

**PERCEPTION OF TEACHERS ON THE RATE OF
PRIMARY SCHOOL PUPILS DROPOUT IN PRIMARY
SCHOOL (A CASE STUDY OF SELECTED PRIMARY
SCHOOLS IN ODOGBOLU LOCAL GOVERNMENT AREA
OGUN STATE)**

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CERTIFICATION

I certify that this technical report was carried out by **Balogun Lateefat Omowunmi** with Matriculation Number **18032102002** in Primary Education Department, School of Education, Tai Solarin College of Education, Omu, Ijebu-Ode, Ogun-State Nigeria.

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DEDICATION

This research work is dedicated to Almighty Allah for the provision of spiritual guidance and strength. Who is the author and finisher of my faith.

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ABSTRACT

This study is based on student's dropout among primary school pupils and the way forward in Ogun` State. The focus of the study is to investigate the causes of student dropout. The research tools implored to collect data for this project work were questionnaire for the head teacher, staff and pupils of the schools concerned. Recommendations were made on how to solve some of these identified problems.

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CHAPTER ONE

Introduction

1.1 Background to the Study

Education plays an important role in socializing the individual to fit and participate adequately in development of the society (Sifuna, 1990). An educated population has been recognized as being more productive than one that is not, as the former is easier to train and work better than the latter, and those educated are better off economically (Mbunda, 1983).

Education plays an important role in socializing the individual to fit and participate adequately in development of the society (Sifuna, 2010). An educated population has been recognized as being more productive than one that is not, as the former is easier to train and work better than the latter, and those educated are better off economically (Mbunda, 2013).

Psacharopoulos (2015) has highlighted the benefits of education as: improving the productive capacity of society; reducing poverty by mitigating its effects on population, health and nutrition; increasing the value and efficiency of the labour offered by the poor and enhancing democracy and good governance among others. It is only logical that the government of Nigeria recognizes that elimination of poverty, promotion of human rights and attainment of sustainable development are noble goals but which cannot be realized without placing education at the core of national development agenda (MOEST Action plan on EFA, 2002).

According to UNICEF (2007:5), in foster care arrangements it is easy for learners to drop out of school and prefer living in the streets because of being abused by relatives. Orphaned learners get hired out by relatives as domestic workers or herd boys for cheap labour. They get physically, emotionally or even sexually abused or exploited. Sometimes they do not get equal opportunities to

attend school because they have to perform certain chores for the families who are taking care of them. Hence life in the streets seems attractive as opposed to that of abuse and torture in the homes they live in. According to WHO and UNAIDS (2007:16), the vast majority of learners in Lesotho are faced with various problems such as abuse, rape, disability, child labour and child molestation. Traditional beliefs such as boys herding cattle and education being considered unimportant for girls, contributes greatly towards their absence at school or dropping out of school before completion.

In the ancient time, we have formal or traditional educational system which Nigerian's or indigenous people used to educate their own children this is what has been called occupational education before the coming of the Europeans and their western education to Nigeria.

The purpose of this type of education was to make the young ones grow up in such a way that, they will understand the society into which they were born, acquired the knowledge, skill understand the attitude and appreciate the culture. However the general education sill have area of specialization which includes palm fruit, packing hunting, carpentering, etc.

Global Monitoring Report (2004) observes that one of the Planet earth's most critical challenge is providing the globe's people with universal, quality education. While there is widespread recognition and solid evidence of importance of primary education to both the individual's well-being and national development, it is paradoxical that over 130 million children between ages of six and twelve do not attend primary school. Another 150 million children begin primary school only to drop out with less than four years of education (Audi 2010:10). Many governments the world over are thus concerned by this worrying reality. Many have introduced free primary education to ensure their children complete the primary cycle of education.

As a result of the missionary activities in Nigeria, a formal type of education was established with the aim of training people who can read, understand and interpret the bible. The aim also was to produce people who would be of service too the member of the trinity of colonialism and church. The white-collar jobs which the formal education provided, made many citizen to attend schools, some of them did not complete their educational career due to economics, social and physical handicaps that will be exhaustively dealt with in subsequent chapters.

Every year a great number of students dropout of school due to some factors such as ill health, attitude of teacher and peer group influence. Those who drooped out of school constitute nuisance in the society. They can either be found roaming in the street or seeking for opportunity to steal. However a lot of these dropouts involves themselves in crimes and eventually end up in prison and in extreme cases executed for armed robbery offence.

The Georgia Academy defines school dropout as situation whereby students leaves school for one reason or the other without graduating, this bring a threat to him or her. Georgia academy believes that school is the right of every child even those in the rural areas of the localities. Since the mid 20th century many countries have discarded their previous selective schools systems, in which students early on were separated between academic and vocational tracks, in favour of more comprehensive schools. The effect of those reforms have generally been difficult to evaluate and their consequences for students educational and labor market outcomes remains disputed.

This work evaluates the effects of the introduction of a more comprehensive secondary school system in Nigeria in the 1990s. The reform reduced the differences between the academic and vocational educational tracks through prolonging and substantially increasing the academic content of all

vocational tracks. The effect of this policy change are identified by exploiting a six year pilot scheme, which preceded the actual reform in some municipalities. The result shows that the prolongation of the vocational tracks brought about an increased probability of dropping out of school among low performing students.

