

**PERCEIVED PREDISPOSING FACTORS RESPONSIBLE FOR DROPOUT SYNDROME  
AMONG SECONDARY SCHOOL STUDENTS IN POTISKUM, YOBE STATE**

**BY**

**Dr. Usman Mohammed Dakasku: Department of Education, Faculty of Arts and Education, Yobe State University Damaturu**

**Dr. Muraina Kamilu Olanrewaju: Department of Educational Management and Counselling,  
Faculty of Education, Al-Hikmah University, Kwara State, Nigeria**

**&**

**Saleh Musa: Department of Education, Faculty of Arts and Education, Yobe State University Damaturu**

**Abstract**

*This study examines perceived predisposing factors responsible for dropout syndrome among secondary school students in Potiskum, Yobe State, Nigeria. Descriptive survey was used in the study. The population of the study consists of 192 participants which comprises of all principals and teachers purposively selected for the study. The research instrument used in this study was self-developed questionnaire title “Factors Responsible for Students Dropout Syndrome Questionnaire (FRSDS-Q)”. The instrument was pilot tested and the reliability was determined using the Cronbach’s Alpha statistical method with reliability of 0.76 Coefficient. Three research objectives research hypotheses were formulated and tested using PPMC statistics at 0.05 level of significance. The findings of the study showed that there is significant relationship between family background and students dropout syndrome ( $r=.850$ ;  $p=.000$ ;  $p<.05$ ); academic performance and students dropout syndrome ( $r=.779$ ;  $p=.000$ ;  $p<.05$ ) and also early marriage and students dropout syndrome ( $r=.670$ ;  $p=.000$ ;  $p<.05$ ). The study recommended that schools should intensify their efforts to provide guidance and counselling services to the students and also a token scholarship should be made available to the students from low socio-economic status.*

**Keywords: Family background, Academic performance, Early marriage and Dropout syndrome**

**Introduction**

Education is the best legacy that a nation can give to its citizens. It is the fundamental human right that should be given higher priority to all and sundry. Education improves the standard and development of any society, economically, socially, politically and technologically. An educated individual occupies significant positions in order to improve the society in particular and the nation in general. Therefore, schools at various levels are expected to provide sound and quality education to future leaders and develop them with sound caliber and high level of technical capacities needed for economic growth and development (Osokoya, 2008).

Nigeria as a nation had undergoes series of educational system since its inception in 1914. Immediately after independence, there are a lot of controversies, irrelevance and shortcomings in the educational system as it was based adopted on the British educational system which does not consider the yearning needs, interests and aspirations of Nigerian society. In the search for a national philosophy of education, the Nigerian Educational Research and Development Council (NERC) organize the national conference where issues were discussed regarding the educational system, which gave birth to the 1969 Curriculum Conference that focused on Nigerian children. Subsequently, the National Policy on Education was developed in 1977. Since from then the National Policy on Education had undergone series of edition such as National Policy on Education 1981, 1998, 2004, and 2007 respectively and all is yearning for improving the quality of education to citizens (Adeyemi, 2012).

The rationale attached to provision of sound and qualitative education in Nigeria has clearly stated in the National Policy on Education (NPE, 2013). The Federal Republic of Nigeria, in its National Policy on Education 2013, adopted education as an instrument “par excellence” for effecting national development. The policy has all necessary ingredients for landing Nigeria into the future; technologically, politically, and socially, adding that the policy if well implemented is a solid basis for the nation to launch itself among the great nation (Ajala, 2002).

With view attaché to the significance of education for national development, Nigeria, having realized the effectiveness of education as a powerful instrument for national progress and development adjusted her educational philosophy and methodology to march the ideals and challenges of changing economic and social structure of modern society. In 1999, Nigeria changes its educational system to 9-3-4 to encompass diversified curriculum that integrates academic with technical and vocational subject intended to empower the individual for self-employment (Igwe, 2000). According to the National Policy on Education (2013) the basic goal of education is to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, and in order to fulfill its statutory function which is aimed at providing basic education to every citizen, Universal Basic Education (UBE) programme was introduced in all the state of the federation, and it was design to achieve the following objectives: provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; developed patriotic young people equipped to contribute to social development and the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independence thinking, and who appreciate the dignity of labour; and inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background (NPE, 2013).

UBE is designed to be a truly functional scheme meant for the Nigerian childhood and more. It is functional programme that will enable the Nigerian child live a self-dependent and self-supporting life (Tal, 2008). At junior secondary level of schooling the student is completing learning of fundamental academic and pre vocational skills and is getting ready for the departmentalized and subject concentrated studies of the senior secondary school (Denga, 2007). Unfortunately, at this point in time many students dropout.

