u>School Environmental Factors</u>					
a. Improvement of school environment (good sanitary condition)					
b. Conducive and healthy psychological environment (good student-student relationship).					
c. Provision of effective and efficient sick bay					
iii. <u>Peer Group Factor</u>					
a. Strict observance of school rules and regulation by the students.					

	SA	A	U	D	SD
iv. <u>School Authorities</u>					
a. Strengthening the social climate of the school through functional clubs and societies					
b. Checking and taking prompt and strict disciplinary actions against the use of drugs and other delinquent acts.					
c. Providing functional guidance and counselling unit.					
d. The administrative staff playing parental roles to the students.					
e. Having regular meetings with the parents of truants and delinquent students.					
v. <u>Parental Factors</u>					
a. Sound psychological home environment.					
b. Parents getting involved in the academic work of their children					
c. Parents giving their children sound moral and sex education.					
d. Parents checking and assisting their children to select friends					
v. <u>Government (State Ministry of Education)</u>					
a. Proper funding of secondary schools and provision of adequate school facilities and equipments.					
b. Regular payment of teachers salary and improvement of teachers' condition of service.					
c. Effective supervision of schools and the implementation of the recommendations or inspection/supervisory reports.					

vi. Any others (please specify)

- a.
- b.
- c.

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

This questionnaire is strictly for research purposes. Please, honestly complete the following by ticking () as applicable. Your frank response will be treated in confidence.

SECTION A

1. Name of school : _____

2. Sex: Male Female

3. Age Range : 12 - 16 yrs 17 - 24 yrs

4. In what class are you?

J.S.S. 1 S.S. 1

J.S.S. 2 S.S. 2

J.S.S. 3 S.S. 3

5. When were you admitted to your present school

1989 1993

1990 1994

1991 1995

1992

6. How many of your classmates have left school in the last three sessions?

	1992	1993	1994
1-2			
3-4			
5-6			
7-8			
9-10 and above			

7. Have you ever stopped secondary school at anytime?

(a). Yes (b) No

If Yes why?

i. Financial problem

ii. Illness (please, specify what kind) _____

iii. Loss of parents or relation

v. Parental wish

v. Unwanted pregnancy

SECTION B

Below are statements that relate to the problems of drop-out of students from schools. Please, indicate how far you agree or disagree with the statements by ticking () one of the following responses.

SA - Strongly Agree A - Agree U - Undecided
D - Disagree SD - Strongly Disagree

		SA	A	U	D	SD
1	Boys drop out of secondary schools more than girls					
2	Girls drop out of secondary schools more than boys					
3	Most boys and girls drop out in the junior secondary schools.					
4	Few boys and girls drop out in the senior secondary school					
5	Most boys and girls who drop out from secondary school are children from poor families					
6	Most boys and girls who drop out from schools are children of uneducated parents					
7	Peer group influence is a strong factor to school dropout					
8	Financial problem is a major cause of school dropout					
9	Some boys and girls drop out from school due to parental wish					
10	Most boys leave school to engage in a business so as to get rich quick					
11	Students drop out due to learning difficulties					
12	Most girls drop out of school due to pre-marital pregnancy					
13	Other possible causes of school drop out are:					
	i Poor teacher-student relationship					
	ii Illness					
	iii Poor school facilities					
	iv Fear of being unemployed after school					
	v Maltreatment by other students					
	vi Birth position and family size					

13b List these factors in their order of importance in the spaces provided below.

- i.
 ii.
 iii.
 iv.
 v.
 vi.

14. Possible ways by which drop-out among boys and girls from secondary school can be reduced are :

	SA	A	U	D	SD
i. <u>Teacher Factor</u>					
a. Good Teacher-Student relationship					
b. Use of effective teaching methods/aids to motivate students.					
c. Offering of special remedial/tutorial education to academically weak students					
d. Teachers acting as models to the students by living exemplary lives					
ii. <u>School Environmental Factors</u>					
a. Improvement of school environment (good sanitary condition)					
b. Conducive and healthy psychological environment (good student-student relationship).					
c. Provision of effective and efficient sick bay					
iii. <u>Peer Group Factor</u>					
a. Strict observance of school rules and regulation by the students.					
iv. <u>School Authorities</u>					
a. Strengthening the social climate of the school through functional clubs and societies					
b. Checking and taking prompt and strict disciplinary actions against the use of drugs and other delinquent acts.					
c. Providing functional guidance and counselling unit.					
d. The administrative staff playing parental roles to the students.					
e. Having regular meetings with the parents of truants and delinquent students.					
v. <u>Parental Factors</u>					
a. Sound psychological home environment.					
b. Parents getting involved in the academic work of their children					
c. Parents giving their children sound moral and sex education.					
d. Parents checking and assisting their children to select friends					
v. <u>Government (State Ministry of Education)</u>					
a. Proper funding of secondary schools and provision of adequate school facilities and equipments.					