The Nigeria government implemented Universal primary education in 1997. Despite the government's efforts, Holmes (2003) has noted that in Nigeria only slightly more than half of pupils enrolled in class 1 in 1997 completed standard seven. Of 890,977 pupils who enrolled in class one about 446,978 completed standard seven in 2003 leaving a whopping 443,999 who either dropped out or repeated. School dropout rates are more pronounced in standard five and six which accounted for 22.1 and 34.9 percent respectively. The reasons advanced for this include multiple socio-economic factors in communities and schools. Any education system aims to have pupils complete the full primary cycle before either joining secondary schools or joining the world of work (Nduku, 2003; Ngotho, 2003; Mutuma, 2005). When it is apparent that a big number of children drop out of school before completing the cycle, this becomes a major problem because: firstly, children who drop out are pushed out of the education system and prematurely flow into the free world without the necessary skills and qualification. When they join their unemployed colleagues, they soon lose the little literacy they had acquired. Secondly, each child that leaves school prematurely leads to economic loss to the government and parents. Thirdly, a child with little education finds it difficult to move upwards along the social ladder. Lastly, school dropouts indulge in antisocial activities such as crime, prostitution, drug and substance abuse, and frustrations may lead some into suicide. School dropouts thus create problems for themselves and the society at large (Mathenge, 1998).

The primary care of children is offered by the immediate family and if they fail to take care of the children, the extended family can act as care givers. In these institutions neglect normally leads to children dropping out of school to wander around in the streets. The informal arrangement of foster care within families also proved to be no longer suitable for a number of reasons such as the high rate of child abuse in these informal foster care arrangements, which further leads to learners dropping out of school and living in the streets (Sebatane 2009).

Though one important motive behind the policy change was to enable all primary schools graduates to pursue a university degree.

I find no effect on university enrolment or graduation. There are some indications, however, that attending the longer and more academic vocational track may have led to increase earning in the long run. The Georgia sees the following as some of the causes of dropouts in secondary schools.

Disabilities – pupils with disabilities are also more likely to dropout. The national transition study estimates that as many as 36.4% of disabled youths dropout before completing a diploma or certificate course.

Occupation aspiration – young people in the locality perceptions of the economic opportunities available to them also play a role in their decision to dropout of or stay in school. Dropouts often have lower occupational aspirations than their peers. Young people give these reasons for dropping out of school. According to a National Longitudinal study conducted by the United State department of education statistics three (3) here is a summary of the key reason why students dropped out.

- a. School related
 - i. Did not like school
 - ii. Could not get along with teachers

iii. Was falling school

The effects of dropping out of school in recent years, advances in technology, have fueled the demand for a highly skilled labour force, transforming a primary school education into a minimum requirement for entry into the labour market.

Because secondary school completion has become a basic prerequisite for many entry-levels jobs, as well as secondary education, the economic consequences of leaving secondary school without a diploma are severe.

1.2 STATEMENT OF PROBLEM

In carrying out this study, it is necessary to identify the possible causes and effect of school dropout in Odogbolu Local Government Area. They include the following: -

1. Financial problem could hamper schooling.
2. Loss of parents or sponsor could hinder school
3. Unhealthy human relationships in school, quarrel, hatred, fighting etc can cause dropout in primary school.
4. Low mental ability can make pupils to dropout of school.
- 5.. Students who have poor attendance for reasons other than illness are more likely to drop out of school.
6. Young people in the locality perception of the economic opportunities available to them also play a role in the decision to dropout of school.

1.3 PURPOSE OF STUDY

The purpose of this study is to find out the causes and effects of school dropout in the society.

The researcher wants to find solution to the problems of school dropout in Odogbolu Local Government Area of Ogun state.

1.4 RESEARCH QUESTION

To provide solution to the stated problem, the following research questions, were put forward:

1. Do students dropout because of financial problem to meet their basic needs?
2. Does broken home cause students to dropout of students from school?
3. Does poor students and teacher's relationship cause school dropout?
4. To what extent does participation in secret cults cause dropout in primary school?
5. Does race-ethnicity bring about dropout in primary schools?
6. Does early marriages causes dropout in primary schools.

1.5 SIGNIFICANCE OF THE STUDY

The significance of this study is that, it will help us to produce manpower needed in our society and also how to minimize the causes and effect of dropout in primary school. Also to provide solutions to these problems and look for ways to eradicate the problems of dropout in these primary schools. This is done through the creation of awareness and letting the pupils to be informed at the right time or given the right information will go along way to reduce or even eradicate dropout in primary school

1.6 DEFINITION OF TERMS

1. **School dropout:** Means student who after gaining admission into primary school due to one reason or another are unable to complete their school career.
2. **Delinquency:** Illegal or immoral behaviour especially by young people.
3. **Inchastised:** Not discipline
4. **Permissive:** Act of allowing
5. **Prerequisite:** What must take place before something else is done.
6. **Hamper:** To prevent somebody from easily doing or achieving something.
7. **Tracks:** To follow the progress or development of somebody.
8. **Prolonged:** To stay long in educational career.
9. **Discarded:** To get out of school before completion of education career.

CHAPTER TWO

Related Literature Review

This chapter will be treated under the following subheading:

- Introduction
- Concept of drop out
- School dropout
- Strategies for Student Retention
- School influence
- The home background
- Impact of indiscipline
- Impact of poverty
- Impact of mass media
- Peer group influence
- Parents educational attainment
- Poor academic achievement
- Socio economic factor
- Consequences of drop out
- Summary of literature review

2.1 Introduction

Drop out as defined by Heritage illustrated dictionary (2010) is to withdraw from participation in a game, club, school organized society. A person who quits school before completing a course of institution or one who has withdrawn from a given

social group before the achievement of the set out goal for admission is said to have dropped out.

