AN INVESTIGATION OF THE NATURE AND CAUSES OF DROP-OUTS AMONG SECONDARY SCHOOL STUDENTS IN BAUCHI AND GOMBE STATES

BY

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THE THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATIONAL PSYCHOLOGY, DEPARTMENT OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

DECLARATION

I hereby declare that this thesis has been written by me, and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or identification and sources of information are specially acknowledged by means of reference.

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CERTIFICATION

This research has been read and approved as meeting the requirements for the award of the degree Master of Education,. Ahmadu Bello University, Zaria.

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DEDICATION

This piece of work is lovingly dedicated to my parents, and my beloved children Umi, Mubarak, Sadiq, Hafiz, Saliha and Amira. All of whom are so dear to me.

ACKNOWLEDGEMENT

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ABSTRACT

Dropping out of school has become a very common phenomenon so much that the rate of school dropout is unfavourably disproportional to the output of the educational system. In view of this the research findings herein were the result of the investigation on the nature, and causes of secondary school dropouts in Bauchi and Gombe States.

In conducting the research, a random sample of 580 subjects were used, consisting of 60 parents, 60 teachers and 460 students. Two different kinds of questionnaires were used and they include Teachers/Students questionnaire and Parent oral interview questions.

Non inferential statistics were employed to test the hypothesis. The result generally indicated that in Bauchi and Gombe States lack of adequate feeding of students and lack of recreational facilities are among the strong reasons for students' dropout of school.

The findings include:

i) significant differences between the attitude of teachers and students towards the problem of secondary school dropout in Bauchi and Gombe States,

ii) that there was no significant difference between rural and urban secondary school in their retention of students,

iii) that no one particular factor predominant as principal cause of school dropout,

iv) more female are leaving school before stage of graduation than male and

v) rural and urban senior secondary schools have no difference in their retention

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DEFINITION OF TERMS

Dropout: This refers to a student who due to some reason is unable to complete his/her secondary school course, and therefore has to abandon schooling prematurely.

Day Secondary School:
These are non-residential schools locationnaly scattered all over the states.

Truancy: This refers to student who was neither in the home nor found in the school during school hour. But usually go back home after the school closing with the classmates.

Absenteeism This refers to a student who abscond to school.

Lateness: This refers to a students coming to school after the official opening time of the school hours.

Zonal Education office: This refers to the administrative headquarters of all the post-primary institutions located within a particular school zone.

ABBREVIATIONS

J.S.S This is an acronym for Junior Secondary School. It is a school programme that covers the first three years of post-primary education.

SSS This means Senior Secondary School. It is three-year school programme for which students qualify to enter after a successful completion of the JSS.

GSS This means Government Secondary School

GGSS This refers Government Girls Secondary School.

GDSS This means Government Day Secondary School.

Chapter 1.

INTRODUCTION

1.0 Background To The Problem

Every society has some kind of arrangement for bringing up and training her young ones so as to prepare then for adult life. As it is stated in the National Policy on Education (Revised 1981) "Nigeria philosophy of Education is based on the integration of the individual into a sound and effective citizen and equal Educational opportunities for all citizens of the nation at the Primary, Secondary and Tertiary levels, both inside and outside the formal system". Thus Education is a basic requisite for responsible citizenship, maintenance of our way of life, and successful entry into day's complicated working world.

Secondary education is the form of Education children receive after Primary Education and before the Tertiary stage. Secondary education is of six years duration and is given in two stages; Junior Secondary stage and Senior Secondary stage, each stage being of three years duration. Therefore in this work concerned with the only Senior Secondary School stage. In this respect, Secondary School education is viewed as most crucial since it is at this level of Education that entry into higher level of Education is determined. It is also at this stage that a child's fate in respect of what he will become in future particularly in relation to career is decided. Therefore the importance of the Secondary Education needs to be over-emphasized. In this National Policy Education (1981) the importance of it is expressed as "preparation for useful living within the society and preparation for higher Education". However students dropout of

school for many reason such as personnel and social incapacitation due to peer-group influence, attitude of teachers, recreational facilities, others are geographical location of school, feeding system, sex differences and many other reasons. So also the lateness, truancy and absenteeism. According to Lawrence et al (1966), when a student drop out of school, his behavior generate varieties of reactions from the social milieu, from his school, parents, peers, and even from himself.

Regardless of the cause of students' premature school leaving, the dropout behaviour increases wastage of the state resources on Education and also creates more problems to the security and social welfare agencies. Licher et al (1962) observed that lack of academic aptitude is not a primary cause of school dropout. A heterogeneous range of reason relative to each dropout's psychological and economic deficiencies was suggested as probable reasons for students' withdrawal from school. Some students' dropout of school on their own accord, others do so in response to family, peer or social pressures. Some also dropout because of incompatible differences between themselves and school value system.

In view of this diversity of causes, it become necessary that any Education reform or programme of intervention that aims at checking the dropout problem starts from an understanding of the causes of school dropout, and the characteristics of the affected students. Educationist and decision-makers need to know what students' goals are and whether school assist or interfere with their attainment. It is from this understanding that effectiveness of students' retention shall be improved.

Thus, these research intents to study the causes and characteristics of dropout in Bauchi and Gombe State Senior Secondary Schools. Therefore factors such as peer-groups influence, attitude of teachers, feeding system, others are lack of recreational facilities, geographical location of school and sex differences will be examined in terms of their relationship to the rate of school dropout in the State.

1.1 Statement of the Problem.

Many people especially parents, students schools and the society in general have expressed concern about the increasing number of school dropouts at the Senior Secondary School level. Ideally, such a problem draws much attention to the causes of Senior Secondary School dropout in Bauchi and Gombe State, so as to understand why people resist schooling in the state. Is it probably because of possible causes of school dropouts in the State? The probable areas that could be investigated include the peer-group influence, attitude of teachers, lack of recreational facilities, others are geographical locations of the school and sex barrier, so as to test if there is any significance relationship between the areas and the act of school dropout.

However, such a problem is unofficially reported of the school system of Bauchi and Gombe State. It affects both Primary and Post Primary Schools. Most of the Educational reforms and policy changes which had, and are still taking place in recorded in attracting children to school. Parents have still failed to encourage or support their children's education. Hence, contrary to one of its

principal aims of boosting enrolment, the establishment of more post-primary schools has not substantially increased the role of schools attendance in the State. Many schools have now become functionally ineffective and deserted due to mass student truancy, lateness, absenteeism and withdrawal.

The children being what they are, may not know or predict future consequences of their acts, thus they end up roaming about the streets as "Gang boys" and at last they find it difficult, if not impossible to gain entry into Higher Education Institutions. On the whole, the society is affected with the criminals that drop away from our schools. It is therefore necessary to find ways or means of curbing the situation.

1.2 Research Questions.

(i) What influence does peer-groups have on students dropout?

(ii) What influence does teachers' attitude have on the act of school dropout?

(iii) What influence does lack of recreational facilities have on school dropout?

(iv) What influence does geographical location of school have on the act of school dropout?

(v) What influence does the feeding system have on the school dropout?

(vi) What is the effect of sex on the rate of school dropout?

1.3 **Hypotheses:**

The research has the following hypotheses all of which were tested at 0.05 level of significance. H1. There is no significant difference between the opinion of teachers and that of students with regard to peer-group influence as a cause of school dropout.

H2. There is no significant difference between the opinion of teachers and that of students with regards to attitude of teachers as a cause of school dropout.

H3. There is no significant association between the opinion of teachers and that of students with regards to availability of recreational facilities in a school and the act school dropout.

H4. There is no significant difference between the opinion of teachers and that of students with regards to rural and urban schools in the rates of their retention.

H5. There is no significant difference between the opinion of students and that of teachers with regard to students feeding as a cause of school dropout.

H6. There ids no significant difference between the opinion of teachers and that students on gender (Male and Female) as a cause of school dropout.