According to Oxford Advanced Learner Dictionary (2008) dropout can be defined as a person who has abandoned a course of study or who has rejected conventional society to pursue an alternative lifestyle. Hale (1998) defines school dropout as a school child who is unable to complete the courses of study for which they originally enrolled. The concept of school dropout according to Igbaji (2013) deduced that it is a process whereby a person leaves school or college before they have finished their studies. He went further to define dropout as situation by which a person rejects the ideas and ways of behaving that are accepted by the rest of the society. Oghuvbu (2008) support this definition by stating those school dropouts are students who for one reason or another are incapable of completing secondary education. Mack (2002) and Mayer, (1991) also believed that since secondary education is given wide recognition in Nigeria and since most of the parents are getting their children enrolled to post primary schools in greater numbers, this implies that, there is bound to be a predisposition for a sizeable number of students to dropout.

In the face of government commitment to education, the numbers of students in schools has been declining (dropout) tremendously. This resulted from factors such as family background, lack of good academic performance, early marriage, drug abuse, truancy, bullying, and peer influence (Alika & Ohanaka, 2013; Mbita, 2012) and leaving the school without completion on the part of the students. The issues of government day junior secondary school dropout and its effects is a phenomenon that disturbs the mind of scholars, parents and educational planners all over the nation.

School dropout in Nigeria and the study area in particular has been an issue among the education planners and scholars. School dropout affects all communities irrespective of where they live. The issue of school dropout is found both in rural and urban localities as it was discovered by UNESCO (2000). Many families find it difficult to send their children to school despite the fact that the schools are within their vicinity. Moreover, in Northern Nigeria students are normally agriculture manpower of their family during raining season, and they leave the school and go to help their parents with farming. Therefore, in order to fill the gaps in the previous study and add more to the existing literatures, the present study became urgent so as to appraise such factors responsible for dropout syndrome among government day junior secondary school students in Potiskum LGA, Yobe state, Nigeria.

### **Statement of the Problem**

The issue of school dropout syndrome is an old phenomenon that disturbs the mind of parents, teachers, government and researchers. As it is, the government day junior secondary schools are created to ensure that each and every child has given education irrespective of their affiliations (race, gender, tribe, location etc.). The issue of dropout has attracted the attention of various stakeholders within and outside country. For many years, various researchers conducted research on the issue of dropout with view of finding out the factors responsible of its occurrence, yet the problem still persist. The dropout students' contribute nothing to the development of the nations' as well as few of them are engaged in unskilled petty occupation. Socially, many of the dropout students' turned to be circumstantial criminals, creating unnecessary social unrest. Politically, in most cases the school dropout students' are selfishly used as political thugs by the arrogant members of the political class

In fact, the issue of dropout rate is on increasing. Some scholars attributed the problem to economic factor, socio-cultural and others traced it to religious and psychological factors. Wherever the problem lies it poses a lot of damages to the general development of the individual, Society and the country at large. That is why this study examines the factors responsible for influencing dropout among government day junior secondary school students in Potiskum LGA Yobe State, Nigeria.

### **Purpose of the Study**

The objectives of the study are to:

1. Determine whether family background is factor responsible for dropout syndrome among secondary school students in Potiskum
2. Determine whether lack of good academic performance is responsible factor for dropout syndrome among secondary school students in Potiskum
3. Determine whether early marriage is responsible factor for dropout syndrome among secondary school students in Potiskum

### **Research Hypotheses**

**HO<sub>1</sub>:** There is no significant relationship between family background and dropout syndrome among secondary school students in Potiskum

**HO<sub>2</sub>:** There is no significant relationship between academic performance and dropout syndrome among secondary school students in Potiskum

**HO<sub>3</sub>:** There is no significant relationship between early marriage and dropout syndrome among secondary school students in Potiskum

### **Methodology**

Descriptive survey design was used for this study. According to Kolo (1992) descriptive survey design is concerned with the present status of the phenomenon under investigation as such it involve seeking opinion, views about such phenomenon from people. It is highly efficient in bringing large volume of data amenable by statistical instrument at low cost. Purposive sampling technique was used to select all Principals and class teachers in Government Day Junior Secondary Schools in Potiskum LGA with total

population of one hundred and ninety two (192). The research instrument used for the study was a questionnaire titled “Factors Responsible for Students Dropout Syndrome Questionnaire (FRSDS-Q)”. The instrument was self-developed by the researchers’ and it was pilot tested. Reliability Alpha Cronbach coefficient was found at 0.76. The instrument has four sections. Section A consist of bio data of the respondents, section B consist of 10 items on family background as responsible factor of dropout syndrome, section “C” also has 10 items on academic performance as responsible factor of dropout syndrome. Similarly, section D consists of 10 items on early marriage as responsible factor for dropout syndrome. In all, the instrument has 30 items structured on a four point likert scale of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The instrument was administered to the respondents on the day approved by the school authorities for the exercise. The researchers were assisted by research assistant in administration and collection of the instrument. The administration and collection of instrument was done on the same day. On the whole, data collection lasted for two weeks. Out of the one hundred and ninety two (192) questionnaires distributed only six (6) were missing. Data obtained from administered questionnaire as well as mean score of dropout syndrome of students was analyzed using Pearson Product Moment Correlation (PPMC) statistical analysis. The 0.05 level of significance was used in rejecting or retaining the hypotheses.