According to the oxford elementary dictionary for Nigeria, drop out is defined as ‘someone who does not want to work and who leaves his or her school colleges, job and soon without completing it.

School dropout

A school drop out is an individual who does not complete a specified level of education. Gilbert and B. Ovok (1993) identified that male dropout were more than female in the United States of America. They stated that male dropouts identified preference for work over school. Boredom, that is to say, school normally bore them, financial pressure and then problems with their teachers as the most important reason for quitting school and others view school as a wastage of time. On the other hand, female also give their reason as boredom, preference for work and also early pregnancies. Pinder Hughes (1997) on leaving school many drop outs have high hope of making money enjoying their new freedom. However these feeling often turn into disappointments when they do not meet the education requirements for any of the good jobs that do exist. Tischler, Henry (2002), some people dropout of school because they are labeled "troubled makes" some are actually expelled from school before dropping out. Chansarkar and Michaeloudis (2001), Learners performance and enrollment is a product of socio-economic psychological and environmental factors. They further observe that many practical studies which have been carried out to explore factors affecting studies performance indicate existence of a strong correlation between socio-economic background and performance of these students. Ongaria (2005) asserts that a number of secondary schools have appreciated the need for the girl child education and as a result have taken it upon themselves to promote girl child education. However Hansen (2000) in disparity with Ongaria, asserted that many

school in Sub Sahara Africa have not affectively spear head girl child education and that is why they are few girls in primary schools because of dropout than the boys. Kristen (2005) states that poor performance by different individual students have contributed to their dropout, and this has also affected the girl child so much because they are looking at as a weaker sex and so this makes them lag behind because they think they can not compete with boys. Saccerdote (2001) finds that generally in most academic setting, boys tend to score higher grade than their female counter parts, he however noted that student s performance depends on a number of different factors.

Most students in schools fail for a great many reasons. This failure is as a result of one thing or the other. Close to forty five percent (45%) of those who began secondary schools, drop out before they finish for one reason or the other, there are many of such students than we think, that if our standard is raised much higher as some would have us do, we will find very soon just how many would be drop out except for a handful who may or may not be good. These set of students refused to develop more than a tiny part of the tremendous capacity for discipline, learning, understanding and the art of creating of which they made full use of during their early studentship.

This problem of drop out is gaining much ground in Nigeria today especially. In Ogun state. The drop out now go about to be a menace in the society of which they belong. Among them are the pocket pickers, smoker of different weeds, rapist, prostitutes and robbers. They even get themselves drugged so that they would be motivated enough to carry out their evil and immoral plans on innocent citizens. This problem has eaten deep into our society that the aim of training or sending children to school nowadays by parents are unfulfilled and discouragement.

The problem caused by these drop outs motivates the researcher to find out the causes of these drop outs which has become a part and parcel of some schools Ogun state. The suggestions and recommendation arising from the study will help solve this problem in future, so that parents themselves will achieve the aim of education.

2.1.1 Strategies for Student Retention

1. Engage and Partner with Parents

It's an all-too-familiar story: Parent involvement declines as students get older and become more independent. But although the role of parents changes in secondary school, their ongoing engagement -- from regular communication with school staff to familiarity with their child's schedule, courses, and progress toward graduation -- remains central to students' success. Findings in a March 2006 report, "The Silent Epidemic," illustrate the importance of engaged parents throughout secondary school. Sixty-eight percent of the high school dropouts who participated in the study said their parents became involved in their education only *after* realizing their student was contemplating dropping out of school.

2. Cultivate Relationships

A concerned teacher or trusted adult can make the difference between a student staying in school or dropping out. That's why secondary schools around the country are implementing advisories -- small groups of students that come together with a faculty member to create an in-school family of sorts. These advisories, which meet during the school day, provide a structured way of enabling those supporting relationships to grow and thrive. The most effective advisories meet regularly, stay

together for several years, and involve staff development that helps teachers support the academic, social, and emotional needs of their students.

3. Pay Attention to Warning Signs

Project U-Turn, a collaboration among foundations, parents, young people, and youth-serving organizations such as the school district and city agencies in Philadelphia, grew out of research that analyzed a variety of data sources in order to develop a clear picture of the nature of Philadelphia's dropout problem, get a deeper understanding of which students were most likely to drop out, and identify the early-warning signs that should alert teachers, school staff, and parents to the need for interventions..

Key indicators among eighth graders were a failing final grade in English or math and being absent for more than 20 percent of school days. Among ninth graders, poor attendance (defined as attending classes less than 70% of the time), earning fewer than two credits during 9th grade, and/or not being promoted to 10th grade on time were all factors that put students at significantly higher risk of not graduating, and were key predictors of dropping out. Armed with this information, staff members at the school district, city, and partner organizations have been developing strategies and practices that give both dropouts and at-risk students a web of increased support and services, including providing dropout-prevention specialists in several high schools, establishing accelerated-learning programs for older students who are behind on credits, and implementing reading programs for older students whose skills are well below grade level.

4. Make Learning Relevant

Boredom and disengagement are two key reasons students stop attending class and wind up dropping out of school. In "The Silent Epidemic," 47 percent of dropouts said a major reason for leaving school was that their classes were not interesting. Instruction that takes students into the broader community provides opportunities for all students -- especially experiential learners -- to connect to academics in a deeper, more powerful way.

For example, at Big Picture Learning schools throughout the country, internships in local businesses and nonprofit organizations are integrated into the regular school week. Students work with teacher advisers to find out more about what interests them and to research and locate internships; then on-the-job mentors work with students and school faculty to design programs that build connections between work life and academics. Nationwide, Big Picture schools have an on-time graduation rate of 90 percent.