1.4 **Statement of Objectives:**

The objective of this study is to: -

1. Identify whether friends have any influence on school dropout.
2. Identify whether attitude of teachers encourages school dropout.
3. Find out whether lack of recreational facilities aid school dropout.
4. Find out whether geographical location schools encourages school dropout.

5. Find out whether inadequate feeding of students encourages school dropout.

6. Investigate whether gender is a factor in school dropout.

1.5 Significance of the Study:

Bauchi State is among the States that are relatively behind in Education. This is why the state is not producing both the required number of university in-take and manpower representation in the Federal service which is grossly inadequate (State budget speech, 1998).

In addition to that, the prevalent negative response of the people of Bauchi state to education has made the study of the dropout in the society a useful endeavour. Since the main aim of the research is to facilitate an understanding of the dropout problem in terms of its nature and causes in senior secondary schools, this is an effort, which will eventually lead to rational means of tackling the problem. The significance of the research also includes: -

1. Cultivation of a sense of awareness on the caused and nature of school dropout to teachers, parents and the decision makers in the State Ministry of Education to enable the children complete the two –tier secondary school system.
2. Emphasizing the need for the teachers and administrators to participate in minimizing or curbing the rate of secondary school dropout.
3. Devising a means of minimizing the wastage of State resources on education by enabling the students to complete their secondary school.

1.6 Scope of the Study

The scope of the study is delimited to the assessment of the senior secondary school dropouts in Bauchi and Gombe states. In doing so, teachers /parents and students of the selected schools will be given questionnaires as regard to the nature and courses of secondary schools dropout in Bauchi and Gombe state.

This research is not a direct study of the views of the secondary schools dropout. It is not a study of all Post-primary schools, not Teachers Training Colleges, Technical , Commercial Vocational college. Its focus is mainly on Senior Secondary School dropouts.

The socio-cultural and geographical limitation of this study is Bauchi state only. Any replication or adaptation to the social environments must take cognizance of the unique circumstances of the new setting. Thus, the virtual homogeneity of the socio-cultural life of the people of Bauchi and Gombe state restricts the generilizability of its finding, method and conclusion.

1.7 Summary

This introductory chapter consists of seven aspects that combine to give a comprehensive presentation and justification for the research. The introduction presents the reader with a brief but learned authoritative view of some scholars on the dynamics of school dropout. The statement of the problem is a further clarification that treats and exposes the shortcomings of current school reforms aims at curbing the dropout problem in Bauchi and Gombe state. The

hypotheses and research questions are stated so as to inspire the researchers thought and direction for analysis. The purpose of research consists of statements of objectives for the research was also expressed. This was followed by the scope of the study which sets out what is and is not the concern of the study.

Chapter 2

REVIEW OF RELATED LITERATURE.

2.1 Introduction.

Research on Secondary students dropout has a history of about or at least forty (40 years) BUT yet not much has been done to arrest the problem. Now that our manpower is fully stretched and the demands for trained men and women exceeds the supply in the state, a way out must be looked for. Even though the problems of school drop out is a global issue which causes national concerns in virtually all countries of the world.

According to Astin (1977) and Lichter et al (1962), in the United States of America, 40 percent of all children fail to complete high schools. They are drop-outs. British records an average of 20 percent graduate drop-out from Universities and higher colleges inspite of the facts that 75 percent of such students received government aid. The Nigerian's Council for Educational Research Development reported a 48 percent rate of dropout from the country's primary schools for the year 1983-1988 and an average rate of 3.8 percent decline in Secondary School enrolment.

Students dropout is a complex phenomenon which reflects the interplay of factors, forces variables and situational circumstances. It pictures the interaction of students, institutions, home and other system variables such as the neighbourhood and the prevailing attitude of the community toward education and schooling.

Much research has been conducted on the dropout issue with varying emphasis, scope and orientation. Broadly divided, dropout researchers, according to Knowell, as cited by Lichter et al. (1962) are of two types: Macrocosmic and Microcosmic studies.

Macrocosmic studies are those research that take the longitudinal style which not only gauge the rate of dropout and the causes therefore, but also involve follow-up approaches to determine the later consequences, cost, patterns of societal attitude to, vocational, academic, and social adjustment of dropouts. The best example of these is Astins (1977) study: Preventing students from dropping out which "goes beyond statistical tabulation to suggest ways students can be helped to remain in College" and how to apprehend potential dropout using a method estimating dropout processes.

Microcosmic studies, on the other hand, are narrower in their coverage of the diverse aspects of the dropouts life and the scope of their application is often on census case study, autopsy study or predications based on how admission variables relate to success and persistence. Majority of microcosmic researches are in effect descriptive or correlational concerned with the relationships between dropout and demographic, sociological, psychological and other attributes of students as well as various institutional characteristics.

Another variation that characterizes the dropout problem and research into it are the values and perspectives of the researcher. These factors eat deeper to influence the theoretical basis of the research and affect the findings in an opinion manner. Hence some researchers perceive the dropout issue as a social problem

others see it as a positive behaviour towards identify definition: some see it as mental problem; and yet others see it as a healthy search for alternative pathways to career choice and decision. These variability in approach and interpretation reflect the inherent diversity of the position of commentators, researchers, school administrators, politicians, parents, psychologist, social workers, counselors and law enforcement agencies and any other person or organization having something to do with school children.

In view of these intracies, this chapter shall look into the different kinds of studies not in terms of their bases and prejudice, but rather for the contributions they make to the total understanding of the dropout and his world. The conviction of these research is that the more diverse and numerous the view points and analysis, the nearer the approach towards a true and objective understanding of the dropout. The review is organized under the following headings:

1) Defining the dropout
2) Theoretical variations in dropout studies and implications for research;
3) Determinations of dropouts (Review of literature)
4) Characteristics of dropout
5) Summary

2.2 Defining The Dropout.

The term "dropout" invariably come to mean many things, and therefore the term is defined differently by researchers and writers in the field. These diverse interpretations necessarily require differentiation, one from the other.

Dropouts he said, are all those students who cannot stopouts or persisters. They have the following characteristics:

1) **Dropouts**

a) Are not enrolled in graduate or professional school;

b) Do not have a bachelor degree or higher degree;

c) Are not presently enrolled as undergraduates;

d) Have not been continuously enrolled since 1968 (to graduate in 1972) for four years;

e) Have not completed four years of undergraduate work since 1968, and or

f) Are no longer pursuing the bachelors degree (or a higher degree)

2) **Stop out:** is a student who interrupt his undergraduate education for a relative brief period and returns to complete the degree at his former or some other school. Any such student who fail to do so become dropouts.

3) **Per sister**: according to Astin, is any student who:

a- is enrolled full-time in graduate or professional courses;

b- has earned the B.A (or higher degree); or

c- has completed four years of college, is still enrolled full-time, and is still pursuing a bachelor degree.

Astin would have been credited with the development of s table, clean, and all encompassing definitions and classifications but for the emergences of a group of student who enrolled into college courses knowing fully well that they would not, and never intended to graduate with a degree. Astin admitted this failure and recognized that they are not truly dropouts as per their intentions. This is more so

because they do not share the many characteristics of failing. Withdrawals, they did not fail, and appear to experience no pressure to withdraw.

For many institutions, Coleman (1966) observed, "a dropout is any loss of registration and failure to complete a degree program, and therefore any leaving the college (other than death) without a degree is a dropout". This view, also shared by Pourier. (1977) is too simplistic and broad as it ignores and thus encompasses repeaters, transfers and stopouts who may not necessarily graduate with their mates but yet have not left the school system. Coleman (1966), and Litcher et al. (1962) all accede to the above definition even though their reference is to high for students. Coleman however, contend that another group which he called "unstatistical dropouts" also exists. This group, he said has not completely left the school system and therefore register a continuous attendance.

