CAUSES OF MALE DROPOUT IN ANAMBRA STATE SECONDARY SCHOOLS

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

DECEMBER, 1998

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DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
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AHMADU BELLO UNIVERSITY
ZARIA

DECEMBER, 1998

DECLARATION

I hereby declare that this thesis entitled CAUSES OF MALE DROP-OUT IN ANAMBRA STATE SECONDARY SCHOOLS was written by me, for the award of a Master of Education degree in Business Education. It is a .product of my own investigations and has never been presented anywhere for the award of a higher degree.

All works, opinions and ideas other than mine have been fully acknowledged by means of reference.

Udemes

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CERTIFICATION

This thesis entitled "CAUSES OF MALE DROP-OUT IN ANAMBRA STATE SECONDARY SCHOOLS by MAGDALEN UDE, meets the regulations governing the award of the degree of Masters of Education (Business Education) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to my husband and sons for their encouragement - Titus, Tony and Chris. It is also dedicated to my beloved parents, brothers and sisters - Ositadinma, Nwannediuto, Odilichukwu, Chukwuemezie, Ngozichukwuka and Chinenyenwa for their love, support and affection.

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UDE, Magdalen (Mrs.)

ABSTRACT

The purpose of this study was to identify the Causes of Male Drop-out in Anarnbra State Secondary Schools and to recommend some measures to be taken to reduce the problem of male drop-out in Secondary Schools in the states. A stratified Random Samolina Technique was used to select the sample for the study.

The researcher carried out the study with respondents made UP of students, teachers and parents drawn from the five education Zones in Anambra State. The questionnaire and the four points Likert Rating Scale were used as the instrument for data collection. The findings of the study include:

a) Many males of secondary school age are more interested in joining business ventures more than continuing with secondary school education for wealth acquisition. This is the main reason why many males drop out of secondary schools in the state.

b) Many parents and teachers are of the opinion that wealth is essential for good adjustment in the society and as such support males to pursue business

ventures for quick acquisition of wealth. This helps to encourage male drop outs in Anambra State Secondary Schools.

The recommendations made include:

a) Highlighting positive aspects of education pursuit and de-emphasizing on the acquisition of wealth in the society.

b) Any person who is to take Dart in politics or to take title in the society should possess at least Senior Secondary School Certificate.

c) Professors, community leaders, title men. opinion leaders and other educationists are to hold panel discussions over the mass media from time to time with the aim of encouraging males to possess good educational background before joining any business venture.

d) Adequate guidance and counselling services should be provided by the teachers to the youths towards the need for successful completion of secondary school education before the pursuit of wealth.

e) The government should make males attendance to schools attractive by giving them incentives to motivate them. Such incentives as giving grant-in-aid to education, free tuition, textbooks and libraries, mid-day meals, and provision of aood learning environment would go a long way to minimize male drop-out in Anambra State Secondary Schools.

TABLE OF CONTENTS

CHAPTER		PAGE
	TITLE PAGE	i
	DECLARATION	iii
	CERTIFICATION	iv
	DEDICATION	v
	ACKNOWLEDGEMENTS	vi
	ABSTRACT	ix
	TABLE OF CONTENT	xii
	LIST OF TABLES	xv
	LIST OF APPENDICES	xvii
	ABBREVIATIONS	xviii
	OPERATIONAL DEFINITION OF TERMS	xix
1	INTRODUCTION	1
1.1	Background Information to the Study	1
1.2	Statement of Problem	4
1.3	Purpose of the Study	5
1.4	Research Questions	6
1.5	Null Hypothesis	6
1.6	Significance of the Study	7
1.7	Assumptions of the Study	8
1.8	Scope and Limitations to the Study	9

2.	REVIEW OF THE RELATED LITERATURE	11
2.1	Introduction	11
2.2	Benefits of Schooling and Problems Faced by School drop-outs	12
2.3	Wastage of Resources Caused as a Result of School Drop-outs	15
2.4	Social Background Status and Its Effect on the School Population	16
2.5	Environmental Factors on Social Development and their Effects on School Drop-outs	22
2.6	Quest for Material Acquisition as Contributor to Male Drop-outs in Secondary Schools	26
2.7	Psychological Factors that Affect the Population of Males in Secondary Schools	30
2.8	Relevance of Education from the Philosophical Point of View and Need to Improve Secondary School Population	32
2.9	Summary	35
3.	RESEARCH DESIGN AND METHODS	37
3.1	Introduction	37
3.2	Population of the Study	38
3.3	The Sample of the Study	38
3.4	Description of Instrument for Data Collection	39
3.5	Validity and Reliability of the Instrument	40
3.6	Administration of the Questionnaire	40

4.	PRESENTATION AND ANALYSIS OF DATA	42
4.1	Introduction	42
4.2	Research Question 1	43
4.3	Research Question 2	48
4.4	Testing of Null Hypothesis I	55
4.5	Testing of Null Hypothesis 2	57
4.6	Teacher's Research Question	59
4.7	Parents' Research Question	63
5.	SUMMARY, CONCLUSION AND RECOMMENDATIONS	68
5.1	Introduction	68
5.2	Summary of the Findings	68
5.3	Conclusion	69
5.4	Implication of the Findings of the Study	70
5.5	Recommendations	71
BIBLIOGRAPHY		74
APPENDICES		78

LIST OF TABLES

TABLE		PAGE
4.1	Male Students' Related Factors that Limit their Attendance to Secondary Schools	43
4.2	Female Students' Related Factors that Promote their Secondary School Attendance	49
4.3	Male and Female Responses with Regards to Material Wealth Acquisition of Males who Attain Secondary Schools and those males who do not Attain	56
4.4	Male and Female Responses Regarding their Opinion about Attending Secondary Schools in Anambra State	58
4.5	Distribution of Teachers Responses on the opinion about males pursuit of wealth at the expense of Secondary School Education	60
4.6	Distribution of Teachers Responses on Whether Educational Pursuit wastes males' time and exposes them to Mockery	60
4.7	Distribution of Teachers Response on Males with only Primary Six Education Attainment Riding Flashy Cars and So Forth	61
4.8	Distribution of Teachers Response on the Accumulation of Wealth by Males	62

4.9	Distribution of Teachers' Responses on Education Attainment without Accumulation of Wealth	62
4.10	Distribution of Parents Responses on Males' Acquisition of Wealth for Recognition in the Society	63
4.11	Distribution of Parents' Responses on the Opinion About People Making Copious Donations	64
4.12	Distribution of Parents' Responses on Males Exhibition of Wealth During Ceremonies	65
4.13	Distribution of Parents Responses on Opinion About Money as a source of Power	65

LIST OF APPENDICES

APPENDIX		PAGE
A	Anambra State Secondary School Population	78
B	Enugu State Secondary School Population	79
C	Table of Random Sampling	80
D	Stratification Sampling	81
E	Pilot Study	82
F	Method of Data Analysis	84
G	Students Questionnaire	85
H	Teachers Questionnaire	90
I	Parents Questionnaire	93

ABBREVIATIONS

P.R.S.	Planning, Research and Statistics
S.E.S.	Socio-Economic Status
S.S.	Senior Secondary

OPERATIONAL DEFINITION OF TERMS

1. ADVANTAGED - People who have high socio-economic status in the society, usually people who are rich.

2. DELINQUENCY - Social problem mainly associated with people in adolescent age, usually pupils in secondary schools.

3. DISADVANTAGED - People who have low socio-economic status, usually associated with poverty.

4. DYSLEXIA - People who suffer from word blindness, such that they find it difficult to read or write.

5. GIFTED CHILDREN - Children who have superior intelligence that puts them in the upper two percent intelligence group above their age mates.

6. HANDICAPPED - This describes children whose educational performance is seriously hindered by some mental, physical, emotional or social conditions.

7. DROP-OUT - A condition in which people who originally enrolled into a school fail to finish the course of study.

8. MALADJUSTED - These are people whose emotional difficulties are sufficiently marked and prolonged to make these children distress or disturb the family or society.

9. WASTAGE - This is a gap created in school through drop out of students in schools as regards to costs effectiveness.

10. WEALTH - Possession of money in such a way that one can freely donate at functions like wedding, naming ceremony, taking title and so forth.

11. YOUTH - Youths are referred to as children of secondary school age, especially the male folk.

CHAPTER ONE

INTRODUCTION

1.1 Background Information to the Study

There has been concern over the 'early school leavers' or 'non completers' or 'education wastage' which lead to drop-out problems in Anambra State of Nigeria over the years. The drop-out problems have brought up some controversies over the causes and consequences of early school leaving.

