CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the bedrock of every country, as it is a major tool for development. This is seen by the Federal Republic of Nigeria as one of the potential tool or instruments for solving the social, political, economic and technological problems in the nation. The United Nation's Universal Declaration of Human Rights pointed out education as one of the basic human rights which means that every individual has the right to access education UNICEF (2015), stated that, "Education is one of the primary determining factors of development for any country. It plays a crucial role in securing economic and social progress and improving income distribution". Voumik and Ridwan (2023), stated that, "No country in the world can achieve sustainable economic development without substantial investment in human capital". Zhu (2023), stated that, "Education is the medium that helps us to gain techniques, skills, and confidence to know and understand our responsibilities towards society and the nation." George, Vora and Bendre (2024), says that, "Without education society becomes weak".

Secondary education has been seen as the form of education which children receive automatically after they have received primary school education. It constitutes post primary education and sometimes serves as a link between primary and university education. The importance of secondary education in the actualization of nation's broad objectives cannot be over emphasized as it provides an opportunity for primary school leavers to acquire more knowledge, develop skill and prepare them to live effectively in the changing society; and a stepping stone to higher education. In Nigeria, education aims at ensuring that all citizens go through school and

receive the maximum qualification, skills and knowledge needed for human and societal development.

In the National policy of education, secondary education was seen as one of the important agencies to the actualization of the stipulated goals, which haven`t met the expectation in recent time due to dropout. The rate at which students drop out from schools is alarming in recent times, as a result students no longer complete their senior secondary school education. According to Kanyandago (2015), "the dropout phenomenon exists in all schools all over the world". According to World Bank (2018), "the number of registered students is very high during the early stages of schooling, however, the number of those who quit schools increases at the secondary education level, leading to many countries having very few students completing their education". Yusuf (2019), stated that, "Dropout is endemic in many Sub-Saharan African countries". The Ghana Statistical Service (GSS) carried out a survey that showed "that as high as 25% of youth who should be in Senior High School are not in school". and this is also becoming too rampant in Nigeria schools today and Edo State schools are not exempted.

UNESCO (2015), stated that, "Nigeria was ranked high among nations where large population of children is out of the classroom" UNESCO (2022), reported that, "Nigeria has the highest out-of-school population globally 20 million children, with secondary school dropout rates of 40–60%". National Bureau of Statistics, (2023), stated that, "despite the international efforts to universalize education, dropout is still a challenge of EFA all over the world. This is because, despite the increase in enrolment, many students are said to drop out of school every year". UNESCO (2015), reported that, "one in every 3 students in low and middle-income countries failed to complete lower secondary education in 2015 as a result of dropout".

UNESCO (2012) global report on education stated that," there is an urgent need to address the high numbers of children leaving school before completing their education". Students are supposed to spend a particular number of years before graduation from school. When a student stops his or her attendance in a school before the time leading to the completion of the programme, he or she has drop out.

Chinoso; Adejare, Yakubu, Maryrose, Ruth, Lawrence, and Oladoja, (2022), stated that, "the problem of school dropouts among secondary school students in Nigeria has become a thing of great concern to educationist in the country and the society at large." The United Nations' Sustainable Development Goal 4 (2015), emphasizes that, "inclusive, equitable education, yet millions of secondary students abandon schooling prematurely". This trend threatens socio-economic progress, perpetuating poverty and inequality, child labor, crime, and health risks. strained national workforce and economic growth". Several literature review, have shown that many secondary school students drop out of school as they are no longer serious with their studies. Dropping out of school has its tremendous consequences such as, early marriage, marital discord, inferiority complex, low ambition, engagement in anti-social behaviour and decline in economic development.

There are various reasons and factors why an individual could decide to drop out of school and these factors can be group into two, which are endogenous and exogenous factors. Endogenous factors talks about internal factors while exogenous factors talks about external factors. Some of the reasons could be inherent in the child; such as sudden demotivation in school's activities, and low level of academic achievement. Some other factors could be associated with the teachers such as teachers not teaching well as a result of poor teaching method, lack of interest in teaching profession while on the others hands, the reason for dropping out of school could be in relation to

environmental issues such as governmental policies, lack of adequate teaching-learning facilities and equipment. Students could also drop out of school because of lack of finance and poor home situation. The peer group influence may not be left out also. There are many factors responsible for dropout among secondary school students. Zuilkowski, Jukes and Dubeck (2016), highlight that, "school dropout is not simple but is a result of events and environmental conditions interactions". Moreover, the study by Chuwa (2018), demonstrated that, "early marriage, distance from home to school, poverty, child labour, and polygamy as the major factors which influence high school students' to dropout in Geita Region." Similarly, Tanzania Youth Vision Association (2017), emphasizes this arguing that, "early pregnancy, forced marriage, long distance from home to school, domestic activities and poverty were being the factors that contributed to girls' school dropout in Dodoma, Singida, Lindi, and Pwani". Rutakinikwa (2016), stated that "the danger associated with a higher rate of students' continuing to dropout is that it increases economic dependence and crime in the society",