Pettman (1977) perceives the dropout from the view point of persistence and non-persistence. All these studies avoided the controversy of definition but rather acknowledge, even if facility, the existence of "drop-ins" as students who go back to school or enter some other institutions after an initial withdrawal. These 2 drop-ins like Astins "stop outs" are persisters in a different way but not dropout.

The liberal approach of these writers is based on the assumption that incongruence between a person and the environment often precipitates withdrawal of the former not necessarily because of personal failures. They argue that withdrawal could be a positive step for the student and his parents as the result of which he will be launched into purposeful and meaningful self understanding.

Hence they reject the term dropout because it cannot fail and imposes a negative value on the bearers.

A similar perception is that of researchers and writers who concentrate on why schools fail, and what they can do to retain students after enrollment Pettman 1977. This writer accept that transferring and stopping out are not necessarily bad behaviours and non-indicating of total dropout. However, he refuses to proffer any specific definition, and then choose to demonstrate some failure on the part of affected schools to meet and satisfy the need of those students who left. The above view points are some of the attributes and definition which render much complication to the dropout issue. It is also from these that differences in interpretation, attitude and remediation take their origin.

2.3 Theoretical Framework

Numerous educational studies have marked it evident that the term dropout is a complex problem to which there is no simple definition attended to it, not solution made to it. How a writer or an investigator defines and perceives the rabble degree, determines the out come of the study as this reflects the underlying attitude, values and assumptions of the person. Broadly classified with the acceptance of an inevitable overlap, theories of dropout can be classified into these three categories:

i) Administrative

ii) Sociological and

iii) Psychological theories

2.3.1 Administrative – Institutional Theories

Theories in this category, according to Melhotra. (1975) defines the dropout as students who are no longer in a school after enrolment. Dropouts are thus seen as a loss because enrollment is associated with income for private institutions and revenue allocation for public schools whose income derives from state appropriation which are usually allocated in direct proportion to enrollments data.

The major concern of the administrative theories of dropout is with keeping enrollment figures up-going. The emphasis of the view is often demographic headcount and the attribute of dropping out mainly to students' socio-personal deficiencies and deprivations. Advocate of this view hardly if ever, directly blame or see failure in schools, hence they emphasize compensatory programs to salvage student's deficiencies.

2.3.2 Sociological Theories

These theories see the dropout not only as a product of social dynamics, but also as a problem and catalyst of other social problem. To these theories, the dropout, as a person, symbolizes social inequality, economic disparities, racial segregation, and political disadvantageousness.

Hence, dropout researchers that have the sociological approach often emphasized sexual, racial, socio-economic and rural differences. The implication of the dropout phenomenon to youths were unemployment and the congestion of employment market, the cost of welfare suspends, the probable increases in

security problems, delinquency, social control, vandalism, the general loss of talent, the overall political implications to the powers that are also minored in their writings.

The implicit belief of this approach, is that the length of school life, preferred by a boy and his parents is shorter his social class. They contend that the individual child's home-background characterized by parental occupation, size of family, value and materials climate of home environment exercise significant influences on decisions to stay or leave school.

2.3.3 Psychological Theories

Researches with psychological approaches to the dropout issue are divers. Some see it as person environment incongruity, others see it as a consequence of achievement, motivation and levels of career aspiration.. Yet some pursue the psychoanalytic approach to conceive the issue as a product of personal, mental and emotional conflicts. (Lichter et al 1962) which instill "Self-defeating behaviour".

It is writers psychological bias in their analysis that constitute the bulk of retention who advocate a change in school processes in order to accommodate students diversity in socio-political characteristics. Such studies see things from the students' view point. According to Lichter et al (1962).

> "Young men and women who are coaxed and wheeled into going to college – youngsters who are not academically oriented, who do learn well under the circumstances provided by the typical University, with its highly formalized system of abstract instructions, course requirements credit structures, and the like, or whose career aspirations actually call for an entirely different

> background than that provided by our colleges and universities (dropouts). For students such as these, the decision to leave college may represents a constructive, meaningful life. The error will have occurred in the selection of a college of Education in the first place".

One important belief of these theories, in addition to the succinct representation above, is that the decisions to dropout of school is not a sudden compulsive act. Dropout decisions, are ultimate of a life-long process of liter action between the students socio-personal characteristics, academic and social system of the school. Among others are lateness, truancy and absenteeism which starts gradually before finally he/she dropouts.

All the three categories of theories thus analysed are not mutually exclusive. They overlap one another not only in their value for educational administration, counseling, reform and social engineering, but also in some technical aspects such as research methodology, interpretation and theoretical orientation. The complexity of the dropout problem makes itself more manifest as a typical social problem and phenomenon that derives its meaning and worth according to value system of the concerned.

2.4 Determinants of Dropping Out

There are numerous educational studies that explained various determinants of dropping out, the determinants of non-persistence, dropout, early school leaving or withdrawal bear the characteristics diversity that pervades all shades of opinion regarding the problem. According to Dansarai (1993), it is this characteristics overlap and interaction that essential militates against the

emergence of any clear-cut classification or isolation of causes according to models / theories of school dropout. He added that in regard to these factors like family/socio – economic factors, personal psychological factors and school factors were among the generally recognized factors that cause students to dropout of school.

2.4.1 Family / Socio-Economic Factor.

Accordingly, there is good relationship between students socio-economic and family background. Dansarai (1993) stated that " relevant variables which includes the material condition and financial income of the home, family size, parental occupation, parental level of education, family value system, attitude, socialization, home location and environment and a host of others were among the cause of early school leaving".

2,.4.2 Personal – Psychology Factors.

These are also factors which are closely related to those of family and socio – economic background. Dansarai (1993) states that personal – psychological factors mainly comprises of individual academic performance, aspiration and career commitment, sex, attitude to perception of school, self concept and esteem , satisfaction with and adjustment to school et al causes students drop out of school.

Semb (1977) discussed middled – class students' resistance to schooling drop out, student lack of school commitment is often more suitable, privatized and directed at the self. IT IS Characterized by day – dreaming through classes,

absenteeism, illegal drug consumption, suicide attempts, running away and manifest non- compliance to established norms and values of dominant adult society.

2.5 Characteristics of Drop Outs

It is clear now that the concept dropout is a multi dimensional aspect going by the above theories and literatures reviewed. Thus, it is of importance to portray the potential of the dropout.

The most ordinary characteristics of nature and actual dropouts, as Coleman (1966) stated, history of academics failure, dislike for school, poor home conditions and general unhappiness caused by personal, social and emotional problems. Below are some of the characteristics of the school drop out.

a) Their homes are ordinarily large such that parents cannot adequately take care and control of all the children in the family there by making enacted the provision of affected and discipline;

b) Many dropout are very often of simple parental care or divorced and guardians are frequently ineffective;

c) Most parents of dropout are either illiterate or poorly educated;

d) They have few family friends whose characteristics they share as deserves, dropout, delinquents, or any such problem units who do not like school;

e) They harbour strong resentment for authority of any kind; home ,school ,public or whatever .

f) They crave immediate self-gratification and reward ,and display conspicuous reputation and intolerance for delayed gratification

g) Posses poor and week image of themselves

h) They manifest chronic under achievement ,poor academic performance ,truancy ,absenteeism ,lateness ,and extra curricular activities ,and

i) They are frequently involved in disciplinary troubles, histology to and a feeling of estrangement and unbelongingness to school.

2.6 Review of Literature

Under this section, factors as peer – group influence, attitude of teachers, recreational facilities. Geographical location of schools, feeding and sex will be reviewed.

2.6.1 Peer Group

The most widely held view is that peer-group positively influence academic performance and so learning as well. For example, Coleman (1966) found that peer-group placed a law value some times on academic achievements. In this study, he listed four (4) things secondary school students would like .to be and found out that 25% choose to be come athletes. His explanation for this is that "athletic victories bring glory and consequent rewards of increased status to all students." What this in effect means is that peer- out have a tendency to influence members away from purely academic work to other social concern.