5. Raise the Academic Bar

Increased rigor doesn't have to mean increased dropout rates. Higher expectations and more challenging curriculum, coupled with the support students need to be successful, have proven to be an effective strategy not only for increasing graduation rates, but also for preparing students to graduate from high school with options. rates to plummet

6. Think Small

For too many students, large comprehensive high schools are a place to get lost rather than to thrive. That's why districts throughout the country are working to personalize learning by creating small schools or

reorganizing large schools into small learning communities, as part of their strategy for reducing the dropout rate. A 2010 MDRC report funded by the Bill & Melinda Gates Foundation looked at the 123 "small schools of choice," or SSCs, that have opened in New York City since 2002. The report showed higher graduation rates at the new schools compared with their much larger predecessors. By the end of their first year in high school, 58.5 percent of students enrolled in SSCs were on track to graduate, compared with 48.5 percent of their peers in other schools, and by the fourth year, graduation rates increased by 6.8 percentage points.

7. Rethink Schedules

For some students, the demands of a job or family responsibilities make it impossible to attend school during the traditional bell schedule. Forward-thinking districts recognize the need to come up with alternatives. Liberty High School, a Houston public charter school serving recent immigrants, offers weekend and evening classes, providing students with flexible scheduling that enables them to work or handle other responsibilities while still attending school. Similarly, in Las Vegas, students at Cowan Sunset Southeast High School's campus can attend classes in the late afternoon and early evening to accommodate work schedules, and they may be eligible for child care, which is offered on a limited basis to help young parents continue their education.

8. Develop a Community Plan

In its May 2007 report "What Your Community Can Do to End Its Drop-Out Crisis," the Center for Social Organization of Schools at Johns Hopkins University advocates development of a community-based strategy to combat the problem. Author Robert Balfanz describes three

key elements of a community-driven plan: First is knowledge -- understanding the scope of the problem as well as current programs, practices, and resources targeted at addressing it. Second is strategy -- development of what Balfanz describes as a "dropout prevention, intervention, and recovery plan" that focuses community resources. Last is ongoing assessment -- regular evaluation and improvement of practices to ensure that community initiatives are having the desired effect.

9. Invest in Preschool

In their August 2007 report "[The Return on Investment for Improving California's High School Graduation Rate](#)" (PDF), Clive R. Belfield and Henry M. Levin review both evidential and promising research as well as economically beneficial interventions for addressing the dropout crisis. Preschool, they argue, is an early investment in youth that yields significant economic results later on. In their review of the research on preschool models in California and elsewhere, the authors found that one preschool program increased high school graduation rates by 11 percent, and another by 19 percent. A [2011 article published in Science](#) by researchers who followed participants in Chicago's [early childhood education program Child-Parent Center](#) for 25 years found, among other results, that by age 28, the group that began preschool at age three or four had higher educational levels and incomes, and lower substance abuse problems.

10. Adopt a Student-Centered Funding Model

Research shows that it costs more to educate some students, including students living in poverty, English-language learners, and students with disabilities. Recognizing this need, some districts have adopted a

student-centered funding model, which adjusts the funding amount based on the demographics of individual students and schools, and more closely aligns funding to their unique needs. Flexible funding enables schools with more challenging populations to gain access to more resources so they can take needed steps such as reducing class size, hiring more experienced and effective teachers, and implementing other programs and services to support students with greater needs.

Although switching to this funding model does require an infusion of new dollars -- to support the added costs associated with educating certain groups of students without reducing funds to schools with smaller at-risk populations -- many districts have already explored or are using this option, including districts in Denver, New York City, Oakland and San Francisco, Boston, Chicago, Houston, Seattle, Baltimore, Hartford, Cincinnati, and the state of Hawaii, which has only one school district.

2.2 Concept of Dropout

The term dropout of school has been psychologically used to describe the young school leavers, who prematurely move out of the school due to one reason or the other. School drop out is a social problem emanating from rapid technological change increasing automation and ever greater specialization. According to Rumbergo and Thower (2000) drop out, particularly the early drop out is likely to be seriously disadvantaged in the social and economic world.

Musen (2010) opined that both sociological and psychological factors appear to be involved on the adolescents leaving school prematurely. He emphasized that the dropout rate is higher among the poor than among the rich or well I to do and it's higher in ethnically segregated youth living in urban and rural slums.

The adolescence period is a relatively new invention of technological societies that allows individuals to become trained and educated for complex jobs. According to US bureau of census (1980) seventy five percent of the adolescents in the United States use this period of their lives to complete high school and about a third of these earn a fur year degree of twenty years of age.

2.3 Theoretical Review

2.3.1 School Influence

School is the second home for children. It is supposed to be an institution that educates personalities, if the students are not taught well in school, it could lead to drop out, hence students should be ‘motivated’ in and outside the classroom activities. A motivated child will always want to read more by going to library after school, he will not want to be free from his books.

Shertzer and Stone (1995) also proved that years of research have focused on personal characteristics of high school drop out. They stated that although these research findings are often in conflicts, the views that most commonly emerge school drop outs are having unrealistic aspirations and work attitudes, displays a faced of toughness, possess impaired and confused self concept, rejection of social valve and cultural goods destruct and suspect to constituted authority and failures in school subjects.