This study seeks to group some of these factors into endogenous (such as demograhic, family, socioeconomic status, school, behavioural and psychological) and exogenous (such as community dynamics, government polies, and even social media's influence) factors, which are independent variable, that can cause dropout in schools. Understanding the root causes-whether endogenous (internal) or exogenous (external)-is critical to crafting effective interventions. It is on this note that the study seeks to establish the perceived factors influencing dropout rate (dependent variable) among public secondary school students in Edo south senatorial District, Edo state.

Statement of the Problem

The rate at which senior secondary school students drop out of schools in recent time is worrisome, as this has led to a lot of havoc happening in the society. High dropout rates could

disrupt learning, limit opportunities, and harm Nigeria's development. The causes are complex and multifaceted, hence, the need to specify context becomes imperative. Few studies have examined both endogenous and exogenous factors of dropout in Nigerian senior secondary schools. such factors are, environmental issues, governmental policies, lack of adequate teaching-learning facilities and equipment. Students could also drop out of school because of lack of finance and poor home situation. Others emerge from children's household situations such as child labour and poverty. School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor-quality educational provision. The system of educational provision at the community level generates conditions that can ultimately impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different.

Several reasons have been adduced to why students drop-out prior to graduation. Some of these factors cover the characteristics of students and their immediate circumstance. If these factors responsible for dropout are not empirically established, adequately researched and addressed, the consequences of dropout from school may continue to serve as an impediment to national development and human capital efforts. Hence the researcher investigated the perceived factors influencing dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State.

Purpose of the Study

Generally, this study investigated the perceived factors influencing dropout rate among public senior secondary school students in Edo South Senatorial District, Edo State.

Specifically, the study determined:

1. the perceived factors (endogenous and exogenous) influencing level of dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State?
2. perceived endogenous factors influencing public senior secondary school students dropout rate in Edo South Senatorial District, Edo State.
3. perceived exogenous factors influencing public senior secondary school student's dropout rate in Edo South Senatorial District, Edo State.
4. differences in endogenous and exogenous factors influencing public senior secondary school student's dropout rate as perceived by principals, teachers and students in Edo South Senatorial District, Edo State based on respondent category.
5. the influence of endogenous and exogenous factors on secondary school student's dropout rate as perceived by respondents in Edo south senatorial District, Edo State based on sex
6. differences in endogenous and exogenous factors influencing public senior secondary school student's dropout rate as perceived by respondents in Edo South Senatorial District, Edo State based on school type
7. differences in endogenous and exogenous factors influencing public senior secondary school student's dropout rate as perceived by respondents in Edo South Senatorial District, Edo State based on school residence.

Research Question

The following research questions were raised that guided study:

1. What are the perceived factors (endogenous and exogenous) influencing level of dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State?

2. What are the perceived endogenous factors influencing public senior secondary school student's dropout rate in Edo South Senatorial District, Edo State?
3. What are the perceived exogenous factors influencing public senior secondary school student's dropout rate in Edo South Senatorial District, Edo State?
4. What are the levels of influence of endogenous and exogenous factors on public senior secondary school students' dropout rate as perceived by principals, teachers and students in Edo South Senatorial District, Edo State based on respondent category?
5. What is the difference in endogenous and exogenous factors influencing public senior secondary school students' dropout rate based on sex of respondents in Edo South Senatorial District, Edo State?
6. what is the difference in endogenous and exogenous factors influencing public senior secondary school students' dropout rate based on school type of respondents in Edo South Senatorial District, Edo State?
7. What is the difference in endogenous and exogenous factors influencing public senior secondary school students' dropout rate based on school residence of respondents in Edo South Senatorial District, Edo State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. The perceived endogenous and exogenous factors influencing public senior secondary school student's level of dropout rate are not significantly different.
2. The perceived endogenous factors influencing public senior secondary school student's level of dropout rate are not significantly different.