Such diversionary influences render almost ineffective what ever family pressures have to students. Consequently, while many students actually come to school for the first time with every high aspiration stemming from parental pressure and to record relatively good results in their early years, peer – group influence may make them to become more or less academic in succeeding years (Walac, 1966 in Enoh 1987).

Still on the peer-group influence Litcher et al (1962) said, "we needed to understand many things about each youngster; his social life; significant interpersonal relationships with parents, siblings and other important figures and behaviours at home, at school and with peer-groups". In this regard there are many factors that cause the youngster to drop out of school including peer group influence.

In a related literature on the influence of peer-group towards school dropout Kagai (1976) said, that in his research findings, which was based on school dropout in Jama'a Local Education Authority in Kaduna State. There are "high school fees, parents transfers, death of parents, bad company and bad home care, and many more". From this finding one could elaborate that bad company to the youngsters is always a serious problem that usually leads to school dropout. But the finding on high school fees could be rejected on the ground that L.E.A.'s Primary Schools particularly in Kaduna State do not pay school fees as per time of that research.

In essence peer-group influence members towards or away from the academic goals of the colleges, lack of recreational facilities, nutrition even

general school environment which to some extent dictates the kind of peer-group that exist in it.

2.6.2 Attitude Of Teachers.

Another important factor reviewed in related literature is teachers' attitude towards students. Shert Zerand et al (1971) said that, "early marriage, failure at school, bad relationship between teachers and students, the irrelevant of the school curriculum to individual needs and bad social relationship at school and broken homes" are among the causes of school dropout. However, this is telling us that, there are many factors aggravating the act, among which is that of bad relationship between teachers and students. This unhealthy situation will inevitably lead to the early school leaving of the youngsters which could be term as wastage.

Moreover, in another literature of Docter (1976) state that "inadequate training of teachers is responsible for dropout "Odeh (1977) have similar view. The gravity of teacher's relationship towards the students dropout problem could also be seen where Shetzer (1971) said " students dropout of school as a result of academic failure, inability to go along with teachers, dislike of social relationship in the school." In this regard teachers attitude were seriously attributed to the youngsters school dropout problem.

However, teachers primarily divided into two (2), the authoritarian and the democratic. Melhotra et al (1975) title effect of authoritarian democratic teacher behaviour upon the liking of the students towards their teachers. He compared the

attitude of the teachers with authoritarian and democratic behaviour. Analysis of correlation's and test showed that students prefer democratic teachers. This aspect of the teachers behaviour was also studied in term of variables of age, sex and training. Sex and training appear to have no significant effect on behavior, but increasing age is positively associated with teacher authoritarianism. This findings show that the most aged teachers are more authoritarian than younger ones as such teachers who are of aged should take cognizant of this research report.

2.6.3 Recreational Facilities

There is a proverb that said all work with out play makes Jack a dull boy. In essence, due to human nature if one works fairly, the next thing he likes is refreshment/recreational facilities. Astin (1977) states that " participation in varsity athletics reduces chances of dropping out by one percent for white men 9 percent for white women and blacks in white colleges. Membership in fraternities or sororities is associated with even further reductions, from 6 to 9 percent for all four (4) groups. The only exception to these trends occurs among black students who participate in university athletics at black colleges. For them, participation is associated with small increase in drop-out probabilities (about 2 percent).

In addition to that Astin (1977) cited that participation in extracurricular activities especially membership in social fraternities or sororities, is also significant to staying in college. This finding support the theory that students persistence to some extent depends on the degree of personal involvement in

campus life and environment. Intramural and opportunities for students to use what they have learn. Such programme will inevitably motivate students to stay in school instead of dropping out.

2.6.4 Geographical Location Of School.

Many time one will hear about Urban centre and rural areas and in most cases the people from rural areas prefers to move into urban towns near them. This is not exceptional to our secondary school students, as said by Astin (1977) " A students chances of completing college can be significantly influence by environmental circumstances". In short mostly secondary school students prefers to stay in big schools that are located in big towns, than staying in the school that are stationed at villages.

It is important to note that, the location of school has significant relationship with the attraction and staying of students. As for example cited by Astin (1977) the United States of America Western States of the country appear to have higher rate of drop-out than that of other part of USA, Astin said that this may be attributed to some other environmental factors. According to him the size of the students hometown and the size of the school form another relationship where the fit between student and institution may be important. Presently, students who were raised in villages or in small towns are less well prepared to deal with the interpersonal stresses and bureaucratic procedures of large, complex institutions than student who have grown up in large cities.

However, by mere indications, persistence will be enhanced if the students attend an institution in which the social background of other students resembles his or her own social background. Such interactions are most apparent with the town size, religion and race of the student, Odeh (1977). Contrary to the popular belief, evidence on the interaction between student ability and institution selectivity does not show that students persist better if they attend schools with students of similar ability. This finding raises a serious question about the usual admission in public and private Institutions in this State in particular and the Country in general.

2.6.5 Feeding System Of Schools.

In Bauchi and Gombe State all the boarding secondary school were fed by the State Government with three square meals daily. However, personal experience of the researcher, indicate that in most cases the breakfast is always "Kunu" (a drink made up with millet flour) and beans cake on the lunch and dinner is mostly "Tuwo" (made up with maize flour) or Gari. The total amount spent per students per day is #4.00 as per time of this research. Thus the most frequently question asked was does the feeding system of the school influence student dropout rates?

It is a fact that, the health of person depends largely on the provision of adequate and wholesome food. Similarly in schools if adequate and wholesome food is not provided to the pupils, there will be higher probability of dropping out. Brown et al (1969) added that if precaution are not taken to see that food is pure,

disease will spread rapidly. Typhoid fever, dysentery and tuberculosis are examples of serious diseases which can be spread by contaminated food. And each of the mentioned diseases is enough if care is not taken for a child to leave the school.

Another important question is that do the Bauchi and Gombe State Government provides the students with required nutrients? Because Turshen (1989) was of the view that, "Good nutrition is essential to good health and that poor nutrition is associated with illness and diseases." Thus in a paper presented in International Conference on Environmental Health October 23-26 (1973) at Yugoslavia, Golpalan conducted a study on children malnutrition and cited "studies on children who had suffered from protein calorie malnutrition, shows that children perform poorly in intelligence test and their nuero-integrative competence is low." To this effect there are evidence to support the view that students with poor performance have the highest probability of leaving the school prematurely.

2.6.6 Sex Difference.

We learned that, in contrast to the boys who had chronic school behaviour differences, the girls managed relatively well in elementary school and become rebellious and aggressive about the time of high school entry there is greater social pressure on girls in latency (roughly ages of seven to twelve) to be good, and conformity bring them the gratification of acceptance and approval from adults. At puberty stage, when libidinal needs and external stimulation become

even greater, the problem of sexuality may tip the scale in favour of a breakdown. Not all girls react by rebelling. But in these who do, the intensity of the libidinal demands is great and often a history of frustration, usually based on an essential lack of affection from the parents is covered.

Thus in related literature Lichter (1962) cited "when girls reach puberty, they feel the values they have confronted to or accepted previously are not really worth keeping. Our culture continues to verbalize the importance of education, but most girls feel that heater to sexual love and marriage are the really important goals." However, Afolagea (1971) conducted a research on the problem of retention in Girls Post-Primary Institution in Maiduguri and found that, "the fear of sex out of wed lock was probably responsible for the removal of seven girls out of nineteen that drooped out in the Institution." He said this fear was attributed to the religious teachings that if a girl commits fornication after age of fifteen, the blame will be on her parents who refuses to get her married at the age.