### Results

**HO<sub>1</sub>:** There is no significant relationship between family background and dropout syndrome among secondary school students in Potiskum

**Table 1: Significant relationship between family background and dropout syndrome among secondary school students**

Variable	Mean	SD	DF	N	r	P	Remark
Dropout Syndrome	21.92	9.82					
Family Background	23.83	11.32	184	186	.850**	.001	Significant

In order to test the null hypothesis that there is no significant relationship between family background and students dropout among secondary school students in Potiskum, PPMC was used. From the above table, a significant relationship was found between family background and dropout syndrome. This was based on the correlation value ( $r=.850$ ;  $p=.001$ ;  $p<.05$ ). Based on the obtained result, a significant and direct relationship exist between family background and students’ dropout.

**HO<sub>2</sub>:** There is no significant relationship between academic performance and dropout syndrome among secondary school students in Potiskum

**Table 2: Significant relationship between academic performance and dropout syndrome among secondary school students**

Variable	Mean	SD	DF	N	r	P	Remark
Dropout Syndrome	21.92	9.82					
Academic Performance	19.92	8.72	184	186	.779**	.000	Significant

In order to test the null hypothesis that there is no significant relationship between academic performance and students dropout among secondary school students in Potiskum, PPMC was used. From the above table, a significant relationship was found between academic performance and dropout syndrome. This was based on the correlation value ( $r=.779$ ;  $p=.000$ ;  $p<.05$ ). Based on the obtained result, a significant and direct relationship exist between academic performance and students’ dropout.

**HO3:** There is no significant relationship between early marriage and dropout syndrome among secondary school students in Potiskum

**Table 3: Significant relationship between early marriage and dropout syndrome among secondary school students**

Variable	Mean	SD	DF	N	r	P	Remark
Dropout Syndrome	21.92	9.82					
Early Marriage	15.71	6.25	184	.670	.850**	.001	Significant

In order to test the null hypothesis that there is no significant relationship between early marriage and students dropout among secondary school students in Potiskum, Pearson moment correlation was used. From the above table, a significant relationship was found between early marriage and dropout syndrome. This was based on the correlation value ( $r=.670$ ;  $p=.000$ ;  $p<.05$ ). Based on the obtained result, a significant and direct relationship exist between early marriage and students' dropout.

### Discussions of Findings

Research hypothesis one reveals that family background is one of the factors responsible for dropout among government day junior secondary school students in Potiskum LGA. The findings is in line with the previous finding of Sang, Koros and Bosire (2013) whose findings reveals that parents plays major role towards dropping out of children from schools more especially in secondary schools, this is because some students dropped out of school either because of their parent unwillingness to finance their education, broken home or low socio-economic status. Data analysis showed that poverty and financial constraints are the major reasons for dropout of school among students.

The findings of the research hypothesis two reveals that performing low in the class has significant relationship with dropout rate of students in government day junior secondary schools in Potiskum LGA. The findings has agreed with the earlier finding of with Alika, and Ohanaka, (2013) whose findings shows that desire to engage in business enterprises and poor academic performance were important factors that lead to dropout. Similarly, the findings has also agreed with the finding of Azzam (2007); Sang, Koros and Bosire (2013) who contends that many dropouts would have attended schools that have poor facilities and inadequate resources, conditions that affect the performance and ultimately their decision to leave school. Students who fail to pass their examination sometime drop themselves from school. Andrew, Peter and Philip (2018) and Rumberger and Thomos (2000) findings also supported the finding of this study that, the nature of curriculum can discourage pupils to the extent of resorting to dropout. A number of factor have been identified as a casual factor for examination failure among students such factors include: lack of readiness on the part of students, lack of proper study habit. This has posed a serious threat to students thereby leading to dropout.

Research hypothesis three reveals that early marriage plays vital role in influencing dropout syndrome. This finding has agreed with Mbita (2012) that child labour, economic hardship and early marriage for girls are reason behind low completion of school by students. The finding was also in consistence with the findings of Rumberger (2001); Kotwal and Rani (2007) that a girl may be withdrawn from school if she happened to find a suitable prospective husband that proposed to marry her. Early marriage is a socio-cultural factor that hinders girl child's access to school. Some parents in attempt to the integrity of their daughters they prepare to marry them up at an early age of their lives

### Conclusion

From the study it can be concluded that family background has been identified as one of the causes of dropout among government day junior secondary school students in Potiskum local government of Yobe state. It was further noticed that the family background of the students is affected by separation of their parents and socio-economic status of the family, educational level as well as value and expectation. Related to the family background is inability of the family to finance further education of the students.