3. The perceived levels of exogenous factors influencing public senior secondary school student's dropout are not significantly different.
4. There will be no significant difference in endogenous and exogenous factors on public senior secondary school students' dropout as perceived by principals, teachers and students in Edo South Senatorial District, Edo State?
5. The perceived levels of influence on the endogenous and exogenous factors on public senior secondary school students based on sex are not significantly different.

6 There is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent in Edo South Senatorial District, Edo State based on school type.

7 There is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent in Edo South Senatorial District, Edo State based on school residence.

Significance of the Study

This study would be of great benefit to educational planners, school administrations, teachers, parents, students and general public, as it will help to reveal the reasons for the dropout rate of students in SSS1 and SSS 2 and also prevent further reoccurrence of dropout in senior secondary school students.

The study will assist educational planners during planning of educational curriculum by putting modality in place to stop students from dropping out of schools. As the findings from this study will help the educational planners in designing, reviewing and replacing some of the curriculum that can help in keeping the students to complete their academic calendar.

It will also benefit school administrators in knowing the relevant strategies to keep their students from dropping out of school, because the study will review possible solutions that can keep students in school and how best they can manage the administration of the school.

The study will also help teachers in the secondary section to know how best to teach the students in order not to discourage the students to dropout from school before graduation. As it will enhance their teaching methodologies for effective and quality teaching that can encourage the students from dropping of school. Also, it will highlight areas that teachers need additional trainings.

It will also benefit parents by exposing some disadvantages of allowing their children to drop out of school before senior secondary class three. This is very necessary as some parents now encourage their children to leave school for pursuit of money marking, as the findings will review the importance of education to them.

It will also review to students the advantages of completing their senior secondary classes and also review some disadvantages to them on dropout before senior secondary class three. The research will enable them to known that education is the only way they can be leaders of tomorrow.

The study will help the general public who often see wealth as a key to success, that education still remain the best legacy any child can have.

Scope of the Study

This study covers the perceived factors influencing dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State. These factors are grouped into endogenous and exogenous factors, Examples of endogenous factors are: family, health, behavioural, psychological and examples of exogenous factors are: community dynamics, government policies, social media`s influence and many more. This district is made up of seven

(7) Local Government Area, which are Oredo Local Government Area, Ovia South West Local Area, Egor Local Government Area, Ikpoba-Okha Local Government Area, Ovia North-East Local Government Area and Uhunmwode Local Government Area.

Definition of Terms

Dropout: A person (students) who leaves school or college before completing a qualification.

Endogenous Factors (Internal/School-Related) Originating from within, increasing by internal growth. Factors originating within the school system or individual's immediate environment.

Exogenous Factors (External/Community-Related) Growing by addition to the exterior. Factors outside the school's control.

School type: single sex and co-educational school. This means single sex schools and mixed schools.

School residence: Urban and rural schools. An urban school is an educational institution located in a city, town or densely populated area, with high population density. Rural school is an educational institution located in the village or sparsely populated area, with low populated density

Sex: The distinguishing peculiarity of male or female, the physical difference between male and female.

CHAPTER TWO

LITERATURE REVIEW

The review of related literature will be organized under the following sub-headings, conceptual framework; theoretical frame work; review of empirical studies and summary of literature review.