In another Literature Shetzer et al (1971) cited "Early marriage, failure at school, bad relationship between teachers and student, the irrelevance of the school curriculum to individual needs and bad social relationship at school, broken homes are the causes of dropout." In a similar tone he stated, "student drop out of school as a result of academic failure inability to go along with teachers, dislikes of social relationship in the school, they belief that school work is unrelated to their individual needs and early marriage." In contrast, not only in sexual activity of boys more likely to be tolerated, but boys also have more non-sexual ways of handling their sexuality; athletics and other physical activities are

outlets for this energy. But in another observation when boys reach high school, parent and society expects greater achievement and put more pressure on them. These boys were unable to cope with this pressure and simply avoided school.

The fact that pupils dropout of school because of sex influence, parents attitude too gives concomitant discouragement as Lichter (1962) cited "The attitude of the parents, like those of the daughters, are probably attributed to the culture more of a society in which educational and vocational achievement is not regarded as a major task for girls and is considered less important than it is for boys." This view may probably be related to the parents' behaviour in Bauchi and Gombe State.

In a much later article Chris (1977) selected 1,142 4th year pupils from 17 Junior Schools from 2 outer London brought and provided information for 3 composite dependent variables designated system, self and cognitive achievement. An analysis of these variables by sex of teachers and pupil resulted in an indication that girls viewed the school in more consensual terms than boys and reported a more favourable attitude to class and relationship with their teachers, they also saw their teachers as holding a more consensual view of school. Boys scored higher on "friendly" and academic self image, and lower on academic anxiety and isolated self achievement in mathematics with regard to sex of teacher effect, pupils with male teachers tend to hold amore consensual view of school system than those with female teachers. Pupils with female teachers obtained higher achievement score in English and Mathematics with control exercised over pupil IQ. There were no significant interactions.

In another related literature, Astin (1977) states that, " the most frequent reasons for dropping out for both sexes are bore-done with causes, financial difficulties dissatisfaction with requirements or regulations, and change in career goals. Women, however, give marriage, pregnancy, or family responsibilities more often than any other reason.

A related question to this is the role of children, does the number of children have any effect on the drop-outs tendency to give marriage, pregnancy, or other family responsibilities as a reason for leaving colleges? The data show clearly that having children increases the drop-out chances of giving marriage as a reason fro leaving college. The effect occurs among both sexes , although women are consistently more likely to give this particular reason. Both sexes give financial difficulties and boredom with dissatisfaction of school regulations relatively often as reasons for leaving colleges. Men are some what more inclined than women towards such reasons.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

The focus of the study was mainly on the nature and causes of secondary school dropout in Bauchi and Gombe State. Thus, the population, sample and sampling technique, the research instrument and their validation procedure for data collection and the statistical method that was employed for data analysis were discussed in this chapter.

3.2 The Research Design

The methodology chosen for this work was the survey method. this involves gathering of data about a target population from a sample and generalizing the findings obtained from the analysis of the sample data for the entire population (Afolabi 1992). Since gathering of data on this research work must be done in the field, data was derived from questionnaires. According to Afolabi (1992). "This method has the advantage of saving time and money as well as ensuring efficiency."

3.3 The Population:

The geographical scope of this study was the whole of Bauchi and Gombe State. for a survey research, what is required is a simple representative of the population in question. The population for this study was made up four (4) groups viz:-

(i) All senior secondary schools in Bauchi and Gombe State.

(ii) Students in senior secondary school.

(iii) Parents of senior secondary schools students and

(iv) Teachers of senior secondary school in Bauchi and Gombe State.

Bauchi and Gombe State has a total of sixty (60) senior secondary schools, in which fifteen (15) are girls secondary schools and forty five (45) Boys secondary schools. The secondary schools for Boys were further divided into Boarding and Day schools. All these schools were widely spread all over the State. The population of teachers has been estimated by the Ministry of Education, Bauchi Statistic Office (1994) as three hundred, and fifteen (315) teachers.

Furthermore, the study concerns itself with the senior secondary students from SS 1 to SS 111. thus the study used all teachers student and schools as its population. the population of students was estimate up to (9, 156) students in all the sixty- (60) schools of the states.

3.4 Sample and Sampling Procedure;

For the purpose of this study and the due regard to the composition of the population, a sample random of 580 respondents was used. The size of the sample was arrived by using ball and gall (Afolabi 1992) suggestion of determining sample size sufficient enough to represent a population. Ball and Gall recommends that a minimum of 5 percent is a fair sample for any given population.

This simple random sampling adopted for this study was to allow every member in the population have an equal opportunity of being selected. Hence in order to get the full cooperation of respondents, the researcher had to involve all the 23 local government in the state .The role of the area inspectors was to introduce the researcher to the principals in various schools of his area. The principals in turn, scouted for the student's teachers and parents of the school children in their areas, gave them the questionnaires for completion and collected them back afterwards.

For each the three (3) groups in this research the following distribution was obtained based on the number of questionnaires returned by respondents of the 60 senior secondary schools in Bauchi State 12 schools were administered with the questionnaires and returned their own duly completed. These schools were:

a) Government Science Secondary School Bauchi

b) Government Girls Secondary School Bauchi

c) Government Science Secondary School Toro

d) Government Science Secondary School Dass

e) Government Science secondary School Gombe

f) Government Girls Secondary School Doma

g) Government Day Secondary School Akkoyel

h) Government Secondary School Dukku

i) Government Science Secondary School Azare

j) Government Secondary School Jam'amare

k) Government Secondary School Misau

l) Government Girls Secondary School Yana

The 12 schools represent 20.0% of the total number of senior secondary school in the State. The geographical spread of these schools was fair, as all the three zonal education areas have been reflected in the composition.

i) 60 teachers representing 20.0% of the approximately 315 teachers in Bauchi State senior secondary schools, returned their completed questionnaire administered on teachers in the three zonal education area Bauchi, Gombe and Azare.

ii) 60% respondent the oral parents interview from questionnaire

iii) 460 students filled and returned their completed questionnaire administered in the twelve (12) schools of the three (3) zonal education office of Bauchi, Azare and Gombe. These four hundred and sixty (460) students responded to the questionnaire represent 5% of the population nine thousand, one hundred and fifty six (9,156) students in all the sixty (60) senior secondary schools in the State.

3.5 Instrumentation

Research instrument for the study were of two types questionnaires viz:

(i) Students / Teachers questionnaires

(ii) parents interview questions

3.5.1 Students and Teachers Questionnaire

This was a 21 item questionnaire responded by students and teachers. It was employed in order to asses their option towards the causes and nature of senior secondary school dropouts and what measures they thought could be useful for preventing dropping out from Bauchi and Gombe State senior secondary schools. Designed in Likert type format, the questionnaire consist of twenty-one (21) statements of opinion responded to five point scale ranging from Strongly, Agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly Disagree (SD). See appendix iii.

In order to validate the items on the scale a mixed-sex randomly sampled group of 12 respondents (teachers and students) six from each of the Ahmadu Bello University, Zaria was administered with the questionnaire and validation checklist. The assumption was that all respondents in the validation sample were very well educated people and therefore more likely to hold on extreme negative opinion towards school drops outs. An item analysis of the homogeneity index of their responses on each scale item showed a consistency between .54 and .92 with over 74.2% of the items clustering between .72 and .92. Regarding the homogeneity index of the respondents a statistically significant range between 66 and 86 was obtained with over 70% respondents clustering between .70 and .86. All the two measures of item and group homogeneity have shown a remarkable high degree of agreement that the validation group has a negative opinion to dropouts and that statements on the scale were favorably inclined to school dropouts. It was therefore expected that findings from the research of responses of

teachers and students in Bauchi and Gombe State would either tally or differ from those of Ahmadu Bello University Zaria respondents.

After that an analysis of this checklist was made in percentage (see appendix v) it was found that about 95% of the teachers responded that the purposes of questionnaire was understandable just by merely reading the cover letter of the questionnaire. Both teachers and students averagely took about 10-15 minutes to respond to the questionnaire. About 90% of both teachers and students responded that the questions are not ambiguous.