- b. Regular payment of teachers salary and improvement of teachers' condition of service.
- c. Effective supervision of schools and the implementation of the recommendations or inspection/supervisory reports.

SA	A	U	D	SD

vi. Any others (please specify)

- a.
- b.
- c.

APPENDIX IV

QUESTIONNAIRE FOR PARENTS

This questionnaire is strictly for research purposes. Please, honestly complete the following by ticking () as applicable. Your frank response will be treated in confidence.

SECTION A

1. Sex: Male Female

2. Age Range :

25 - 30 yrs

31 - 36 yrs

37 - 42 yrs

43 - 48 yrs

49 - 54 yrs

55 - 60 yrs

61 - 65 yrs

65 & above

3. Occupation:

Civil servant

Business man/woman

Company Executives

Typist/Clerks

House wives

Others (Specify)

SECTION B

Below are statements that relate to the problems of drop-out of students from schools. Please, indicate how far you agree or disagree with the statements by ticking () one of the following responses.

SA - Strongly Agree A - Agree

U - Undecided D - Disagree

SD - Strongly Disagree

	SA	A	U	D	SD
1 Boys drop out of secondary schools more than girls					
2 Girls drop out of secondary schools more than boys					
3 Most boys and girls drop out in the junior secondary schools.					
4 Few boys and girls drop out in the senior secondary school					
5 Most boys and girls who drop out from secondary school are children from poor families					
6 Most boys and girls who drop out from schools are children of uneducated parents					

		SA	A	U	D	SD
7	Peer group influence is a strong factor to school dropout					
8	Financial problem is a major cause of school dropout					
9	Some boys and girls drop out from school due to parental wish					
10	Most boys leave school to engage in a business so as to get rich quick					
11	Students drop out due to learning difficulties					
12	Most girls drop out of school due to pre-marital pregnancy					
13	Other possible causes of school drop out are:					
i	Poor teacher-student relationship					
ii	Illness					
iii	Poor school facilities					
iv	Fear of being unemployed after school					
v	Maltreatment by other students					
vi	Birth position and family size					

13b List these factors in their order of importance in the spaces provided below.

- i.
- ii.
- iii.
- iv.
- v.
- vi.

14. Possible ways by which drop-out among boys and girls from secondary school can be reduced are :

		SA	A	U	D	SD
i.	<u>Teacher Factor</u>					
a.	Good Teacher-Student relationship					
b.	Use of effective teaching methods/aids to motivate students.					
c.	Offering of special remedial/tutorial education to academically weak students					
d.	Teachers acting as models to the students by living exemplary lives					
ii.	<u>School Environmental Factors</u>					
a.	Improvement of school environment (good sanitary condition)					
b.	Conducive and healthy psychological environment (good student-student relationship).					

	SA	A	U	D	SD
c. Provision of effective and efficient sick bay					
iii. <u>Peer Group Factor</u>					
a. Strict observance of school rules and regulation by the students.					
iv. <u>School Authorities</u>					
a. Strengthening the social climate of the school through functional clubs and societies					
b. Checking and taking prompt and strict disciplinary actions against the use of drugs and other delinquent acts.					
c. Providing functional guidance and counselling unit.					
d. The administrative staff playing parental roles to the students.					
e. Having regular meetings with the parents of truants and delinquent students.					
v. <u>Parental Factors</u>					
a. Sound psychological home environment.					
b. Parents getting involved in the academic work of their children					
c. Parents giving their children sound moral and sex education.					
d. Parents checking and assisting their children to select friends					
v. <u>Government (State Ministry of Education)</u>					
a. Proper funding of secondary schools and provision of adequate school facilities and equipments.					
b. Regular payment of teachers salary and improvement of teachers' condition of service.					
c. Effective supervision of schools and the implementation of the recommendations or inspection/supervisory reports.					

vi. Any others (please specify)

- a.
- b.
- c.

APPENDIX VII**INTERVIEW GUIDE**

1. What are the major problems facing Lagos State Secondary schools (for State ministry of Education official only)
2. In your opinion what factors contribute mainly to the dropout rate of boys and girls from Lagos State Secondary School?
3. What factors do you think influence secondary school girls to dropout from school?
4. What factors contribute mainly to the dropout rate of boys from Lagos State Schools?
5. What roles do you think your Ministry should play to reduce the increase of school dropout? (for Ministry of Education only)

APPENDIX VI

EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT

(Table for determining sample size from a given population)

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	143	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	150	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	630	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,400	285	100,000	384