Conceptual Framework

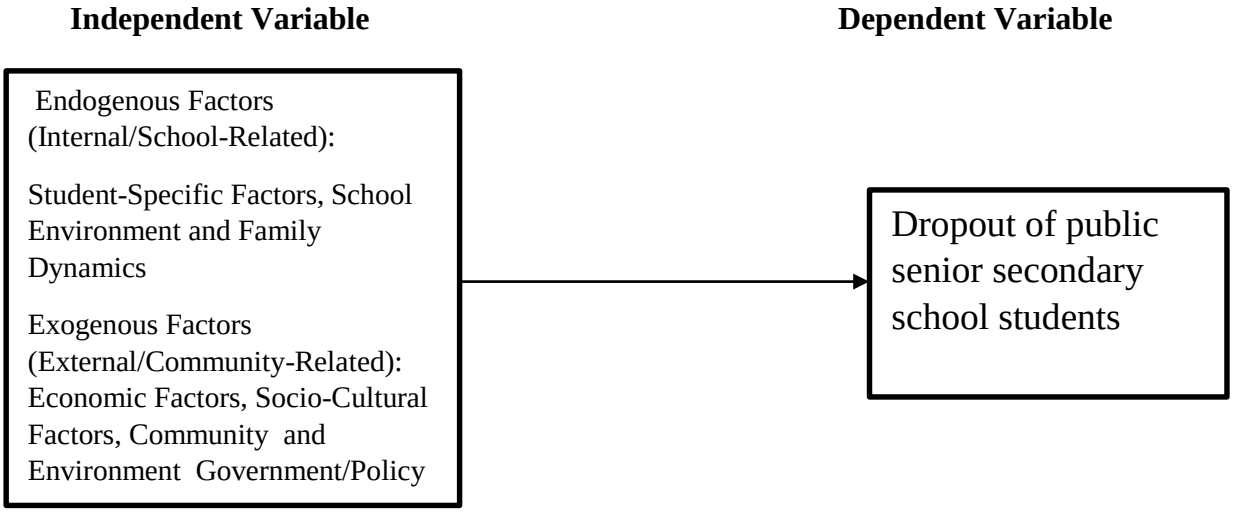


Figure 1: Conceptual framework showing relationship between dropout of public senior secondary school students and the perceived factors responsible.

The conceptual framework for this study captured the relevant literatures to support the title of this study. The conceptual framework, therefore, covers the following essential areas: Endogenous factors, such as internal related factors like students' specific factors, school environment and family dynamics and exogenous factors such as external related factors, like economic factors, socio-cultural factors, community and environment factors. (independent variable) and its relationship with dropout of public senior secondary school students (dependent variables).

Concept of Dropout

School dropout refers to students leaving school before completing their education, often due to factors like academic difficulties, socioeconomic issues, or disengagement, and can have negative consequences for individuals and society. School dropout, according to UNESCO (2015), defined "dropout as anyone who does not complete their studies and leaves school before the end of the school years". It can also be described as a student who leaves school in definitively in a given school year. It is a complex issue with various contributing factors, including academic challenges, socioeconomic circumstances, and personal or family issues. The General Education Department of the Ministry of Education defined a dropout "as an individual who abandoned their school place and did not return or transfer to another establishment". Tukundane, Minnaert, Zeelen, and Kanyandago (2015), stated that "the dropout phenomenon exists in all schools all over the world and it is not possible for any country to avoid or get rid of this problem". Chung and Lee (2018), stated that "because this affects individuals as well as the societal and economic structure of that country, it also leads to an increase in delinquency and assault rates". Negut (2020), categorized factors responsible for dropout into endogenous factors and exogenous factors. "Endogenous factors include psychological factors related to the individual, and exogenous factors, which consider socio-economic, financial, and in some cases psycho-pedagogical. Thus, intelligence, cognition, motivation, personality types, self-esteem, coping with stress, maladaptation, or inability to integrate into the team are some of the reasons behind dropout".

Factors Responsible for Students' Drop-Out

There are various reasons why an individual could decide to drop out of school. Some of the reasons could be inherent in the child; such as sudden disinterestedness in school activities and low level of academic achievement. Some other factors could be associated with the teachers such

as teachers not teaching well as a result of poor teaching method, lack of interest in teaching profession while on the others hands, the reason for dropping out of school could be in relation to environmental issues such as governmental policies, lack of adequate teaching-learning facilities and equipment. Students could also drop out of school because of lack of finance and poor home situation Oyinloye (2015), stated that "dropout can emerge from children's household situations such as child labour and poverty". UNESCO (2011), stated that, "School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor-quality educational provision. The system of educational provision at the community level generates conditions that can ultimately impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different."

A lot of reasons have been adduced to why students drop-out prior to graduation. Some of these factors cover the characteristics of students and their immediate circumstance. A lot of research has been done towards identifying factors that might explain why students drop out of school before their high school graduation.

Battin-Pearson, Newcomb, Abbott, Hill, Catalano, and Hawkins (2020), shown that "students bear greater risk of leaving school if they perform poorly academically, demonstrate more misbehaviours, become less engaged in school activities, come from low-income families or single-parent families, have a less- supportive relationship with parents, join schools with poor academic quality, obtain less support from teachers, or get negative influence from peer friends".

Godana and Tekle (2020), investigated factors influencing rural female students' dropout in rural secondary schools of the Woreda, West Arsi Zone of Oromia Regional. The findings revealed that "gender bias in curriculum material, cover school distance on foot, lack of guidance

and counselling, parents give less value to the education of girls' compared to the boys, low parental economic status (payment for accommodation cost, payment for purchasing of school materials, payment for transportation), early marriage and abduction and female genital mutilation, female student's workload at home, menstruation cycle and less individual motivation were played a great role in contributing female dropout from rural secondary schools."