Finally, on the relevancy of the questions 95% of the teachers did not question the relevance and 100% of the students responded that all the questions were very relevant to the subject matter. The identified items were 10,11,12,14,19, and 21, which were all adjusted and modified thereafter. Such a method was known as pilot study of the questionnaire and according to Afolabi (1992) "pilot test are conducted to ensure that questionnaire items posses the desired qualities of measurement". In the oral interview form of parents the 10^{th} item is an open-ended question asking respondents to recommend three practicable suggestions they thought could help reduce the incidence of students dropout from Bauchi and Gombe State senior secondary schools. The questionnaire consisted of 10 items to verify such varieties as importance of secondary school and why do some children withdrawn themselves from school. This type of questionnaire required no validation or standardization and it was subjected to non of such things.

3.6 Procedure of Data Collection

However, copies of the questionnaire for teachers and students was issued to them. These teachers were practicing teachers with different levels of educational qualification. Accordingly the respondents completed the questionnaire immediately when they were circulated to them and collected and forwarded to the researcher.

3.7 Statistical Test Used For Data Analysis

This statistics used for the research was descriptive. Table of percentages showing details of responses were used to analysed all the items of the questionnaire. The table were used to summarized the responses received from the teachers, students and parents. The responses were converted to aggregate scores frequencies and percentages.

Chapter 4

DATA ANALYSIS

4.1 Introduction

In this chapter, the results of the questionnaire administered by the researcher were presented. These are synthesized with the findings in the second chapter of this (i.e literature review) into a discussion of the researchers' findings. Moreover, the chapter presents the analysis of data with a view of testing the six research hypotheses and questions.

4.2 Response Rate

Table 4.1 Gender of Teachers Respondents

S.No	Gender	Responses	%
1	Male	36	60.0%
2	Female	24	40.0%
	Total	60	100%

From table 4.1, it was observed that 36(60%) of the teachers who responded to the questionnaire administered were male while 24(40%) were female. This implies that majority of the respondents were male.

Table 4.2 Gender of Students Respondents

S.No	Gender	Responses	%
1	Male	398	86.5%
2	Female	62	13.5%
	Total	460	100%

From table 4.2, it is clear that 398(86.5%) of the students that responded to the questionnaire administered were male while 62(13.5%) were female. This also implies that majority of respondents were male with 86.5% of the sample.

4.3.1 The Opinion of the Parents on the problem of dropouts in senior secondary school in Bauchi and Gombe States.

Table 4.3 Gender of Parents Respondents

S.No	Gender	Responses	%
1	Male	23	38.3%
2	Female	37	61.7%
	Total	60	100%

From table 4.3, it is observed that 23(38.3%) of the parents responded to the questionnaire administered were male, while 37(61.7%) were female. This was as a result of the assumption of the researcher that most of the children were more free with their mothers than the fathers. Therefore to get first hand information about the children it may be justifiable to ask more mothers.

Table 4.4 Highest Qualification of Parents respondents

S.No	Qualification	Responses	%
1	Adult literacy	6	10.0%
2	Primary School	7	11.7%
3.	Secondary School	8	13.3%
4.	NCE/DN/O/A Level	33	55.0%
5.	Degree	6	10.0%
	Total	60	100%

From table 4.4 above it could be seen that 6 (10%) parents were holder of Adult Literacy Certificate, 7 (11.7%) have primary School Certificate, 8 (13.3%)

have secondary school certificate, 33 (55.0%) have NCE/OND/A level certificates, while 6 (10.0%) have degree certificate. It could be concluded that majority of the parents that responded to the questionnaire are literate with about 78.3% posses Secondary School Certificate above.

4.3.2 The Opinion of the Parents on the problem of dropouts in senior secondary school in Bauchi and Gombe States.

Many reasons account for why students dropout from school. In this research four (4) questions were outlined for respondents to opine on the strength of each on a basis of yes or no answers. These four (4) questions comprised of the main content of parents oral interview form (see appendix). Below is a summary of the percentage of respondents expressed opinions on each of these questions.

Table 4.5 Percentage of respondents opinions of parents in an oral interview on Secondary school drop – out in Bauchi and Gombe state.

S/no	Item	Percentage of respondents who responded Yes	Percentage of respondents who responded No
1	Importance of Secondary education of parents	78.35%	21.7%
2	Children are right not to like going to school	38.3%	61.7%
3	Parents are right to withdraw their children from SSS	23.3%	76.7%
4	Children withdraw themselves from school independently	73.3%	26.7%

From the table 4.5 one can see that general opinion of the responding parents on each items, figure under positive response. However, it was observed that 47 (78.3%) parents accepted that secondary education has importance to

them. Among other stated importance of secondary education to the parent includes the following:

a) To clear ground for furthering education

b) To gain employment

c) To get basic education

d) Potential ground to be voted (power to be voted)

e) Become enlighten in the society.

f) Means of socialization from home to school

g) It is a stage for carrier choice.

It is observed that majority of parents (61.7%) say no to children who does not like going to school, only 23 (38.3%) say yes that the children are right not to like going to school, which is very abnormal. Among such parents they complain as follows:

a) No enough food for students in school

b) No enough learning materials in the school

c) No instructional and recreational facilities and school environment is not attractive.

d) The students are lazy and are less concern about their studies

e) Secondary education is neglected by the government

f) High school fees in the school

g) Poor condition of school

h) Poor quality of teachers and education given to the children

As regard to item 9 of the parent's oral interview questionnaire, parents that agreed that they have the right to withdraw their children from senior secondary school in Bauchi and Gombe states, was 73.3% while 26.7% of the respondents answered no. The following are some of the suggestions of parents withdrawing their children from senior secondary school:

a) Too rampant examination malpractices in the senior secondary schools.

b) The children are not getting the right education

c) High school fees.

d) Inadequate feeding of students

e) No proper health care and security of their children (secret cult)

f) Government has less concern about secondary education in the state.

4.4 Parents practicable suggestions on how to help or prevent drop-out from Bauchi and Gombe State Senior Secondary Schools.

Item 10 of the parents questionnaire asked each respondents to make three recommendations which if implemented, could help reform deteriorating conditions of secondary schools and prevent students from dropping out. Diverse suggestion were expressed such as improve the feeding system, improve the condition of teachers, provision of completely free education, and host of other. Table 4.6 is the detail of these responses and the percentage of respondents who recommend them as measure for rehabilitating education in Bauchi and Gombe state.

Table 4.6 Percentage of Respondents, Recommendations for the Prevention of School Dropout in Bauchi and Gombe State.

S/no	Recommendation	Percentage of Respondents(%
1	Subsidizing of examination fees.	65.40
2	Free education at senior secondary Level	95.08
3	Improving teaching/ recreational facilities	47.20
4	Improving feeding in the boarding schools	85.01
5	Improving teachers condition of service	27.21
6	Female education should be free at senior secondary school	78.01
7	Teachers should stop laboring students during school hours	65.23

4.5 NATURE OF STUDENTS DROP-OUT

Table 4.7 Summary Of Percentage Of Responses Of Teachers And Students To Statements Of Nature Of Secondary School Drop Outs.

S/no	Statement	Respondents	Agree(%)	Undecided(%)	Disagree%
1	Lateness to school	Teachers	95.00	3.33	1.6
		Students	91.75	6.11	2.20
2	Truancy	Teachers	98.30	1.70	0.00
		Students	90.92	6.11	3.01
3	Absenteeism	Teacher	98.32	1.71	0.00
		Students	90.91	6.10	3.0

Table 4.7 represent the nature of senior secondary school student drop out in Bauchi and Gombe state. However, the responses of teachers and students were analyzed into percentage to show how they agree or disagree on item 19, 20 and 21 of teachers and students questionnaire on the nature of secondary school dropout in Bauchi and Gombe state.

Thus according to table 4.7 on lateness to school 95% and 91.73% of the teachers and students respectively agreed that lateness to school is one of the

natures of school drop out. However, only 1.67% and 2.20% teachers and students respectively disagreed that lateness to school is not the nature of school drop out.