Onanuga (2000) argued that the problem of drop outs is equally acute in Nigeria primary schools, many children enter primary school with the purpose of obtaining school certificate that will enable them go to higher institution or at least earn a living, but owing to lack or poor direction from teacher misguidedness, wrong choice of subject and so on. They failed to obtain these certificates and finally drop out of the school. He further stated that association with drop out from system is the problem of drop out from ones set in the school

system in resulting in reputation. Many children according to him, repeat classes or fail out of their set in the school not because they have no brain or not intellectually inclined, but often because of lack of proper adjustment to the school environment. A break in communication between children and the school, the child not knowing exactly what is required of him or her by the school. It could be as a result of wrong use of poor interpretation of the instrument of measurement used for test or examination upon which promotion is based

2.4 Empirical Review

2.4.1 The Home Background

Carrantes 2015 stated that family relationships and home climate of the drop out are relatively unhappy. Carrantes conducted a large scale study between drop outs and the graduates and their families, the subjects in both groups were adolescent males who were matched for several factors such as sage, academic ability and family income. According to him, from the analysis of the responses of the drop outs, he was able to judge that the over whelming majority saw their family members as failing to accept each other as individuals, there seemed to be little communication and understanding among the family members, the family lacked solidarity and congeniality and in general it was perceived by the drop outs as unhappy ones.

And also talking about the home background factors like low status in social class education deficiency poverty and belonging to large family could bring backwardness and drop out in a child contributing to the effect of home Gold (2001) states that parents of low status are at a disadvantage in trying to control their children, this is a fact because the expectation of the children are not met by their parents, who cannot buy writing materials, books or even school uniform for him or her child, such a child would be exposed to humiliation and would be frustrated, thus this could lead to drop out.

2.4.2 Impact of Indiscipline

Indiscipline in the society has led to many drop outs in schools and thereby increasing the wave of armed robbery and prostitution among young boys and girls in Nigeria. The pathetic situation is that majority of these dropouts are mostly from well to do homes because they lack that aspect of discipline in them, they don't face their studies in which they were sent out for by their parents, instead they join gangs, many parents are showing immature attitude towards parenthood and finding it extremely difficult to combine the modern way of living to the upbringing of their children, the problem is that most parents are juvenile and they find it difficult to cope with the trend of living, they are of the opinion that once they can provide material requirement for their children, the emotional aspect of development in human personalities like indiscipline among the children would have been solved.

Parents are expected to lay a solid foundation for the personality formation of their children that is, if a child grows up in a home where material wealth is emphasized in place of moral and good name, the child will grow up to be greedy, arrogant, selfish and indiscipline which will soon lead to dropout. Duke (2006) in his contribution 'attributed indiscipline among students to indiscipline in the society, peer group, school, mass media and individual which contributed to a large degree to student's dropout.

2.4 3 Impact of Poverty

Studies revealed that poverty and social deprivation have a negative impact in school performance of some children. Ogunjobi revealed that poverty manifest itself in children in the form of malnutrition which can trigger off several disease, lack of books and educative motivating materials and gadgets at home may also lead to a poor academic performance which consequently may lead to dropping out of school, she further emphasized that a child who lacks the necessary

materials, writing materials, poorly fed and who get little or no encouragement from his or her parents are prone to dropping out of the school system. It would be reflected in the child's appearance and dressing because most of them come to school in worn out uniform, bare footed and some without proper uniforms, according to Maysand Richl (2003) they are exposed to greater risk of having poorer grades than other students and more likely to drop out.

A child who lack necessary materials can hardly progress at the same rate with the one who gets all necessary care and attention from his parents, to this end, the unfortunate situation may eventually lead to backwardness in class and in other activities, thus making the child to repeat a class and if there is no improvement, this will lead to dropping out of school.

2.4.4 Impact of Mass Media

The high impact rate at which students visit film houses, watch films (violent films) and play computer games nowadays is alarming, when the child starts watching too much films, he may be tempted not to go to school, instead he goes about practicing what he or she has watch.

West (2000) said that many commentators have criticized that mass media, television authorities for showing films on crimes and violence which could lead to drop out in an attempt for the child trying to imitate the action in the film. He said that by making criminal activity new and by using crime as a theme for popular plays and films, the media gives wrong values of issues which young people may emulate and this could make them less serious with their studies and eventually lead to drop out.

2.4.5Peer Group Influence

Peer group has contributed greatly to drop out among secondary school students, whereby the child is face with great negative influence from friends.

1. Who are not school oriented
2. Friend much older or much younger
3. Friend who have weak self image
4. Friend with negative orientation
5. Friend with negative background and upbringing
6. Friend with differed gratification pattern
7. Friend with resentful of al authority
8. Friend who are not approved by parents.
9. Students who have friends or family members who dropped out (s. Changel & Smink (2001).

2.4.6 Parents Educational Attainment

Adaba (2001) opined that the parents of school dropout are less well educated than the parents of those who graduate. Van Dyke and Hoyt found that sixty seven percent of the parents of the school dropout but only thirty of the parents of graduates had not completed high school.

Another study carried out by Ayodele (2007) showed that seventy nine percent of the mothers and eighty percent of the fathers of dropouts had themselves not graduated from the high school. Bada and Ayodele (2007) opined that the ability of parents to participate in the teaching process is increasing as the general educational level of the adult population rises. According to them, parental education as revealed by several studies in Europe and America decides the family life style, the income occupation and the social life; they believe that

there is a very strong relationship between occupation and education. They further stated that from many studies have shown that even when children of comparable intelligence are compared, social class background make a great deal of difference in the achievement of the children. This is true because of the fact that parents from wealthier families tends to be better educated and can therefore be of greater assistance both materially and intelligently to their children, the reason for this being that educationally qualified parents to a very large extent motivate their children parents to a very large extent motivate their children at home, this they do by providing academic, promoting gadgets, payment for extra lesson, assisting the children in their take home assignments and a host of others.