Kurian, Kujur, Ahmed, Chopra and Hossain (2023), investigated reasons of high school dropouts from teachers' perspective in India. The results from the study revealed that "financial obstacles, personal and family situations, lack of interest, academic difficulties, or a combination of these things can all be causes of school dropouts". They also found that "many dropouts experience unfavourable outcomes, including fewer career opportunities, lower earning potential, and societal stigma". Mukisa (2018), examined parental, student and school related factors as causes of parental neglect and secondary school dropout in Namutumba district, Uganda. Findings indicated that "parents' education background, poverty, alcohol and parental attitude are causal actors contributing to parental neglect and secondary school dropout" while "students related factors that caused parental neglect and eventual school dropout included; indiscipline, distance to school, poor performance and pregnancy. In addition to these, research revealed that corporal punishment, poor school performance, poor school administration and suspension/expulsion from school were school/teacher related actors that caused parental neglect and secondary school dropout."

Parreno (2023), identified the root causes of school dropouts in the Philippines, specifically in all regions for the years 2008 and 2013. The secondary data on the proportion of population 6 to 24 years' old who are not attending school from the website of the Philippine Statistics Authority were used. The findings indicated that "the high cost of education and student

employment or when the student is seeking employment were the root causes of dropouts in the Philippines for the years 2008 and 2013, respectively". Winny and Muchesia (2023), aimed at investigating student's characteristics leading to students' dropout from mixed-day secondary schools in Bomet East Sub-County, Kenya for the period between the year 2019 and 2022. The study revealed that "the following student's characteristics lead to students' dropout; financial problems, peer influence, pregnancy, drug abuse, operating motorcycle business, over age, community/ family, family child labour, negative attitude to schooling, migration and health issues".

This issue of dropout is caused by a number of negative perceptions, including poverty, child labour, and households that prioritize agriculture. Momo, Cabus, De Witte, and Groot, (2019), stated that, "Gender inequality has been found in Nepal's educational system, which treats women as a marginalized and oppressed group of people rather than as participants in the process of progress". Dahal, Topping, and Levy, (2023), stated that, "Policymakers ignored caste and class bias in the system of special education provisions for girls in an effort to depoliticize the gender issue. This resulted in the development of temporary technical fixes rather than tackling enduring gender problems pertaining to women's literacy and girls' education." Yu (2023), emphasized how "the mother's education and her children's education are intertwined. The study found that women with higher levels of education had a noticeable impact on their kids' academic persistence". There has been discussion about menstruation as the reason why girls drop out of school. Bhusal (2020), reported that "teenagers face a physiological and symptomatic obstacle when menstruation begins, which may restrict their activities and interactions with classmates and teachers and lead to school dropout".

Okafor (2017), suggests that factors related to cost, time and age also influence continued participation in education at higher levels. In a study of university lecturers in Edo and Delta States, Okafor (2017) found that total cost of programme and course duration significantly affect the perceived economic benefit of education. This implies that if students and parents perceive education as too costly or too long, they may be discouraged from completing even secondary school, thereby contributing to dropout, Thus, economic considerations and duration of study may serve as perceived barriers that cut across both secondary and tertiary levels.

Igieorobo and Okafor (2025) investigated the rate of student dropout in public senior secondary schools in Egor Local Government Area of Edo State. The study revealed that dropout rates were high among both male (48.5%) and female (46.6%) students. The authors attributed the high dropout rate to several endogenous and exogenous factors, including poor academic performance, lack of motivation, poverty, inadequate parental support, mental health challenges, and poor school infrastructure. They concluded that collaborative efforts among government, parents, and school administrators are essential to reduce dropout rates in secondary schools.

Abikwi and Okafor (2022), in their study of selected secondary schools in Edo South Senatorial district found that, excessive social media use negatively impacted students' academic performance through distraction, poor time management and reduce study time. They therefore recommended that schools and parents should regulate students use of social media and that awareness program be created to educate students on using social media responsibly so it doesn't interfere with academics.

Samuel and Burger (2020), affirmed that "the education of female students is influenced by a combination of cultural and socioeconomic factors, gender, class distinction, and patriarchal family norms. These patterns are also observed to be shifting, albeit slowly". Wan (2022) stated

that, “the inadequate income of young dropouts eventually creates an unbearable financial strain, preventing them from fulfilling their basic necessities. As a result, their future opportunities are severely limited, and many turn to questionable means to meet their daily needs”. Research shows that the dropout rate, academic achievement, and student behavior are all correlated. Academic difficulties, absenteeism, or disciplinary issues are common among dropouts.