Wehlage et al (1989:30) pointed out that recent attention to the issue of early school drop-out is a part of a recurring cycle that occurs when historical and social conditions are ripe in many countries. The conditions usually spring from some perceived national crisis or problem such as migration and technological development. These conditions have resulted in a perceived threat to the nation's technological superiority as in the case of economic productivity. Today it is generally accepted that about a quarter of youths leave secondary schools before graduation.

According to Nwagwu (1976:90) the pattern of school drop out in Nigeria presents a gloomy and disappointing picture.

Taking the enrolment of pupils in primary schools in the former Eastern Nigeria (Anambra, Imo, Cross-River and Rivers States) as an example, in (1960) the population was 254,000 pupils but in (1964) the population dropped to 89,000, approximately, 65% of the pupils leave schools before completion over the four year period of (1960) to (1964).

Similarly Nwagwu (1976:90) further pointed out that Ministry of Education Annual Reports of East Central State, (Anambra, Imo) between 1970 and 1972 reported that in 1970, 334,600 pupils enrolled in primary schools but in (1972) the population was 103,000, approximately 68% lower. Population of pupils in primary schools is the predictor of the population of students in secondary schools as the primary school population is the bedrock upon which the population of secondary schools is built.

Wehlage (1979:31) observed that despite the impressive gain in school completion the current drop-out of youths in secondary schools signifies a serious problem. There has been the scarcity of good paid jobs open to non-secondary school completers. Economic indicators predict a continuing decrease in jobs that rely on muscles rather than brain work. Farrant (1980:90) commented that the changing of the economic system of a country defines the serious consequences of dropping out

of school.

Historical research so far done in the field of school drop.~out included studies done by Aryres (1909), Gullick (1910), Eckert and Marshall (1938), Cervantes (1965), Rumberger (1983) and Finn (1987) according to Wehlage (1979:32). Wehlage et al (1979:32), further noted that researchers like Ekstron et al (1986), Wehlage and Rutler (1986) and Fine (1986) highlighted that there is strong evidence that course failure and school disciplinary problems in combination with chaotic personal, social and family background conditions contribute to students drop-out of secondary schools without completion.

In view of the above assertions made by the researchers like Wehlage and Rutler in Wehlage et al (1979:32) that social and family conditions contribute to dropping out of school, the present researcher wishes to find out why males of secondary school age in Anambra State leave schools early thereby causing drop-out problems in secondary schools in the state.

1.2 Statement of the Problem

From the trend of events in Nigeria recently, many males of secondary school age in Anambra State become 'early school leavers' or 'non-completers' or 'drop-outs' by abandoning schools before completion.

This new development affects the male population in secondary schools in Anambra State and the decrease in the population of males in Secondary schools in the state would grow worse if the speed at which these students abandon secondary schools is not checked or reversed. Available data at the Anambra State Education Commission reveal that the numbers of females in secondary schools in Anambra State for the period of this research (1991, 1992 and 1993) are greater than the numbers of males, (see Appendix A). On the other hand, the population of males who attend secondary schools in Enugu State is greater than that of females (see Appendix B).

The drop out of males in Anambra State secondary schools is causing a considerable measure of concern to the education industry and the government in Anambra State. One begins to ask what could be the cause of the male drop-out in Anambra State Secondary Schools? One could also ask, what factors influence male drop outs in Anambra State Secondary Schools.

The problem of drop out of male students in Anambra State Secondary Schools could adversely affect the existence of the education industry in the state. This is because if the problem is not solved with prompt attention the situation could be such that time would come when nearly all the males in Anambra State Secondary Schools would drop out of secondary schools. The researcher therefore wants to address the issue of male drop out in Anambra State Secondary Schools through investigations and afterwards recommend strategies to be taken to find a lasting solution to the problem.

1.3 Purpose of the Study

The objectives of this study are:

a) To determine the causes of declining male student population in Anambra State Secondary Schools.

b) To determine the role of parents and teachers in encouraging male drop out in Anambra State Secondary Schools.

c) To recommend measures that will help. to increase the number of males in secondary schools in Anambra State.

1.4 Research Questions

This study will provide answers to the following questions:

a) Why is it that males of secondary school age in Anambra State appear not to be interested in schooling any more?

b) Why is it that females of secondary school age in Anambra State appear to be interested in schooling more than their male counterparts?

c) What roles do parents play in decisions regarding males' attendance at secondary schools in Anambra State?

d) What are the actions of teachers towards guiding the male students into not remaining at secondary school in Anambra State?

1.5 Null Hypotheses

The following null hypotheses have been postulated for the study.

a) There is no significant difference in the material wealth possession acquired by males of secondary school age who join business ventures and those males of secondary school age who continued with education pursuit in Anambra State.

b) There is no significant difference between the opinion of male students and the opinion of female students regarding the importance of secondary school education attainment in Anambra State.

1.6 Significance of the Study

This study is significant in the sense that:

a) It would draw attention to the need to address a potentially decaying situation to that of male drop-out in Anambra State Secondary Schools.

b) A nation's human resources constitute its major instrument for development. The more educated the greater the possibility that individuals will be able to institute change and bring about development.

c) It would provide information to both parents and teachers on the need to give students adequate guidance and counselling services that will help them to complete secondary education career.

d) It would help the government to put up strategies on how to tackle the problems of male drop out in Anambra State Secondary Schools.

1.7 Assumptions of the Study

The following assumptions are made for the study:

a) Males need good education background to adjust themselves to the society and contribute effectively towards the nation's economic growth.

b) It is the responsibility of parents, teachers and government to train responsible citizens.

c) Teachers and government can develop appropriate measures and strategies that can help to increase the population of males in Anambra State Secondary Schools.

d) It is assumed that senior secondary three students (SS III) are more mature than any other class of students in the secondary school. These students play and discuss freely with their mates who are in business and they are in the position to give reliable answers regarding what their future aspirations might be.

e) Parents and teachers have direct responsibility in the upbringing of children.

1.8 Scope and Limitations to the Study

This study is delimited to students in SS III (senior secondary three) of Secondary Schools in Anambra State education system, their parents and teachers.

The constraint of the study is as follows:

a) 382 students were sampled for the study. 42 copies of the students' questionnaire representing 11% were not recovered from the students. The analyses and the findings of the study were based on 340 copies of the questionnaire recovered from the students and

on the 80 copies of the questionnaire recovered from teachers and parents.

b) Many parents and teachers failed to return their questionnaire.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

The literature review was carried out under the following sub-headings:

2) Benefits of Schooling and the problems faced by school drop-outs.

3) Wastage of resources caused as a result of school drop-outs

4) Social Background status and its effects on school population

5) Environmental factors on social development and their effects on secondary school drop-outs.

6) Quest for material acquisition as contribution to male drop-out.

7) Psychological factors that affect the population of males drop-outs in secondary schools

8) Relevance of education from the philosophical point of view and the need to improve secondary school population.

9) Summary

2.2 Benefit of Schooling and Problems Faced by School Drop-outs

According to Morris (1977:70) that the school is an artificial institution set up for the purpose of socialization and culture transmission for the people living in a society. School has relations with political and quasi-political organizations which either by central or local government controls the forms and means of the education provided. Dubey, et al (1978:2) observed that schools are opened to communities not only to preserve the culture and to maintain continuity but also to bring about progressive changes. Considerable personal sacrifice is made both in direct costs and potential income foregone to provide education in the school setting to the youths. In spite of such realization of the benefits of enrolling in schools, male dropout in schools has come up to be one of the crucial problems of education. Conant (1961:2) described the problem of school drop out as the most serious threat to the society and 'social dynamites' that can blast the very society if not controlled.

In Anambra State, early school leaving constitutes a major source of social problem in recent times. Nwagwu (1976: 95) noted that the act of non-completion of school is seen as wastage and the process of deserting school at some

intermediate point in the educational system of a country constitutes a serious educational problem. Farrant (1980:94) noted that early school leavers included students suffering from dyslexia, gifted children, handicapped and maladjusted children. Shertzer and Stone (1971:18) observed that in an educational system, early school leaving is usually regarded as a major dynamic process that needs immediate attention by the education planners. Wehlage et al (1989:33) noted an evidence supporting the argument that the school contributes in important ways to male drop out in schools based on the study of Boston Middle School in the Europe. The evidence from this study called into questions of policies and practices that cause many students to be suspended, to receive failing marks and to be retained in one grade for many years. This research indicated that strong correlation exists between some education policies and the incidence of non-completion of studies in the school system.