Psychologically too Riley and Riley proved that these children are more likely to aspire to reach the highest level of education attained by their parents and even to improve on that so that parents level of education tends to be an incentive to their children. In fact parents level of education influences them to force their profession on their children, especially parents in law and medical profession.

In recent reports have shown that mothers level of education is all that is important to give their children better and sound educational achievement. According to Kazimi, mother's level of education is important because while fathers are roaming around trying to find money for their families, mother come back from work and settle down with their children and assist them with their work. He concluded the educated parents are likely to be able to afford educationally stimulating books that will motivate their children to do well academically.

2.4.7 Poor Academic Achievement

Students with poor academic achievement, poor grades, history of course failure and history of retention (repeating one or more grades) are most likely to

dropout. Students with low academic engagement (time on task, credit accrual) are also at higher risk of dropping out. Thompson Hoffman & Hayward (1990) Scanlon & Melard (2002).

2.4.8 Socio-Economic Factors

A number of family characteristics have been found to be associated with the school dropout rates. The situation is a complex one, however and it is unlikely that these characteristics are directly and casually related to school withdrawal. Moreover many of these factors reflect more basically on the family that militate against success and persistence in school. The most general family characteristics related to school dropout is that of social economic status.

Sewell (2000) in a survey of socio__economic background of children in selected schools, had indications that the rate of dropout may be related to parents education occupation and number of wives the father has, he postulated that the children from polygamous home seen to have higher dropout rate than those from monogamous homes, children from less educated parents, also he argued that the children of craftsmen and artisans seemed to have a higher dropout rate than other categories of occupations.

2.4.9 Consequences of Dropout

The attendant problem of dropout cannot be over emphasized, dropping out of school has become societal or better still a world wide problem: dropout among secondary school students can lead to:

- i. Early marriages
- ii. Insecurity in the society, due to robbery
- iii. Unwanted pregnancy
- iv. High rate of abortion

- v. Human trafficking and drug trafficking
- vi. Breakdown of rules and regulations and so on.

Conclusively, the ill fated dropout now takes it upon themselves to make life very difficult and worthless for those who have toiled and made their way through to the last stage of their education by disturbing their peaceful life with robbery and other unwarranted misbehaviours, the problems of dropout has also ensured a lot of disunity among many families, also dropping out of school can lead to student to become delinquent, according to Stone (1999) delinquency is recognized as a pervasive social problem, according to him delinquency behaviour patterns can be found in all part of the American society the assertion is not different from that of Nigeria. Delinquency and unemployment have led most Nigeria robbers and hired assassins, even majority of the students in school feel that you can only be assured of adequate security. If you join a secret society and carry guns the whole country is no longer safe as parents do not trust their own children, unwanted pregnancies, youthful marriages, trial marriages and divorce are no longer new in our society.

2.5 Appraisal of Literature Review

From the literature reviewed above one will be able to conclude that dropout phenomenon is a global problem, which needs urgent attention.

According to different authors from the literature review, the causes of dropout ranges from school influence, the home background, impact of indiscipline, impact of poverty, impact of mass media, peer group influence, parents educational attainment, poor academic achievement, socio-economic factor and to the consequences of dropout. Each of the above listed factors has contributed in no small measure to the causes of dropout problem in our society, dropping out of school not only affect the individual, but also the society,

dropping out of school has result in long financial losses not just for the individual but for the society as a whole.

Dagenais et al (1999) opined that employment problems, family relationship problem, health problem, school related difficulties, anxiety and responsibility for raising children are some of the effect of dropout problems in our society, all these and many other more have affected the individual concerned as well as the society adversely.

CHAPTER THREE

3.0 Research Method and Procedure

This chapter will be discussed under the following sub-headings;

- Research design
- Population of the study
- Sample and sampling techniques
- Research instrument
- Validity of instrument
- Method of data collection
- Method of data analysis

3.1 Research Design

This study employed the correlation design to investigate: Perception of teachers on the rate of primary school dropout” in some selected primary schools in Odogbolu Local Government Area of Ogun State.

3.2 Population of the Study

The population of this study comprised five primary school in Odogbolu Local Government Area of Ogun State. While one hundred and twenty questionnaires will be distribute among the selected school i.e twenty questionnaires per each school

3.3 Sample and Sampling Techniques

Five secondary schools were randomly sampled from the population. The selected public schools for the study include;

- i St Paul Primary School.

- ii. St Michael Primary School
- iii. Ebenezer Primary School
- iv. Parako United Primary School
- v. Zummarutulahi Primary School

3.4 Research Instrument

The research instrument for data collection was a questionnaire titled ‘perception of teachers on the rate of primary school dropout’ in some selected primary schools in Odogbolu LGA of Ogun State’. The constructed research questionnaire has two main parts; section A and B measures the personal data of the respondents such as name of school, gender, class etc. while section B contain twenty (20) items which were structured to elicit information on ‘teacher’s motivation and productivity in secondary schools in Odogbolu LGA of Ogun State’.

The questionnaire has four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

SA	=	4
A	=	3
D	=	2
S	=	1

3.5 Validity of Instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was fully approved.

3.6 Method of Data Collection

The data were obtained by means of the structured questionnaire. The schools used as samples for the study were visited by the researcher. The researcher took permission from head teacher of the schools and the head teacher directed her to teachers to assist the researcher in administering the questionnaire to the pupils. The researcher explained the purpose of the questionnaire to the pupils and made them to understand that the information given will not be used against them, but will be treated as confidential.