In addition, to the above, about 98.33% and 90.92% of teachers and students respectively agreed that truancy is one of the natures of senior secondary school dropout. While only 0% teachers and 3.01% students disagreed with the statement that truancy is not nature of school dropout.

In testing H1 the responses of the 460 students and 60 teachers questionnaires were computed and analyzed, 398 respondents were males students while 62 were females students. The table below is a breakdown of the percentages.

Table 4.8 Peer group influence

Variable	No	Mean	Frequency	%
Teachers	60	12.75	60	98.25
Students	460	12.45	460	98.55

Table 4.8 shows that the percentage of teachers agreed was (98%) and the percentage of students agreed (98%) were the same. Therefore, this indicated that both opinion of teachers and students were the same on the influence of peer group as a cause of secondary school drop out in Bauchi and Gombe states. In essence hypothesis I as stated above was retained. There is therefore no significant difference between the opinion of teachers and students on the

influence of the peer group as a cause of secondary school drop – out in Bauchi and Gombe states.

4.6.2 Hypothesis 2: There is a significant difference in the opinion of teachers and students regards to attitude of teachers as a cause of school drop – out.

In testing H2 above, the scores of teacher and students obtained from their responses were computed into percentages. The table below is the summary of the results.

Table 4.9 Attitude of teachers.

Variable	No	Mean	Frequency	%
Teachers	60	4.32	60	38.00
Students	460	3.97	460	90.11

Table 4.9 shows that there is significant difference between the responses of teachers and students on the attitude of teachers as a cause of school drop out. Therefore, H2 is there by rejected, since teachers opinion to drop out is different from those of students. Statistically only 38% of teachers agreed that attitude of teachers is one of the causes of school drop-out while 90% of students agreed that attitude of teachers is among the strongest causes of school drop-out. The variance in the opinion may not be unconnected with the difference in the level of education of the teachers and that of the students.

4.6.3. Hypothesis 3:

The hypothesis says that "there is no significant relationship between the availability of recreational facilities and the act of school drop out in the opinion of both teachers and students."

To test this hypothesis, product moment correlation was used, with r-0.457. $P<0.05$. This means that there is a significant relationship between the availability of recreational facilities and the act of school drop-out. This hypothesis is therefore rejected. It shows that, the availability of recreational facilities have influence and great relationship on the act of school drop out.

4.6.3 Hypothesis 4:

This hypothesis says "there is no significant difference in the opinion of teachers and students pertaining retention of students in urban and rural schools."

To test this hypothesis, a table of percentages and T-test was administered. The results were presented below.

Table 4. 10 Rural and Urban schools

Variable	No	Mean	Frequency	%
Teachers	60	13.05	60	87
Students	460	13.17	460	87

An understanding of table 4. 10 shows that hypothesis 4 as stated above is retained. There is therefore no significant difference between the opinion of teachers and students on the rural and urban schools in the rata of their

students retention. This is because 87% of both teachers and students disagree with the statement. That is to say both teachers and students agreed that retention of students is the same in rural and urban schools.

4.6.4 Hypothesis 5:

This hypothesis says that " there is no significant difference between the opinions of students and teachers with regards to student feeding as a cause of school drop –out".

To test this hypothesis a table of percentage and T- test was administered. The results were presented below.

Table 4.11 Students feeding system.

Variable	No	Mean	Frequency	%
Teachers	60	6.62	60	66.17
Students	460	8.17`	460	81.67

An understanding of table 4.11 shows that hypothesis 5 as stated above is rejected. Hence, there are significant difference between the response of teachers and students in opinion of feeding system as a cause of school drop-out. In other words teachers opinion is different from those of students. That is to say about 82% of students agreed that insufficient feeding affect students school retention while only 66% of teachers agreed that insufficient feeding affect students school retention. But 18% of students and 44% of teachers

opined that with or without sufficient feeding of students it does not affect students school retention.

4.6.5 Hypothesis 6:

This hypothesis says that "there are no significant difference in the opinion of teachers and students on Gender (male and female) as a cause of drop-out".

To test this hypothesis a table of percentage and T- test was administered. The result were presented below.

Table 4.12 Gender (male or female)

Variable	No	Mean	Frequency	%
Teachers	60	9.58	60	95.83
Students	460	10.57	460	99.57

The above table shows that, there is significant difference between the opinion of teachers and students on Gender as a cause of school drop- out. Hence, H6 is thereby rejected, since there are difference between the responses of teachers and students in opinion on Gender as a cause of school drop- out. In essence about 95% of teachers agreed that no Gender is more than the other in the act of drop-outness. While about 99% of students agreed that girls are more than boys on the act of school drop-out.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction.

The information collected were discussed in chapter four. This chapter therefore gives the general summary, report the major findings , concludes and make recommendations to teachers, educators, Ministry of Education and other researchers.

5.2 Summary.

This study was carried out to evaluate or investigate on the perceived nature and courses of senior secondary school drop-outs in Bauchi and Gombe state. For this, it is the purpose of the study to acquaint the state ministry on the courses of secondary school drop-out in the state. The problem was viewed against its historical setting. The purpose, objective and research questions for the study were then set forth to provide a framework within which the evaluation was carried out.

The review of related literature centered on themes the influence of peer group on school drop-out, the attitude of teachers on retention of school drop-out, availability of recreational facilities in a school and the act of school drop-out, urban and rural schools in the rates of their students retention, feeding system and Gender as a interpretation, resulting in conclusion and recommendation of the study.

By means of a 21 test items (teachers and students) and 10 items (parents) instruments, the researcher collected the views of 520 respondents from all the senior secondary schools in Bauchi and Gombe state, on the nature and courses of the secondary school drop-outs. The data were analyzed, the researcher made use of t-test percentage and product moment correlation on test the six (6) hypotheses formulated for this study.

5.3 Findings

The following are the major findings of this study:

i. That there was a significant sex difference in drop-outs.

ii. That there was a significant difference in the attitude of teachers and students towards the problem of secondary school drop-out in Bauchi and Gombe state.

iii. That the educational qualification of parents had effects on how they expressed their opinion on the importance of secondary education to them.

iv. That there was no significant difference between rural and urban secondary school in their retention of students.

v. That there was diverse causes for secondary school drop-outs and people perceived the casual weight of each differently.

vi There are more female students than male who are leaving school before the stage of graduation on the ground of marriage.

vii Majority of the respondents (teachers, students and parents) suggested free education up to senior secondary school level table 4.6

5.4 Conclusion

In view of the findings of this research the following conclusions are made:

i. Senior secondary school students in Bauchi and Gombe state drop-outs of school for many reasons, however, the most pressing of these all is school fees and lack of adequate feeding of students by the authority. These are characterized by economic disabilities of the parents in the state who were faced by optic poverty now.

ii. School factors which essentially hinge on financial demands help in increasing school drop-outs. However, teacher's attitude and lack of adequate provision of recreational facilities to students reinforced students to drop-out from schools. About 47 percents of respondents advocated for improvement on teaching recreational facilities in school.

iii. That the increased of drop-out rate and the courses brings serious lost to the progress of secondary education in Bauchi and Gombe state. About 21.72% of parents say secondary education has no longer getting the university requirement and also no employment to the school leavers.

5.5 Recommendation.

On the basis of the findings , the researcher would wish to make the following recommendation.