Statistics bear testimony to the growing menace of the problem of deserting school. Nwagwu (1976:95) quoting the relevant facts released by the former East Central State Ministry of Education observed that approximately 68% of pupils enrolled in primary schools deserted schools before completion under 1960 to 1964 school years. Napier (1972:31)

from a study i[illegible]na observed that slightly less than two thirds of those students entering schools eventually complete the six years primary education.

Lichler (1962:2) also noted that the problem of non-completers is equally an important concern in highly developed countries like United States of America (U.S.A.). Inspire of the high regards placed on education there, 40% of the children still fail to complete their higher school career. Shertzer and Stone (1977:18) further estimated the number of con-completers in U.S.A. to be one million students a year. The rate is considered to be high in larger cities particularly among the cultural disadvantaged groups. 50% non-completers is recorded among the school children of ages between 16 years and 17 years. Brimmer and Pault (1972:1) similarly observed similar trend in countries like England and France.

Lichler (1962:1) observed that the prospect of non-completers of secondary schools is bleak. Their uncertain future in terms of employment, their proneness to delinquency and perhaps most important of all, their inabilities to make use of their lives as fully developed individuals strongly reflect the gravity of social problems, the non-completers

create to the entire society. In terms of economics of the nation, especially to a developing country, non-completion of the course of studies represents tragic waste of the resources.

2.3 Wastes of Resources Caused as as a Result of School Drop-out

Shertzer and Stone (1971:20) noted that the reasons for leaving school before completion were not simple. Numerous studies have made it clear that deserting school is a complex problem to which there is no simple solution. often educational disability is attributed to low intelligence. This is assumed on the basis that rarely do children who are successful in school leave school prior to graduation. Inspire of this popular belief, recent research studies tend to indicate the contrary. Miller (1968:35) observed that a significant proportion of youths who desert school in U.S.A. is noted to be of above average' aptitudes and abilities, while among those who complete schooling, a number of them were to be of a lesser intellectual capability.

Brimmer and Pault (1972:15) classified the possible causes for deserting school into educational, social and morbidity. Ten criteria were used to evaluate this

classification ranging from 'excessive absence' to 'low scores' on standardized scores.

Nwagwu (1976:93) noted that wastage that results from drop out in schools remains unfilled because of large numbers of children who fail to complete school career. Nwagwu (1976:97) further emphasized that the problem of wastage that results from school drop out could make the planned development of education system almost impossible. The situation would be such that education planners cannot estimate how much money, teachers, classrooms and other facilities needed over a given period of time at various levels of education. Nor can economic planners estimate the country's manpower output at different skill levels since many people do not complete given stages of their education. Moreover, the employment market will be difficult to control because nobody can guess at what rate, stage or point in time job seekers will flow into the market.

2.4 Social Background Status and Its Effect on School Population

Mueller (1976:279) pointed out that every study and public comment on schooling places strong emphasis on the effects of socio-economic status (S.E.S.) upon the number of students that enrol in schools at a given time. In the

cultural and economic status. people in low socio-economic ladder of a country are classified as 'disadvantaged' after the 'privileged' usually regarded as 'advantaged' and then in the centre is the 'average' or 'middle class'.

Crow (1966:1) noted that research shows the same pattern of classification in America, Europe, Asia and Africa. In countries like U.S.A. and Britain, the importance of socio-economic status has influence on learning of children and has an adverse effect on the learning of the 'disadvantaged'. Shertzer and Stone (1972:14) submitted that socio-economic status has powerful bearing on one's social behaviour, one's attitudes, values, likes and dislikes are affected by his socio-economic status of life in the society.

Boocock (1972:23) indicated that recent research studies confirm the existence of high correlation between a person's aspiration and his socio-economic status. Advantaged persons are less fatalistic, forward looking and exhibit high aspirations while the disadvantaged persons demonstrate dramatically opposite characters. The relationship between socio-economic status and achievement is always consistent, no matter whether the measure of status is occupation of the father, education of parents, income of the family or the

combination of these, socio-economic status remains the most important predictor even in the face of the significant variable-ability.

Murad (1973:25) observed that the problems faced by the disadvantaged child are many. He lacks the tangible assets of the advantaged like verbal or oral skills, literate parents and home conditions that can stimulate intellectual development during the pre-school period. Dubey et al (1978:25) noted that children from the low socio-economic status are raised in conditions of greater restrictiveness. Control is more directly exercised. Both parents probably work and everyone contributes to keep the family functioning. Resources are scarce nothing could be wasted. Mueller (1976:283) highlighted that the absence of good living conditions hinder academic development. Once a child cannot internalize orientations that would promote his academic development, his academic achievement is affected. Commenting on the plight of the disadvantaged child, Crow (1966:6) said that once the environment itself is not conducive to the cognitive development of the child, he normally assumes domestic responsibilities at an early age, because his horizon of expectation is limited to the immediate environment and of his parents, he hardly is proud of his home. He often

displays an attitude of indifference and defiance or even destructiveness and a sense of detachment from the school process. Hence as a consequence, the disadvantaged may not complete a course of studies at school.

Svenson (1962:28) pointed out that inter-relationship between low socio-economic status and school enrolment can be seen also in a different perspective. In some societies, tradition and cultural heritage require one to place education relatively at a high level in the hierarchy of personal goals. In such societies, an individual may in spite of the consequential effects of his immediate disadvantaged situation, sustain sufficient motivation to remain in school. In such situation the cumulative effects of low socio-economic status is obvious. Systematic research studies have confirmed the close inter-relationships that exist between 'educational attainment' and the quality of 'environment' under which one lives.

Individual socio-economic status in general determines one's level of education. Keyserling (1966:3) reported that among those who live under low socio-economic status in U.S.A. 44% of them had less than eight years of education while only a further 5% reached to college level. Napier (1972:7)

described education as the 'most powerful instrument' man has yet devised for his own improvement.

Durojaiye (1972:128) observed that however, in spite of such public realization and increased facilities, many developed countries have come to realise that education instead of reducing the socio-economic imbalances and also being an instrument of change has turned out as a means of conserving the prevailing status quo.

Lee (1972:60) noted that for the advantaged the cost of education is two folds unlike it is for the advantaged. He has to overcome the physical expenditure of schooling in terms of fees, books and related costs and also increased school attendance deprives the family of immediately earning power which is in the form of farm labour or other casual labour. On the other hand, the advantaged is able to consolidate and fortify his social position hence resulting to a kind of perpetuation of his social status.

Fafunwa (1974:170) observed that religion and politics are other factors which play noticeable roles in encouraging drop-out. One hears the argument that religion is responsible for the spread of education in some areas and lack of it in

others. According to this argument, the christian missionaries spread Western (christian) education and the Muslims resisted it as an alien ideology. Even today, in rural areas mainly, Muslim parents are skeptical of the value of western education, while many view it as a destructive force opposed to their way of life.

Boocock in DuBey (1978:29) noted that there tends to be *difference in ethnic and cultural groups in terms of their* attitudes towards education. Research in the United Kingdom (U.K.) and U.S.A. shows different levels of aspirations for children among parents of different ethnic groups. In Nigeria, there are apparently different response rates in terms of demand for education and attendance in schools in different areas of the country. Whereas in some southern provinces of Nigeria nearly all school-age children are attending school, in Northern provinces of Nigeria nearly all school age children are attending school, in Northern provinces as little as 5 percent of the school age population was in school attendance prior to the Universal Primary Education Scheme.

DuBey et al (1978:23) emphasised that socio-economic status (S.E.S.) is *however, the best predictor of success or*

failure in school among other social background variables. The higher the S.E.S. students are the higher students are more likely to finish their education career in the education system. The lower the S.E.S. students have, the less, likely they are to finish their education career for their failure to meet up with education cost and demands.

2.5 Environmental Factors on Social Development and Their Effects on Secondary ?School Drop Out

Environment embraces the physical, economic, social and cultural conditions that prevail in the world and the forces emanating from these that influence human development. Farrant (1980:90) observed that nationalism, racialism, class consciousness and delinquency are all acknowledgements of the effects of social environment on human behaviour and the development of personality. When people speak of the excitable qualities of the Latin races, the unemotional character of the Anglo-Saxons, the bustling American and the inscrutable Chinese, these so called national characteristics are not inherited, they are the result of social environment.

Schofield (1975:107) observed that social development is the learning associated with the learning of habits responses and attitudes through members of the familyu and through wider

circles of friends, relatives and the people of one:s community, their religion, nation and continent. The outcome of how people feel towards other people is how people have been taught to feel by direct and indirect means through family and friends outside the family. The values held by friends may be different from the child's own and so he dresses like his friends, enjoys their music, entertainment, amusement and infact becomes part of their group.