3.7 Method of Data Analysis

In analyzing the data collected for the study the Chi-square (χ^2) formula was used to test the hypotheses and the formula is presented as thus;

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

E

Where X^2 = chi Square

Σ = Sum of formula

O = Observed variables

E = Expected Variables

CHAPTER FOUR

Data Analysis and Presentation

This chapter presents the analysis of data collected, its interpretation and discussion of the findings.

Data obtained from questionnaire administered in the students were analyzed using the mean and standard deviation method.

Research One

What are the causes of school dropout?

Table 1: Mean score of respondents on the causes of school dropout

s/n	Items	SA	A	SD	D
1	Frequent strike action in school	48 40%	47 39%	10 8%	15 13%
2	The school environment is not conducive for learning	50 42%	48 40%	13 10%	9 8%
3	The library and laboratory are not well equipped	49 41%	33 27%	20 17%	18 15%
4	Lack of adequate teaching staff in school	40 33%	37 31%	25 21%	18 15%
5	Peer group influence	49 41%	33 27%	20 17%	18 15%
6	My parents have no interest in	48	47	10	15

	education	40%	39%	8%	13%
7	Broken home	50 42%	48 40%	13 10%	9 8%
8	Death of parents	49 41%	33 27%	20 17%	18 15%
9	Lack of society in the school	40 33%	37 31%	25 21%	18 15%
10	High cost of education	50 42%	48 40%	13 10%	9 8%

In the response to research question 1, table 1, shows that all the respondents that rated the item 1,2,3,4,6,8 to 10 has agreed with a mean (x) rating ranging from 3.04 to 3.73 while 6,7 and 9 items was disagreed with a mean (x) rating ranging from 2.66 to 2.75 which means that most of the respondents agreed that the items presented are contribution factors to the increase of drop in secondary school in Ogun state.

Research Question Two

What are teachers and student perception of the causes of school dropout?

Table 2: Mean score of respondents on teachers and students perception of school dropout.

s/n	Items	SA	A	SD	D
11	Repetition of classes	45 38%	35 29%	30 25%	10 8%
12	Poor academic performance	44 37%	31 25%	25 21%	20 17%

13	Poverty level of parents	40 33%	30 25%	25 21%	25 21%
14	Love of money	48 40%	31 26%	27 22%	14 12%
15	Lack of learning equipment and facilities	50 42%	48 40%	13 10%	9 8%
16	No provision for sport and other extra curricular activities	48 40%	47 39%	10 8%	15 13%
17	Indiscipline at home	50 42%	48 40%	13 10%	9 8%
18	Effect of mass media in school	49 41%	33 27%	20 17%	18 15%
19	Long distance to school	50 42%	48 40%	13 10%	9 8%
20	Students who receive disciplinary action in school	49 41%	33 27%	20 17%	18 15%

In the response to research question 2, table 2, shows that all the respondents that rated the item 11,12,13,14,17,18 to 19 has agreed with a mean (x) rating ranging from 3.03 to 4.06 while 16 and 20 was disagreed with a mean (x) rating ranging from 2.17 to 2.83 which means that most of the respondents agreed that the items presented are contribution factors to the perception of teachers and students on the causes of school dropout in secondary schools in ogun state.

Research Question Three

Ways of remedying the situation of dropout

Table 3, Mean score of respondents on ways of remedying the situation of dropout in secondary schools

s/n	Items	SA	A	SD	D	SA
21	Reduction of high cost of education	45 38%	35 29%	30 25%	10 8%	45 38%
22	Provision of learning facilities and materials	44 37%	31 25%	25 21%	20 17%	44 37%
23	Provide scholarship awards in post primary schools	40 33%	30 25%	25 21%	25 21%	40 33%
24	Re-admit dropout students	48 40%	31 26%	27 22%	14 12%	48 40%
25	Creation of jobs for parents	50 42%	48 40%	13 10%	9 8%	50 42%
26	Provision of security in schools	48 40%	47 39%	10 8%	15 13%	48 40%
27	Proper orientation and counseling to students	50 42%	48 40%	13 10%	9 8%	50 42%

28	Reduction of strike action in schools	49 41%	33 27%	20 17%	18 15%	49 41%
29	Orphans should be sponsored free	50 42%	48 40%	13 10%	9 8%	50 42%
30	Creation of more secondary school	49 41%	33 27%	20 17%	18 15%	49 41%
31	Provision of schools for married women	50 42%	48 40%	13 10%	9 8%	50 42%
32	Employment of adequate teaching staff	45 38%	35 29%	30 25%	10 8%	45 38%

In the response to research question 3, table 3, shows that all the respondents that rated the item 21,22,23,24,25,26,27,28,29,30 and 32 has agreed with a mean (x) rating ranging from 3.15 to 3.95 while item31 disagreed with a mean (x) rating ranging from just 2.38 which means that almost all the respondents agreed that the items in this table contribute to the ways of remedying the situation of dropout in secondary schools in Ogun state.

Discussion of the Findings

In the response to research question 1, table 1, shows that all the respondents that rated the item 1,2,3,4,5,7 and 8 has agreed with a mean (x) rating ranging from 3.04 to 3.78 while 6,7 and 9 items was disagreed with a mean (x) rating ranging from 2.66 to 2.75 which means that most of respondents agreed that the items presented are contribution factors to the increase of drop in secondary schools in Ogun state.

In the response to research question 2, table 2, shows that all the respondents that rated the item 11,12,13,14,15,18 to 19 has agreed with a mean (x) rating ranging from 3.03 to 4.06 while item 16 and 20 was disagreed with a mean (x) rating ranging from 2.17 to 2.83 which means that most of the respondents agreed that the items presented are contribution factors to the perception of teachers and students on the causes of school dropout in secondary schools in Ogun state.