Low academic performance, failure in final exams and lack of employment opportunities after school faced by students pushed them to dropout of school. Moreover, it was concluded that early marriage has been identified as one of the responsible factor for dropout syndrome among secondary school students in Potiskum. It further shows that the rate of school dropout among secondary school cut across both sexes.

### Recommendations

1. Provision of guidance and counselling should be made to the students from broken home and also a token scholarship should be made available to the students from low socioeconomic status and also parents should be enlighten on the importance of education through PTA meeting.
2. Teachers and counsellors should intensify their efforts to help students with their personal problems and try to make them happy and comfortable them when they perform low and encourage them to put more effort. Also those students who failed their final exam should be motivated
3. Provision should be made to cater such population that could not complete their studies to have the opportunity to do so. This can be done by providing junior secondary as well as senior secondary schools for married women in the metropolis.

### References

- Adeyemi, T. O. (2012). A comparative analysis of teachers' supply and pupils enrolment in public and private school in Kwara and Ekiti States, Nigeria. *Journal of Research and Development in Education*, 8, 74-87
- Ajala, J. A. (2002). *Design Content of the Curriculum*. Ibadan: May Best Publication
- Alika, H & Ohanaka, I., B. (2011). *A checklist on perceived reasons for dropout in schools* Retrieved on 23 June, 2019 from <http://www.uniben.edu/./dropout.html>
- Andrew, O. B., Peter, J. O. A., & Philip, N. (2018). School based factors influencing Dropout among Primary School pupils in Kenya. *International journal of Advanced and Multidiscipline social science (4)1*, 1-7
- Azzam, A.M. (2007). Why Students Drop Out. *Educational Leadership*, 64(7): 91-93.
- Federal Republic of Nigeria. FRN. (2013). National Policy on Education (6<sup>th</sup> edition). Lagos: NERDC Press.
- Hale, L. (1998). *School Dropout Prevention: information and strategies for parents*. Retrieved on July 13, 2019 from [http://www.naspcentre.org/adol\\_sdpp.html](http://www.naspcentre.org/adol_sdpp.html)
- Igbaji, C. (2013). *Dropout and its effects among secondary schools in Awka South Area of Anambra State*. Retrieved on 23 June, 2019 from <http://www.scholarswork.com>
- Igwe, S. O. (2000). *Professional Handbook for Teachers*. Owerri: Millestone Publishers
- Kotwal, N. and Rani, S. (2007). Causes of School Dropouts among Rural Girls in Kathua District. *Journal of Human Ecology*, 22(1): 57-59.
- Mack, S. (2002). Keeping kids in school: who can play the biggest role in preventing dropouts. *American School Board Journal*, 189(12), 45-52
- Mayer, S. (1991). *How much does a high school's racial and socioeconomic mix affect graduation and teenage fertility rates?* In C. Jencks & P. Peterson (Eds.), *The urban underclass* (pp.321-341). Washington, DC: Brookings Institution Press.
- Mbita, E. M. (2012). *Annual Educational Assessment and Evaluation Reports*. Unpublished
- Oghuvbu, E.P. (2008). The Perceived Home and School Factors Responsible for Dropout in Primary Schools and Its Impact on National Development. *Ekpoma Journal of Behavioural Sciences*, 1, 234-235.
- Oladele, J. O. (2007). *Guidance and Counselling. A Functional Approach (4<sup>th</sup> edition)*. Lagos: Johns-Lad Publishers LTD
- Osokoya, M. M. (2008). *Some determinant of senior secondary students' academic performance in Chemistry in Oyo state*. Unpublished Ph.D. thesis, University of Ibadan, Nigeria
- Oxford advanced learners Dictionary. (2008). 7<sup>th</sup> edition. *Oxford University*, U.K.

- Rumberger, R.W & Thomas, S.R. (2000). The distribution of dropout and turnover rates among urban and suburban high schools. *Social of Education*, 73(1), 39-67.
- Rumberger, R.W. (2001). High school dropouts: A review of issues and evidence. *Review of Educational Research*, 57(2), 101-121.
- Sang, A.K., Koros, P.K & Bosire, J.N. (2013). An Analysis on Dropout Levels of Public Secondary Schools in Kericho District in Relation to Selected School Characteristics. *International Education Studies* 6(7), 247-260.
- Tal, P. B. M. (2008). *Educational Administration: Contemporary Issues in Nigeria Education*. Lagos: T. Richard Nigerian Publishers.
- UNESCO. (2000). *Education for All: Status and Rates Wastage Opportunities: When School Fail*. Paris: UNESCO Publication