Wehlage (1989:36) asserted that much of the research of drop out leaving since the 1960s has typically examined a sample of drop, out in terms of the personal and social characteristics they had in common. By focusing exclusively on their common personal and social characteristics, school drop out appear deviant, deficient or negligent with regard to school. This focus contributed to the pathological view of those youths articulated by Finn's analysis of 1987 in the book called "Reducing the Risk". In Finn's analysis, the description of some youths as deviant and the product of pathological circumstances served to deflect attention away from problems in the school itself. Through a series of case studies cervantes (in Wehlage, 1989:32) developed social-psychological portrait of school, drop-outs. He claimed to have discovered a 'variant breed of teenagers'. They were a

social problem who have 'clumsily dysfunctional' in the computer-precise, machine oriented, 'communication saturated society'. He predicated drop outs would have become 'out law pack's, who could not be absorbed in the society.

From [illegible] study case data, Cervantes (in Wehlage, 1989:35) arrived at a list of bipolar characteristics that distinguish the drop out from the graduates. His list of characteristics, pairing drop outs against graduates include:

Radio/holistic
Class-bound/conservative
Proletarian/capitalistic
Affect-less/affectionate
Hyperactive/alert
Sexual exploiting/monogamous
Double standard/single standard
Pawn of environment/Master of environment

From a contemporary perspective, [illegible] (in) Wehlage, 1979:33) expressed the opinion that Cervantes's value and fanciful characteristics appeared to be a form of unwarranted negative labeling. Ordinarily some of his categories would have seemed humorous except that they reflected a persistent

definition of the problem that continues even to the present.

The crime for which the highest percentage of persons are found guilty today is larceny - this is an acquisitive, affluent society in which man is encouraged perpetually to acquire, to buy, to have. Those who lack the ability, or the enthusiasm, to work honestly to acquire, are led to a different form, of acquire, are led to a different form, of acquisition - to theft, to embezzlement and to border line activity. Morrish (1977:74) commenting about the crime wave, said that the chief Liaison Officer of a large London Borough, expressed the opinion that already a high percentage of the crimes committed are offence by children and youths still attending schools. Much of their delinquency is motivated by frustration, stress, anomie and boredom.

Morrish (19778:75) further stressed that crime appears to be basically an urban problem. The increasing number of large-self service stores with open counters must inevitably bring a rise in the number of cases of shop lifting and petty larceny. Similarly, motor vehicles have become more and more the preserve of the criminal - including the petty juvenile thief as well as the highly organised criminal coterie. Other crimes committed by juveniles include breaking and entering,

In his contribution, Adamu (1981:5) opined that crime rates are high in societies in which drug peddlers and dealers, pimps, hustlers, hoodlums, member runners, thieves and gamblers are given some respect for their success and the "outside" dominant society is partially rejected for its corruption, hypocrisy and discrimination. Young people who grow up in the surroundings can thus avail themselves of a set of rationalizations and excuses for taking part in crime, for vandalism to robbery and even the law abiding see little advantage in cooperating with the police. Thus the social pressure on the individual to avoid delinquency are not high.

Anonymous (1983:5) commented that for two long, Nigerians have persistently reacted to crime and punishment rather imprudently, preferring to emphasise and prolong the punishment of crime, inevitably losing sight of the possibility of reforming its perpetrators and thereby encouraging a more widespread rejection of crime. If Nigerians are genuinely interested in the absorbing of ex-convicts into society, they must start immediately to de-emphasise the punitive aspect of the conviction and initiate measures aimed at their reformation right from behind the wall.

About two decades ago, it was always the desire of Nigerian youths particularly the youths in Anambra state to go through secondary school education. Emeasoba (1993:8) submitted that then the educated youths brought the hope of a brighter tomorrow to the families. The educated youths were revered like demo-gods partly because of the enviable luxury and comfort they lived in. These educated youths views were always sought and taken seriously in matters of important decisions among their towns' men. It was always a thing of joy and a source of pride as those educated youths felt wanted, cherished and belonged to the society.

In recent times, the reverse has been the case. Commenting on the present quest for wealth by the youths these days, Olaifa and Bankole (1993:8) observed that it is not uncommon these days to see a crop of school dropouts turned business touts, being accorded undeserved honour by the society ostensibly because of the enormous wealth at their disposal while their better qualified and much more disciplined counter-parts , possibly renowned professors with chains of academic degrees are abject penury. Emeasoba (1993:8) observed that all these unbecoming attitudes of the graduates of these days make them rejected, dejected and frustrated. Today violence is the order of the day. One can

scarcely read newspapers and magazines or listen to radio now or watch television without shuddering at violent crimes including greed, bribery, corruption, embezzlement, murder, armed robbery, lynching and hosts of other crimes - committed mainly by youths - all these obnoxious attitude of the youths are in quest for material wealth.

Okigbo (1993:21) opined that:

> The greatest social revolution of the 20th century is the rise of the teenager. He has re-defined the public tastes in music, dietary habits, leisure, violence, and clothes, sophisticated techniques and sometimes prominent personalities and super heroes have predisposed the youths mostly of secondary school age to the use of violence and mean techniques when they are frustrated in the effort to acquire wealth quickly..

Many youths have been badly influenced by violence caused by such wars like Gulf-war, Somalia or Bosnia, South Africa, Liberia, war films, boxing heroes in ferocious attacks like Michael Tyson, Wrestling hero warriors like the 'Undertakers', 'Big Buzzsman', 'Ultimate Warrior', "Hulk Hogan' and so forth. Quite a lot of writers of various shades have written articles decrying crime in our society and some have offered several useful suggestions to check it but as if the criminals convert

more people than the religious crusaders. The moral barometer of crime in the country today is further indicating DANGER.

2.7 Psychological Factors that Affect Population of youths in Secondary Schools

It is necessary for one to explore some of the conditions that promote crime in Nigeria so that they might lead one to its'; possible effective control if not its' cure. Okorie and Ezeji, (1988:54) noted that the absence of good lucrative work and good working conditions have psychological effects on the youths and may lead to anxiety, depression and somatic symptoms among the youths. These psychological effects on the youths are present in Nigeria today. When one recognises that after spending six years in secondary school, most youths fail to secure good paying jobs, Adamu (1981:5) observed that various crimes of tod committed by the unemployed youths hence work is to b derstood in terms of its value to the society.

Some writers argued that it is unemployment that breed criminals in the society. Another school of thought attributes th sing rate of crime to the ever increasing wild disparity between the affluent few in the society who display their wealth, that make some people feel it is a crime

to be poor and so in their desperation to elevate their social status, they turned hardened criminals.

Jemisenia (1981:6) blamed the crime in the society and also traced the cause to the semi-literate elementary school leavers, who no longer be able to fit into active village life would migrate to the city expelled by the attractions of the cinema, night clubs, jobless and without means to take liberty with the new amenities, the youngster would join thousands of other lumpen elements who lived at their wits.

Onigbande (1993:5) suggested that if the society and the world, were to survive the obvious social crises ahead without being torn apart by violence and anarchy, then people must prepare the future leaders now through sound education background about severe frustration and conflict.

It must be noted that many authors like Morrish (1977:78), Adamu (1981:5), Onigbande (1993:5) and others have expressed the opinion that boredom, frustration and illiteracy are youths to committing crimes like breaking and entering, larceny, pilfering, robbery, violence, sexual offence and vandalism. Jemisenia (1993:6) suggested that if sound education background is given in the early years to the youth

there would be no doubt whether secondary school education would play major role in combating most of the crimes committed in Nigeria society today. This is because Brameld (1965:452) emphasized that education creates new social order that fulfills the basic values of people's culture and at the same time harmonizes the underlying social and economic forces of the modern world.

2.8 Relevance of Education From the Philosophical Point of View and the Need to Increase Secondary School Population

Schofield (1975:36) noted that criteria for education implies the transmission of what is worth while to those who become committed to it, involves knowledge and understanding and some sort of perspective which is not inert. Education also rules out some procedures of transmission on the grounds that they lack wittingness and voluntariness on the part of the learner.

In order to make education, sensible to measure up the demands of the standards for education, the criteria for tolerance includes willingness to listen to the speech and to assess the actions of all people, objectively and rationally willingness to assess, again rationally and objectively, the

consequences of such speech and actions, both on those who speak and act, and for those who are affected by such speech and action. Wood and Barrow (1977:25) highlighted the knowledge which should be the concern of educational institutions as knowledge related to things of the mind, to the development of the mind, intellectual pursuits, the sort of things that will then be ruled in will be things like the study of physics, history, chemistry, literature, philosophy, biology, mathematics, and the sorts of thighs that will be ruled out will be things like hair dressing, bus driving, shop-keeping and whatever. Even if the latter sorts of things involve mental capacities the dustpan must think to remove contents of the dustbin and not the contents of the car that happens to be standing next to it - these mental capacities are at a low order compared to the one to be exercised by a physicist or a philosopher as to be classified in the entirely different category.