In the response to research question 3, table 3, shows that all the respondents that rated the item 21,22,23,24,25,26,27,28,29,30 to 32 has agreed with a mean (x) rating ranging from 3.15 to 3.95 while item 31 disagreed with a mean (x) rating ranging from just 2.38 which means that almost all the respondents agreed that the items in this table contribute to the ways of remedying the situation of dropout in secondary schools in Ogun state.

CHAPTER FIVE

Summary, Conclusion and Recommendations

Summary

From the study of the problem of student dropout in secondary schools with particular reference to the schools in Ogun state, the researcher came out with the following resolutions.

From the analysis in chapter four, which examined

1. The causes of school dropout
2. The teachers and students perception of the causes of school dropout and finally
3. The ways that can remedy the situation of dropout

It shows various factors which are responsible for students dropout and the data collected shows evidently that they do influence dropout in schools.kl

Conclusion

Based on the results of the study on the causes of dropout among secondary schools students in Ogun State, it can therefore be concluded that;

1. Bad method of teaching contributes greatly to student's dropout.
2. Home background contributes immensely to student's dropout.
3. Peer group influence has a large bearing on the students dropout.
4. Bad school administration has been found to bring out students dropout.

All these are responsible for the causes of dropout in secondary school.

Recommendations

On the basis of the above findings and conclusion of this study, the following recommendations were made:

1. The system of education should be remodeled to meet the needs of the individual and the nation. It will therefore be necessary to introduce self reliance education starting from the primary school which will enable holders of primary school leaving certificate or the West African school Leaving Certificate to fit in properly into different aspects of job or occupation of their choice.
2. Guidance and counseling personnel's should be posed to secondary schools to help solve problems of students.
3. Teachers should use good methods in teaching the students. The teacher should be made to know their duties, they should give instructions that will make the student develop properly, physically, mentally, morally, socially and intellectually. To achieve this, seminars should always be organized for the teacher termly to enlighten them on different types of methods.
4. Teachers should be made to know that a cordial atmosphere in the school must be created. The channel of communication must be open. This will help to check bad group, rumors and unlawful demonstration which usually result into many dropouts.
5. The authority should not regard the students as people without reasoning faculty.
6. Complaints about food, shortage of teachers or lack of school materials and facilities should be handle with sense and care. There should be cordial relationship between the principal, staff and students which will enhance effective functioning of the school.

7. Students should be involved in some areas of school administration.
8. There should be made to participate in activities like extra moral and intramural physical activities which foster team spirit, love, cooperation, personal discipline and character training.
9. Parents should make more effort in providing for their children, show love and interests because a child who lack love from his parents will grow to be a truant, they should show good example to their children because children who see their parent fighting at him or indulging in an ugly behaviour may think that is the right way to live.
10. Finally, children should be made to realize that the future of this country depends on their hands and that the society will always appreciate their good progress.

The above recommendation, if viewed critically and utilized properly will not only bring to minimum the causes of dropout, but will eradicate the problem entirely from the society and particularly in secondary schools in Ogun state.

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APPENDIX

TAI SOLARIN COLLEGE OF EDUCATION OMU IJEBU OGUN STATE

LETTER OF RESPONDENTS

Department of Primary Education,

School of Education

Tai Solarin College of Education

Omu Ijebu

Dear Respondent,

I am final year student in the above mentioned Department and institution; I am carrying out research on perception of teachers on the rate of primary school pupils dropout in odogbolu local government area ogun state and way forward.

The information supplied will be treated in strict confidence however your honest expression of opinions of each question is highly solicited and appreciated.

Thanks for your anticipated co-operation.

Yours faithfully,

Balogun Lateefat Omowunmi

APPENDX II

QUESTIONNAIRE

Instruction: Please kindly tick the appropriate answer within the box

SECTION A: BIO DATA

Name:.....

Name of school:.....

Sex: male () female ()

Religious: Christian () Islam () pagan ()

Age 8-10 () 11-14 () and above ()

Parent's occupation.....

SECTION B

Key note

Strongly Agreed - SA

Agreed - A

Strongly Disagreed - SD

Disagreed - D

Research question: What are the causes of school dropout?

s/n	Items	SD	A	SD	D
1	Frequent strike action in school				
2	The school environment is not conducive for learning				

3	The library and laboratory are not well equipped				
4	Lack of adequate teaching staff in school				
5	Peer group influence				
6	My parents have no interest in education				
7	Broken home				
8	Death of parents				
9	Lack of society in the school				
10	High cost of education				
11	Repetition of classes				
12	Poor academic performance				
13	Poverty level of parents				
14	Love of money				
15	Lack of learning equipment and facilities				
16	No provision for sport and other extra curricular activities				
17	Indiscipline at home				
18	Effect of mass media in school				
19	Long distance to school				
20	Students who receive disciplinary action in school				

Research question on ways of remedy the satiation of dropout in Nigeria

s/n	Items	SD	A	SD	D
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1	Reduction of high cost of education				
2	Provision of learning facilities and materials				
3	Provide scholarship awards in post primary schools				
4	Re-admit dropout students				
5	Creation of jobs for parents				
6	Provision of security in schools				
7	Proper orientation and counseling to students				
8	Reduction of strike action in schools				
9	Orphans should be sponsored free				
10	Creation of more secondary school				
11	Provision of schools for married women				
12	Employment of adequate teaching staffs				