Ministry of Education

i- Since the research has shown that the majority of respondents (85.01%) call for the improvement of feeding system in the boarding schools. It is therefore recommended that Bauchi and Gombe state governments should give more attention on feeding of the students to enhance education in the states.

ii- Government should combat unemployment among schools leavers. The educational solution to this is the reformation of school curricular. It is time that local vocations be integrated into school curricula.

iii- Public enlightenment of the people on the importance of education to life should be pursued with more vigour. This is because about 21.7% of parents of this research say secondary education has no any importance to them. Another finding in the research was girls leave school more than boys for marriage. This is in order to eradicate bias against women, to promote literacy among people and to reactivate their interest in school work. Traditional rulers and religious leaders have a great role to play in this respect like they did at the inception and introduction of western education.

iv- Teachers

Teachers should improve to their attitude in all their dealings with students. As it is indicated in the responses of students questionnaires about 33.40% show that the attitude of their teachers in the school is negative, improvement of teachers and students relationship would make the leaving environment friendly.

v. Researchers

it is also recommended that a research work be carried out on "attitudes of parents of Bauchi state on education and vocational achievement for girls and boys".

Another research work is recommended to be carried out on the efficient way of curving the drop-out problem in Bauchi state primary and Junior Secondary Schools.

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APPENDIX I

Table of Random Numbers

1	2	3	4	5	6	7	8
23795	97005	43923	81292	39907	67758	10202	24311
57096	70158	36006	25106	92601	54650	27591	66340
52750	67765	42110	38252	80201	21099	70577	98650
90591	58216	04931	78276	10948	27273	28333	26528
20809	23068	84638	99566	41598	25664	02400	86856
57292	76721	75271	37751	79009	75457	22333	80932
02266	97120	05055	34236	42475	80604	02227	74799
61795	15534	45465	68798	02943	90934	63729	64185
18021	45643	82756	50833	16365	87969	78079	76533
52404	24573	73667	17693	04332	43579	24439	88992
53104	80180	30612	24735	63414	67892	37053	68277
78245	43321	64458	95647	57757	82849	15238	80647
96189	06398	76790	63703	85749	07026	46901	62055
64823	65665	43284	84972	92214	97669	62566	62765
65083	67708	58513	18064	88476	13211	11675	03250
30047	05312	47866	90067	41508	44709	70493	08790
27052	80915	10914	2544	01245	59280	95358	12568
84438	29174	15154	97010	53558	58741	53713	05690
09083	21005	15203	76311	39195	62019	29929	58151
96548	06390	56577	99861	08673	36684	36684	11180
68927	37828	17069	73928	26582	08496	19678	85603
07519	29067	53047	49285	05174	86393	19820	73942
15246	16092	88491	46453	01504	61322	55766	05181
97306	49296	94565	29597	34592	67680	33930	77474
72590	71948	34123	04318	55899	96852	90471	84147

Note: The table of random numbers is prepared so as to include all the elements of a population for selection. This means that none of the elements is omitted except by chance. For instance if 26 people will be sampled from 200 people, the researcher chooses an arbitrary column and row that includes any out of these, while not duplicating any.

APPENDIX II

VALIDATION CHECK LIST

After you have completed the questionnaire. Please answer these questions concerning the format and the content of the instruments. Your responses will be used to improve the final draft of the instrument that will be sent to the participants.

1) Did you understand the purpose of the questionnaire from reading the cover letter? Just tick ( ) that which appeal to you. Yes ……. No……

2) How long did it take you to complete filling the questionnaire? Please specify the time taken……

3) Was the length of time acceptable to you? Yes [ ] No [ ]

4) Were the directives clear to you concerning where to place your responses? Yes [ ] No [ ]

5) Did you find any question(s) or item(s) ambiguous to your responses? Yes [ ] No [ ]

6) If Yes please identify/indicate such question(s) item(s) below ……

7) Did you question the relevance of any question(s) item(s) Yes [ ] No [ ]

8) If yes please identify/indicate such item(s) question(s)……

Thank you for your assistance.

Yours Sincerely

Mohammed Abubakar

APPENDIX III

QUESTIONNAIRE

The questionnaire is meant to seek information relating to school dropout among secondary school students in Bauchi and Gombe State. The result obtained will be used in giving necessary suggestion to the Ministry of Education.

Please indicate whether you are a student or a teacher, male or female.

Teacher [ ] Male [ ]

Student [ ] Female [ ]

Read the statement given below and tick ( ) the one you think is most appropriate to your opinion.

Items	SA	A	U	D	SD
1. School dropout are mostly influenced by friends.					
2. Peer-group in this school mostly influence students towards school activities					
3. Friends tend to absent themselves from school.					
4. Teacher in your school are kind to students					
5. Teachers in this school are friendly to their students.					
6. Teachers in this listen to students problems and make efforts to help					
7. Lack of recreational facilities in the school discourage students from staying to graduate					
8. The provision of recreational facilities in this school make students stay to graduation stage.					
9. Availability of recreational facilities in the school help in retaining students.					
10. Students prefer schooling in the urban places (big towns) than in rural area (villages).					
11. Students who have grown up in cities prefers schooling in similar cities of their town.					
12. Students who have grown up in small towns prefer schooling in similar cities of their town.					

13.	Lack of sufficient food make student run away from school.					
14.	The provision of adequate and wholesome food by the authority makes no difference on students staying.					
15.	The present system of feeding is satisfactory.					
16.	Most of the boys who leave school before they finish the courses do so as a result of marriage.					
17.	Most of the girls who leave school before they finish the course do so as a result of marriage.					
18.	Girls who leave before they finish their schooling are more than the boys.					
19.	Students that withdrawn from school usually start with lateness to school.					
20.	Students leave the school after they become truants.					
21.	Students withdraw from school finally after they become habitual absentees in the school.					

APPENDIX IV

ORAL INTERVIEW FORM FOR PARENTS

Please respond to the following interview questions, as Yes or No and or as required by the interviewer best on your opinion.

1) Your Local Government Area…….

2) Home Town/Village……..

3) Age……. Sex…….. Marital Status…….

4) Number of Children schooling……

5) Highest educational Qualifications:-
i) Adult literacy classes [ ]
ii) Never completed Primary school [ ]
iii) completed primary school [ ]
iv) Never completed secondary school [ ]
v) Completed secondary school [ ]
vi) NCE/OND/ 'A' level [ ]
vii) B.A./B.Sc/B.A (Ed)/HND [ ]
viii) M.A./M.Ed/M.Sc. [ ]
ix) Ph.D [ ]

6) a) Does present secondary education have any importance to you?
Yes [ ] No [ ]
b) If yes which three (3) to opinion do you think are most important?
i)……..……
ii)……..……
iii)……..……

7.a) School children are right not to take going to school now Yes [ ] No [ ]
b) If yes which two reasons to your opinion do you consider responsible for the action taken?
i)……..……
ii)……..……

8.a) It is in order for parents to withdraw their children from Senior Secondary. Yes [ ] No [ ]

8.b) If yes which three important reasons will cause parent to withdraw
i)……..……
ii)……..……

iii)……..……

9.a) Do you agree with most of the children with draw themselves from school on their own (independently) Yes [ ] No [ ]

9b) If yes which three important things do you consider responsible?
i)……..……
ii)……..……
iii)……..……

10.a) Which three practicable suggestions would you give to help or prevent students dropouts from Bauchi State Secondary Schools?
i)……..……
ii)……..……
iii)……..……

Thank you very much for your cooperation.

Yours Faithfully

Mohammed Abubakar

APPENDIX V

ANALYSIS OF THE VALIDATION CHECK LIST BY PERCENTAGE (APPROXIMATION)

S/no	Item	Teachers Responses in percentage (%)		Students Responses in Percentage (%)	
		YES	NO	YES	NO
1	Understanding the purpose of questionnaire	95	5	90	10
2	Time taken in filling the questionnaire	10 – 15min 30 – 40min 90	7 – 15min 15	10 – 15 min. 19	 81
3	Length of time acceptability	85	15	99	1
4.	Clarity of directives on where to place responses.	99	1	100	0
5	Ambiguity of the questions	10	90	10	90
6	Ambiguous items	19,20,21	-	3,5,18, 19,20.6	-
7	Questioning the relevancy of the items	55	85	0	100
8	Places of relevancy	10,21, 12,14, 19 &21	-	-	-