Archabault (1974:122) expressed the opinion that knowledge is separated into a number of distinct forms and must be learned under a school setting. These forms of knowledge are not mere collections of information but rather 'complex ways of understanding experience' which man must achieve.

[illegible] (1969:4) summarized what the aims of education ought to be by quoting from the philosophical point of view in the words of Aristotle:

> As things are - mankind are by no means agreed about the things to be taught, whether we look to virtue or the best of virtue life. Neither is it clear whether education is more concerned with intellectual or moral virtue. The existing practice is perplexing, no one knowing on what principles we should proceed - should the useful in life, or should virtue, or should the higher knowledge be the aim of our training, all three opinions have been entertained. Again about the means there is no agreement for different persons, starting with different ideas about nature of virtue, naturally disagree about the practice of it.

Randson (19093:340) discussed the aims of education from democratic point of view by pointing out that the organising principles of the market makes assumptions about the public, about their orientation, capacities and resources. When individuals pursue their own interests, it is claimed they will benefit society as well as themselves.s Gullason (1989:288) opined that a great deal of consumption value is associated with one particular form of human capital - a college education.

Many college experience yield consumption value. These include learning experiences associated with classroom instruction, attending classes with fellow students, enjoying on - campus events, such as dances, games, concerts and any other social or academic experiences that yield satisfaction to the individual are the processes of schooling which are undertaken. Kneller (1971:126) observed that from the pragmatist point of view, values abound everywhere in education, they are involved in every aspect of school practice. They are basic to all matters of choice and decision-making. Brameld (1965:6) noted that education leads to a profound change in the minds of men, so that the enormous technological power at a nation's disposal may be used to create rather than to destroy. 'Education is Power' and that the majority of people should through their freely chosen representatives, control all fundamental economy, political and social policies of the society.

2.9 Summary

In this literature review, an attempt was made to review the possible causes of male drop-out problem in Anambra State Secondary Schools. It was discovered that social, and psychological factors are among one factors that help to

decrease the enrolment of youths in schools.

In other to find out the causes of male drop out in Anambra State Secondary Schools, this chapter is arranged into nine main sub-headings.

Wehlage (1989:36) strongly emphasised that personal, psychological and social problems contribute to male dropout of schools before completion.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 Introduction

In this study, the researcher adopted the questionnaire as the research instrument for the study. This is because many experts in Educational Research like Best (1977:224), Olaitan and Nowke (1988:71) recommend the use of questionnaire and a four point Likert Rating Scale as good instruments for collecting information from respondents in educational research.

Three sets of questionnaire were designed to collect information from three groups of respondents namely, the students, teachers and parents. The students questionnaire was divided into parts A, B and C. Part A consisted of items aimed at collecting personal information from the students. Part B, had 120 items designed to ask questions to find out the reasons why males of secondary school age do not remain in school. Part C, had 10 items which asked questions on why females of the same age group attend secondary school more than their male counterparts in Anambra State.

The other two sets of questionnaire were designed for teachers and parents respectively to enable the researcher find out whether parents and/or teachers in any way encourage male students to stay away from school.

3.2 Population of the Study

The population of the study was made up of all the students in Anambra State Secondary Schools. Also parents and teachers of the students in Anambra State secondary schools were involved.

The data available at Planning/Research and Statistics (P.R.S.) of Anambra State Education Commission, Headquarters, Awka Anambra State in 1993 shows the number (in Appendix A) as the students population in Secondary Schools in the State during the 1992/93 academic year. The total population of male and female students as shown is 114, 481 students. This population was used as a basis for selecting the sample.

3.3 The Sample of the Study

The students population for the academic year 1992/93 was 114,481. As this school year was the year of the study the sample for the study was based on this population. Using

Krejcie and Morgan's table for determining sample size from a given population. the sample for student's population was represented by 382.

This sample size was drawn randomly using stratified Random sampling Technique for the five education Zones in Anambra State. The stratification of the students population is shown in (Appendix D). The five Education Zones in Anambra State include Azuata, Awka, Nnewi, Ogidzi and Onitsha. The stratification made it possible to drawn 154 males students and 228 Females students randomly from the five zones.

Also parents and teachers were randomly sampled from each of the five education zones. 154 males and 288 females were sampled respectively. (See appendix C - Krejcie and Morgan (1970:607) table for determining sample size from a given population).

3.4 Description of Instrument for Data Collection

The questionnaire and a five point Likert Rating Scale were used for the The questionnaire was accompanied introductory letters to the students, teachers and parents. The Likert Rating Scale was assigned codes as 4, 3,

2 and 1, stand for Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively.

A questionnaire item with a mean score of 3.00 and above or approximately 3.00 was accepted as a responsible factor why male drop out exists in Anambra State Secondary School. On the other hand, a questionnaire item with a mean score below 2.5 w[illegible]jected as not being a factor responsible for male drop out in the state.

3.5 Validity and Reliability of the Instrument

The face validity of the instrument used for collecting data for this study was done by the researcher's supervisors. Then the instrument was given to experts who validated the adequacy of the instrument for the study. The researcher also carried out a pilot study to ascertain the content and construct validity of the instrument (See Appendix F) for pilot study r[illegible]

3.6 Administration of the Questionnaire

Permi[illegible]s obtained from each of the school principals for the study before the administration of the

questionnaire. Some teachers in the schools visited helped the researcher to administer the questionnaire to the students. The researcher explained why the students should fill in the questionnaire independently.

CHAPTER FOUR

PRESENTATION AND ANAsLYSIS OF DATA

4.1 Introduction

The purpose of this chapter is to present the analysis and the interpretation of the data. discuss the findings based on the research questions raised in Chapter 1.4.

Three sets of questionnaire were given to the three types of respondents namely the students. the teachers and the parents. A total of 382 copies of questionnaire were for the students. Out of 382 copies of the questionnaire given to the students. 340 copies were recovered. 80 copies were recovered from teachers and parents. The details of the items in the questionnaire for the students, teachers and parents are given in Appendices H. I. J respectively.

The method of presentation is in accordance to the research questions stated below and the null hypotheses for the study.

4.2 Research Question 1

Why is it that males of secondary school age in Anambra State appear not to be interested in schooling any more?

To determine the respondents opinion on the above research question, the items 1-10 in the students' questionnaire have been broken as shown in Table 4.1 below.

Table 4.1 Male students Related factors that Limit Their Attendance to Secondary Schools

	S C O R E S							
ITEMS	4	3	2	1	N	X	SD	R
1. Wealth is easily acquired through business than through education	80	98	69	93	340	3.0195	1.3900	
2. Business tycoons ride flashy cars more than students who spend many years pursuing education	104	76	73	85	340	2.9325	1.5079	

3. Business people donate more generously at important function than professors	91	80	70	99	340	3.1000	1.4860	
4. Business people have more impressive houses than people who are educated	78	77	82	103	340	3.5500	1.3559	
5. Many business people feed better and belong to famous clubs than the educated people	77	85	72	106	340	3.1750	1.5083	
6. Business people marry much earlier in life than educated people	120	75	60	85	340	2.9375	1.4711	
7. Business people have more opportunities to travel to different places within their country and beyond than most educated people.	110	85	64	81	340	3.0575	1.4861	

8. Educated people restrict the liberty of their children more than most business people	100	65	80	95	340		1.5110	
9. Many people in the society have more respect for successful businessmen who have enormous wealth than the professors	120	80	55	85	340	2.9500	1.4587	
10. Business people accumulate money at younger age with which to support themselves at old age than the educated people	85	105	74	76	340	2.9225	1.4318	

N.B. Acceptance or Rejection was based on the mean scores of students responses. This is contained in Chapter 3.4.

The findings in respect to research question 1 - why males of secondary school age in Anambra State appear not to be interested in schooling any more as shown in Table 4.1

above, have been made as follows:

a) Wealth is easily acquired through business than through education.

b) Business tycoons ride flashy cars more than students who spend many years pursuing education.

c) Business people donate more generously at important functions than professors.

d) Many business people have more impressive houses than people who are educated.

e) Many business people feed better and belong to famous clubs than the educated people.

f) Business people marry much earlier in life than the educated people.

g) Many people in the society have more respect for successful businessmen who have enormous wealth than the professor.

h) Business people accumulate money at younger age with which to support themselves at old age more than the educated people.

The main purpose of this part of the study was to find out why males of secondary school age in Anambra State appear not to be interested in schooling any more. The respondents' opinion reflected the fact that many youths in Anambra State have ambition for wealth acquisition at the expense of education pursuit. The ambition for quick material wealth acquisition could be attributed to the fact that many people in the society are not enlightened on the need for education especially the need to use education to tackle the problems of economic depression. The quest for wealth presently among the youths in the state portrays a gloomy future for the youths in Anambra State to join their efforts together with the other educated youths from other parts of the country to work hard towards the growth of the nation's economy.

It could also be inferred that the quest for wealth acquisition contributed greatly to the decrease of male enrolment in secondary schools in Anambra State. It is therefore important that the government and the educationists could evolve means and measures to re-direct the interest.

attention and desire of youths back to the pursuit of education before the pursuit of wealth.

4.3 Research Question

W[illegible] it that females of secondary school age in Anambra State appear to be interested in schooling more than their male counterparts?

To determine the respondents' opinion on the above research question, the items 11-20 in students questionnaire have been broken as shown in table 4.2 below.

Table 4.2: Female Students Related Factors That Promote their Secondary School Attendance

	S C O R E S							
ITEMS	4	3	2	1	N	X	SD	R
11. Females do not want to expose themselves to material wealth like males	90	100	75	75	340	2.9900	1.4318	
12. Females believe that reputation through education acquisition is more valued in the society than material wealth acquisition	85	100	45	110	340	3.3125	1.4698	
13. Many females hope that secondary school education will help them get married quickly	120	100	27	93	340	3.0375	1.4988	
14. Since wives of many wealthy people are highly educated many female students have similar aspiration	130	120	27	63	340	3.0025	1.5268	

15. Females who are educated can face the challenges of galloping inflation in Nigeria society.	105	110	35	90	340	2.8875	1.4766	
16. A woman can liberate herself in today's society through good education than through business	80	120	30	110	340	3.1425	1.4759	
17. Females aim at playing dual roles in the society by working and at the same time performing domestic duties	110	90	43	97	340	3.1100	1.4623	
18. Educated women can marry anyone they like whether rich or poor and yet live comfortable lives	120	80	50	70	340	2.9625	1.5056	

19. Many people in the society express the opinion that education is for the female while money is for the male	100	90	45	105	340	3.1375	1.4745	
20. Many females work hard to gain leadership role in the society through secondary school education	110	65	37	128	340	3.0225	1.5482	

N.B Acceptance or Rejection was based on the mean scores of students responses. This is contained in Chapter 3.4.

The findings in respect to research question 2 - why females of secondary school age in Anambra state appear to be more interested in schooling more than their male counterparts, as shown in Table 4.2 above, the following findings have been made:

a) Females do not want to expose themselves to material wealth like males.

b) Females believe that reputable through education

acquisition is more valued in the society than material wealth acquisition.

c) Many females hope that secondary school education will help them get married quickly.

d) Many women aspire to become wives of wealthy people and it is through education acquisition that their aspiration would come true.

e) Females who are educated can face the challenges of galloping inflation in Nigeria society.

f) A woman can liberate herself in today's society through good education than through business.

g) Females aim at playing dual roles in the society by working and at the same time performing domestic duties.

h) Educated women can marry anyone they like whether rich or poor and yet live comfortable lives.

g) Females aim at playing dual roles in the society by working and at the same time performing domestic duties.

h) Educated women can marry anyone they like whether rich or poor and yet live comfortable lives.

i) Many people in the society express the opinion that education is for female while money is for males.

j) Many females work hard to gain leadership role in the society through secondary school education.

The main purpose of this part of study was to find out why females of secondary school age in Anambra State appear more interested in schooling than their male counterparts. The respondents opinion reflected the opinion of people towards female education pursuit in Anambra State.

This opinion towards female education pursuit could imply that females having interest in schooling nowadays could be attributed to women's liberation. Miller (1978:36) observed that one of the reasons why females are more positively inclined toward education is attributed to the 'changing world

of female endeavors called the liberation of women". This liberation movement started in 1840 in Senaca Falls, New York. The purpose of this liberation convention included expanding women's employment and educational opportunities. Although the movement seemed to be centered in the United States in the 1950s the use of mass media made it possible for the demand of women in other parts of the world to be met. Miller (1978:58) further stressed that "with the new women's awareness in television, radio, magazine, newspapers and so forth, it is not surprising that the labour force participation has increased for women as a whole.

In Anambra State presently, teaching occupation in primary and secondary schools is predominated by females.s Appendix K showed the data available at Anambra State Education Commission, Awka for 1993/94 Special Science Entrance Examination Result. In that Entrance Examination, pass mark for female candidates was 5 points below the female pass make. Despite the fact that the males' pass mark was below that females': pass mark by 5 points, the number of females who sat and passed the entrance examination was greater than the number of males. In Anambra Local Government Area of Anambra State (see Appendix J), for instance, the only male candidate who sat for the entrance examination failed the

entrance examination.

This failure of that male candidate in the entrance examination is an evidence that no male candidate from that local government area entered into special science secondary school in 1993/94 academic year. The low male enrolment in secondary schools in Anambra State is therefore a crucial problem which needs immediate solution.

4.4 Null Hypothesis I

There is no significant difference in the frequency of respondents regarding the material wealth acquisition of males of secondary school age who joined business ventures and those males of secondary school age who continued with education pursuit in Anambra State.

The responses of 340 students made up of 134 males and 206 females were summed under 'agree' and 'disagree' in table 4.3 below.

Table 4.3 Male and Female Responses with Regards to Material Wealth Acquisition of Males who attain Secondary Schools and those Males who do not Attain.

ITEMS	AGREE	DISAGREE	TOTAL
1	178	162	340
2	182	158	340
3	171	169	340
4	155	185	340
5	162	178	340
6	195	145	340
7	195	145	340
8	165	175	340
9	200	140	340
10	190	150	340

To test this hypothesis, chi-square was used using the table 4.3 above, it was a chi-square of 26.01 with probability of 0.020 and degree of freedom of 9 was found to be significant. Therefore there is significant difference in the material wealth acquisition of males who attain secondary schools and those who do not attain secondary schools in the state. It then stands that those males who joined business ventures acquire more wealth than those ones who continued with secondary school education in Anambra State. It

therefore implies that male drop-out exists in Anambra State Secondary Schools.

4.5 Null Hypothesis II

There is no significant difference in the frequency of respondents of males and females with regards to their opinion in attending secondary schools in Anambra State.

The responses of 340 students made up of 134 males and 206 females were also summed up under 'agree' and 'disagree' in table 4.4 below.

Table 4.4 Male and Female Responses Regarding their Opinion About Attending Secondary Schools in Anambra State

ITEMS	AGREE	DISAGREE	TOTAL
1	190	150	340
2	185	155	340
3	220	120	340
4	250	90	340
5	215	125	340
6	200	140	340
7	200	140	340
8	200	140	340
9	190	150	340
10	175	165	340

To test this hypothesis, chi-square was used. Using the table 4.4 above, it was a chi-square of 50.22 with probability of 0.0000 and degree of freedom of 9 was found to be significant. Therefore there is significant difference in the opinion of males and females regarding attendance of secondary school in Anambra State. It therefore stands that females attend secondary schools more than males in Anambra State Secondary Schools.

Although it is good that females should be well educated to fit in well in the society there is need to match female level of education with their male counterparts so that the sector of economy where males are expected to play the leadership role is not taken over by females. The manpower development of a nation needs to be balanced. The government is expected to take urgent steps or measures to remedy the situation before it is late.

4.6 Teachers' Research Question

What are the actions of teachers towards guiding the male students into not remaining at secondary school in Anambra State?

The items that answer the actions teachers play in guiding male students into not remaining at secondary school in Anambra State were drawn from Teachers' Questionnaire in Appendix H.

Table 4.5 Distribution of Teachers Responses on the Opinion About Males Pursuit of Wealth at the Expense of Secondary School Education

CATEGORY	FREQUENCY	PERCENTAGE
Agree	30	75
Disagree	10	25
Total	40	100

Based on the item on whether males could pursue wealth at the expenses of secondary school education, 30 teachers representing 75 percent agreed that it is better for male students to move into business ventures at the expense of secondary school education for wealth acquisition.

Table 4.6 Distribution of Teachers Responses on Whether Education Pursuit Wastes Males' Time and Exposes them to Mockery

CATEGORY	FREQUENCY	PERCENTAGE
Agree	35	87.50
Disagree	5	22.50
TOTAL	40	100

Based on the item on whether education pursuit wastes males' time and exposes them to mockery by their male counterparts who are in business, 35 teachers representing

87.50 percent agreed that education wastes males' time and exposes the educated males to mockery by their male counterparts who move into business after primary six education.

Table 4.7 Distribution of Teachers Responses on Males with Only Primary Six Education Attainment Riding Flashy Cars and so Forth

CATEGORY	FREQUENCY	PERCENTAGE
Agree	32	80
Disagree	8	20
Total	40	100

Based on the item on the opinion of teachers about males with Primary School Education riding flashy cars, 32 teachers representing 80 per cent agreed that once a male passes primary six, what is required of him is to ride flashy cars and erect magnificent buildings rather than to pursue education.

Table 4.8 Distribution of Teachers Responses on the Accumulation of Wealth by Males

CATEGORY	FREQUENCY	PERCENTAGE
Agree	36	90
Disagree	4	10
Total	40	100

Based on the item on the males' accumulation of money, 36 teachers representing 90 percent agreed that as a far as a male has money he could be recognised in the society more than the educated males who have no money.

Table 4.9 Distribution of Teachers' Responses on Education Attainment Without Accumulation of Wealth

CATEGORY	FREQUENCY	PERCENTAGE
Agree	34	85
Disagree	6	15
TOTAL	40	100

Based on the items on the teachers opinion on education attainment without accumulation of wealth, 34 teachers representing 85 percent agreed that education attainment without accumulation of wealth is a waste of time and very unnecessary in Nigerian society.

4.7 Parents' Research Question

What roles do the parents play in decisions regarding males' attendance at secondary schools in Anambra State?

The items that answer the roles males' parents play in decisions regarding males' attendance at secondary schools in Anambra State?

The items that answer the roles males' parents play in decisions regarding males' attendance at secondary schools in Anambra State were drawn from items in Parents' Questionnaire in Appendix I.

Table 4.10 Distribution of Parents Responses on Males' Acquisition of Wealth for Recognition in the Society

CATEGORY	FREQUENCY	PERCENTAGE
Agree	33	82.50
Disagree	7	17.50
Total	40	100

Based on the item on males' acquisition of wealth for recognition in the society, 33 parents representing 82.50 percent agreed that it is more important for males to acquire lots of money instead of education in order to have peoples' recognition.

Table 11 Distribution of Parents Responses on the Opinion About People Making Copious Donations

CATEGORY	FREQUENCY	PERCENTAGE
Agree	36	90
Disagree	4	10
Total	40	100

Based on the item on the opinion about people making copious donations, 36 parents representing 90 percent agreed that the society needs people who make copious donations more than it needs people who are educated for its development.

Table 12 Distribution of Parents Responses on Males' Exhibition of Wealth During Ceremonies

CATEGORY	FREQUENCY	PERCENTAGE
Agree	35	87.50
Disagree	5	12.50
TOTAL	40	100

Based on the item on the opinion about males' exhibition of wealth during ceremonies, 35 parents representing 87.50 agreed that wealth exhibitions like chieftaincy ceremony, title taking, naming ceremony, burial ceremony and wedding ceremony shown on the televisions and often announced in radios encourage males into the pursuit of wealth.

Table 4.13 Distribution of Parents Responses on the opinion about Money as a source of Power

CATEGORY	FREQUENCY	PERCENTAGE
Agree	32	80
Disagree	8	20
Total	40	100

Based on the item about the opinion of people on money as a source of power, 32 parents representing 80 percent agreed that knowledge was power before but now money is power.

Teachers and parents responses on the items in the teachers' questionnaire and parents' questionnaire (in Appendices L and M) respectively helped the researcher to find out whether the teachers or parents or both parties encourage the males to pursue wealth at the expense of secondary education. It was found out from the analyses of the items in teachers and parents questionnaires respectively that many teachers and parents in Anambra State show their support for males to pursue business ventures for material wealth acquisition at the expense of secondary school education.

The support that males could pursue wealth at the expenses of the secondary school education pursuit is erroneous and needs to be corrected using educational enlightenment programmes. It is important that parents and teachers could provide education guidance to the youths in Anambra State. The education guidance would therefore exert necessary and proper influences to the youths exposure to lives. It is the parents' and teachers' tasks to lead the youths entrusted to their care to understand that wealth which

seems easier to acquire without good education background in the short run could be better acquired in the long run when one possesses good education background. Many people are ignorant of this fact because of lack of education enlightenment programmes.

Teachers and parents are therefore expected to direct the wards and students entrusted to their care through discussion and counselling services from time to time about various careers available to them if they are properly educated. It is also expected that parents and teachers would not persuade males to pursue wealth at the expense of education pursuit. In another vein, education planners could contribute to the youths development in an effective way in order to facilitate the parental and teachers tasks in educating the youths. Educators could also dwell on the positive aspects of the society by enriching the dignity of human lives through encouraging qualitative education which opposes portrayal of violence, fear or discrimination of any type in the society.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summaries the findings of the study with reference to the research questions and hypotheses raised at the beginning of the study in chapter one. Summary of the finding, the conclusion, the implication of the findings, recommendations and suggestions for further studies were all treated in this chapter.

5.2 Summary of the Findings

The major findings of the study are as follows:

a) Many males of secondary school age rush to business ventures at the expense of secondary school education. This contributes to male dropout in Anambra State Secondary Schools.

b) Teachers seem not to be given adequate guidance and counselling services to students of secondary school age and this contributes to students drop out of secondary schools in the state.

c) Many parents are ignorant of the part they should play in counselling their wards and children to complete secondary school education.

5.3 Conclusion

Based on the findings of the study, the following conclusions are made:

a) That many males of secondary school age in Anambra State rush to business ventures at the expense of secondary school education.

b) That wealth is easily acquired through business more than through education pursuit.

c) That business people donate more generously at functions more than professors.

d) That business people marry much earlier than the educated people.

e) Since the attention of the youths is more inclined towards business ventures in order to acquire wealth quickly steps should be taken by the teachers.

parents and government to redirect males attention back to education pursuit so as to reduce the rate of drop out of males from the secondary schools in Anambra State.

5.4 Implications of the Findings of the Study

The implications of the findings of this study is that prompt and appropriate actions are needed to tackle the problem of low male enrolment in Anambra State Secondary Schools. This is because if no measure is taken to reverse or reduce the speed at which males abandon secondary school education in Anambra State, the time would come when the citizens of Anambra State would be made up of a society with illiterate males and literate females. The situation will be such that females will dominate the sectors of economy where females are needed and also dominate the sectors of economy where males are needed. This shows that some sectors of economy will suffer the over-production of manpower needs while other sectors will suffer the under-production of manpower needs of the state.

Also the females will be in the position to challenge males as the 'bread winners'. This situation will lead

females to feel independant of males in their lives.

5.5 Recommendations

The following recommendations are made:

a) Government should make it compulsory for males to possess at least senior secondary school certificate in Anambra State before joining any business venture.

b) Any person who is to take part in politics or to take title in the society should possess at least senior secondary school certificate.

c) Professors, community leaders and other educationists are to hold panel discussions over the television and radio from time to time with the aim of encouraging males to possess good education background before joining any business venture.

d) Conferences, lectures and workshops on male drop out in secondary schools should be held having as its theme "Male Drop-out in Schools, Causes,

Implications and Solutions". This conference should have the following as speakers where possible: military administrator of the State, ministers, Archbishops, Bishops, Professors and other very distinguished sons and daughters of the state. It should be mandatory to all traditional rulers in Anambra State, President General of all Town Unions to attend while it would expected that Church leaders in the state, Elder Statesmen of the state, top public servants in the state and leaders of women organisation to attend. In this way awareness would be created as regards male drop out in schools in the state.

e) The traditional rulers, church leaders, leaders of women organizations, leaders of youths elder statement and opinion leaders in the state should carry out aggressive campaigns in the state condemning made drop out of schools.

f) Guidance and counselling service should be a separate subject in the secondary school time table and should be taught at least once a week. Career

weeks in which professionals in different fields of work are invited to talk to the students and interact with students should be held at least once in a term.

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APPENDIX A

ANAMBRA STATE SECONDARY SCHOOL POPULATION

YEAR	TOTAL POPULATION	NO. OF MALES	NO. OF FEMALES
1991 (Transitional)	92,820	37,529	55,291
1992/93	114,481	46,410	68,071
1993/94	136,142	55,291	80,851

SOURCE: Anambra State Education Commission, Ifitedunu, Awka Anambra State.

APPENDIX B

ENUGU STATE SECONDARY SCHOOL POPULATION

YEAR	TOTAL POPULATION	NO. OF MALES	NO. OF FEMALES
1991	100,818	49,261	51,557
1992	124,652	64,711	59,941
1993	135,662	69,356	66,306

SOURCE: Enugu State Education Commission, Enugu

APPENDIX C

TABLE OF RANDOM SAMPLING

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	210
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	176	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	334
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	340
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	750000	382
210	136	1100	285	1000000	384

NOTE: N = Population size
S = Sample size

SOURCE: Krejcie, Robert V. and Morgan, Daryly W. (1970). "Determining Sample Size for Research Activities in Educational and Psychological Measurement.30. 1970. pp. 607-610

APPENDIX D

STRATIFICATION RANDOM SAMPLING BASE ON GENDER

S/NO.	ZONES	MALE	SAMPLE	FEMALE	SAMPLE
1.	Aguata	6,423	21	11,195	37
2.	Awka	10,005	33	16,556	55
3.	Nnewi	8,693	29	14,098	47
4.	Ogidi	8,947	30	13,046	44
5.	Onitsha	12,342	41	13,176	45
TOTAL		44,410	154	68,071	228

APPENDIX E

THE PILOT STUDY

To ensure the reliability of the questionnaire for the students, a pilot study was conducted at community secondary school, Nwafija. 58 students made of 21 males and 37 females were used for the study. The calculated reliability coefficient for the males questionnaire was 0.986 while that of the males was 0.989 using Spearman correlation for ranked data and the Spearman Brown formula. (Pegeu and Yate, 1968:65)/ This was determined by the Split-half method of dividing the questionnaire into two halves (agree and disagree). The Spearman Brown Formula represented by $\frac{2r}{1+r}$ where r is the measured correlation between the two halves of the test was used to determine the reliability coefficient. These reliability figures suggest that the questionnaire are reliable and valid.

Item analysis was also conducted on each of the questionnaire using the each method. From the analysis the mean was found to fall between 4.6 which is the highest and 2.4 which is the lowest mean from the responses of the students. Thus the analysis showed that 18 items contained in the questionnaire for the students representing 90% were adequate while 2 items representing 10% were rejected.

In the teachers and parents questionnaires the highest mean was found to fall between 5.00 and 2.5 as the lowest. The analysis showed that teachers and parents accepted 8 items representing 20% of their questionnaire items respectively. This showed that both teachers and parents questionnaire items were also adequate for the study.

APPENDIX F

METHOD OF DATA ANALYSIS

Chi-square test $\sum \frac{(O-E)^2}{E}$

Where $\sum$ = Summation

O = Observed value

E = Expected value

df = 1

= 0.05

APPENDIX G

STUDENTS QUESTIONNAIRE

Department of Vocational and Technical Education
Ahmadu Bello University
Zaria

Dear Respondents

CAUSES OF MALE DROPOUT IN ANAMBRA STATE SECONDARY SCHOOLS

This study is aimed at finding out the Causes of Male Dropout in Anambra State Secondary Schools. As students who are currently engaged in Senior Secondary Class Three (SS III), it is hoped that you are in the best position to contribute to this study.

Please complete the questionnaire that follows as honestly as you can. Any information you provide will be treated in strict confidence.

Yours faithfully

UDE, M. (MRS.)

PART A: PERSONAL DATA - Please tick ( ) to the appropriate response(s).

1. Name of School
2. Sex: Male ( ) Female ( )
3. Age
4. Level/Class
5. Number of students in your class

PART B: Express your opinion on the items below to identify the reasons why secondary school students rush to commercial business at the expense of secondary school education. Please, tick ( ) in the appropriate column on the right hand side.

KEY: SA = STRONGLY AGREE

A = AGREE

D = DISAGREE

SD = STRONGLY DISAGREE

ITEMS	SA	A	D	SD
1. Wealth is easily acquired through business than through education				
2. Business tycoons ride flashy cars more than students who spend many years pursuing education				
3. Business people donate more generously at important functions than professors				
4. Business people have more impressive houses than people who are educated				
5. Many business people feed better and belong to famous clubs than the educated people				
6. Business people marry much earlier in life than educated people				
7. Business people have more opportunities to travel to different places within their country and beyond than most educated people				

8. Educated people restrict the liberty of their children more than most business people				
9. Many people in the society have more respect for successful businessmen who have enormous wealth than for professors				
10. Business people accumulate money at younger age with which to support themselves at old age more than the educated people				
PART C: TICK ( ) IN THE APPROPRIATE COLUMN ON THE RIGHT SIDE BELOW TO SHOW WHY FEMALES OF SECONDARY SCHOOL AGE PURSUE SECONDARY SCHOOL EDUCATION MORE THAN MALES				
11. Females do not want to expose themselves to quick acquisition of material wealth like males				
12. Females believe that reputation through education acquisition is more valued in the society than material wealth				

13. Many females hope that secondary education will help. them to get married quickly				
14. Since wives of many wealthy people are highly educated, many female students have similar aspirations				
15. Females who are educated can face the challenge of galloping inflation in Nigeria society easily				
16. A woman can liberate herself in today's society through good education than through business.				
17. Females aim at playing dual roles in the society by working and at the same time performing domestic duties				
18. Educated women can marry anyone they like whether rich or poor and yet live comfortable lives				
19. Many people in this society express the opinion that education is for the female while money is for the male				
20. Many females work hard to gain leadership role in the society through secondary school education				

APPENDIX H

TEACHERS QUESTIONNAIRE

Department of Vocational and Technical Education
Ahmadu Bello University
Zaria

Dear Respondents

CAUSES OF MALE DROPOUT IN ANAMBRA STATE SECONDARY SCHOOLS

This study is aimed at finding out the Causes of Male Dropout in Anambra State Secondary Schools. As a teacher who guides these students, it is hoped that your contributions to this study will be of vital importance.

Please complete the questionnaire that follows as honestly as you can. Any information you provide will be treated in strict confidence.

Yours faithfully

UDE, M. (MRS.)

Based on 4 Point scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (A) - tick ( ) the most appropriate scale to the following questions to express your opinion about male/female secondary school education pursuit.

ITEMS	SA	A	D	SD
1. It is better that male students move into business while female students pursue secondary school education				
2. Education pursuit wastes time and exposes the males to mockery by their counterparts who move into business immediately after primary six				
3. Once a male has primary six, what is required of him is to ride flashy cars and erect magnificent building rather than to pursue education				
4. As far as a male has money, he would be recognised in the society more than the educated males				
5. Females are in better position to marry any male who has acquired enormous wealth				

6. Since females position is no more in the kitchen, females should liberate themselves better through pursuing education than through business				
7. Accumulation of wealth is more important than education attainment to the nation's economic growth				
8. Education attainment without accumulation of wealth is a sheer waste of time and very unnecessary in Nigeria society				
9. The amount of money males spend in pursuing education could be better utilized in business ventures				
10. Advertising programmes like "Better Life Programmes" shown on televisions and radios emphasize the advantages of education to the family and society				

APPENDIX I

PARENTS QUESTIONNAIRE

Department of Vocational and Technical Education

Ahmadu Bello University

Zaria

Dear Respondents

CAUSES OF MALE DROPOUT IN ANAMBRA STATE SECONDARY SCHOOLS

This study is aimed at finding out the Causes of Male Dropout in Anambra State Secondary Schools. As a parent who guides these students, it is hoped that your contributions to this study will be of vital importance.

Please complete the questionnaire that follows as honestly as you can. Any information you provide will be treated in strict confidence.

Yours faithfully

UDE, M. (MRS.)

Based on 4 Point scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (A) – tick ( ) the most appropriate scale to the following questions to express your opinion about male/female secondary school education pursuit.

ITEMS	SA	A	D	SD
1. Once a male finishes primary school, it is better for him to go into business rather than to pursue secondary school education				
2. It is more important for males to acquire lots of money instead of education in order to have people's recognition				
3. For a male to be recognised in the society, he must be in possession of fleet of cars, palatial residential building and many plots in townships				
4. The society needs people who make copious donations more than it needs people who are educated for its development				
5. Education is for females while money is for males				

6. Education pursuit wastes females' time and makes most of the educated females marry late or not married at all				
7. Education is not necessary to the nation's economy as long as many individuals in the society can acquire wealth without good education background				
8. The amount of money females spend in pursuing education could be better utilized in business ventures				
9. Wealth exhibitions like chieftaincy ceremony shown on the television encourage males into pursuing wealth and females into pursuing education				
10. Knowledge was power before but now money is power				