Baruah and Goswami (2012), found that “exam failure and a lack of enthusiasm in learning are the main causes of school dropout”. Asif, Hayat, and Khan's (2021), study looked at a number of factors, such as “academic failure, low attendance, mental health conditions, and financial difficulties, that are associated with high school dropout rates”. Asif, Hayat and Khan`s (2021), reported that “impact of socioeconomic, demographic, and institutional factors on high school dropout risk. The results show that academic success, job, disinterest, and inadequate learning capacity were the main individual factors impacting high school dropout rates”.

Shafiq, Munir and Aziz (2021), stated that “Physical punishment is one of the main reasons students leave school early”. Griggs and Fleet (2021), claim that “a school curriculum that does not represent their culture has a detrimental effect on students' capacity to connect what they learn to their employment and academic objectives”. Griggs and Fleet (2021), reported that, “a detrimental effect on students' decisions to continue their study, which could result in dropout. Due to the limited possibilities provided by the current curriculum, kids may choose to drop out of school”.

Yangambi (2023), conducted research on dropout rates and student attendance in relation to school infrastructure. He reported that, “infrastructure of the schools was found to have a major impact on both dropout rates and attendance”. Sorensen (2019), concluded that “school administrators have a responsibility to hold themselves accountable for reducing the dropout rate

since they play a significant impact in preventing kids from leaving school". Sorensen (2019), stated that, "School boards, superintendents, curriculum supervisors, school administrators, and teachers must establish a fruitful collaboration in order to collaborate and achieve a successful improvement agenda. School administrators must ensure that prevention intervention activities are tracked with sufficient resources, research-based training, technical assistance, and current student-driven data". Dirik and Arslan, (2021), reported that, "Teens from households with poorer incomes and educational attainment typically reported being in worse health, which negatively impacted their likelihood of finishing high school. According to the results, strategies aimed at preventing high school dropouts should take adolescent health into account in addition to addressing the unequal chances caused by socioeconomic disadvantage". Similarly, UNICEF (2015) stated that, "Poverty is a major cause of school dropout." Kaul (2021), noted that "the primary causes of child dropouts in rural Karnataka were poverty and other financial pressures, the financial consequences of dropping out of school are clearly still significant". Boateng and O (2015), stated that "Youth financial circumstances have suffered greatly as a result of early school departure." Asif, et al. (2021), found that, "there is a significant correlation between high school dropout rates and parental characteristics, such as financial status, lack of awareness, and education. Additional factors that are noteworthy and have a significant impact on the dropout rate in schools include siblings quitting school, flexibility and the influence of peer groups, additional responsibilities at home, and joint families." Additionally, Moore and Rosenheck (2017), looked into what causes students to leave school before they graduate and discovered that "falling behind in their coursework, moving, bullying, and language barriers were the main causes".

Caprara, Fida, Vecchione, Del Bove, Vecchio, Barbaranelli, and Bandura (2018), conducted a longitudinal study and revealed that "high school self-regulatory efficacy partially

mediated the relation of junior high grades on high school grades and the likelihood of remaining in school". Similarly, Vallerand, Fortier and Guay (2019), demonstrated that "students' perceptions of competence and autonomy impacted students' self-determined motivation, which in turn predicted students' intention and ultimate behaviour of leaving high school". Apart from problems with children, parents' perceptions influence children to stop attending school, Krismiati et al., 2017; Ni and Nu Nu Aung (2019), reported that, "Children have to stop going to school or never have the opportunity to go to school because they have to help care for their younger siblings and work while their parents look for work outside". Krismiati et al., 2017; Ni and Nu Nu Aung (2019), stated that, "Children must also support the family's economy because of poverty. Poverty includes economic and mindset through neglecting children's rights. Parents who lack education cannot comprehend their children's rights and obligations well. The teacher-student relationship can also cause students to drop out of school". Krane et al., (2016), stated that, "the influence on students' decisions to leave school is reflected in students' academic achievement. When a student decides to drop out, it can be a sign that the teacher-student relationship at school is not going well; that is, social and personal relationships result in low academic achievement. Meanwhile, low academic scores cause a decline in students' mental health; ultimately, if not treated immediately, it will result in children dropping out of school." Parr and Bonitz (2015), stated that, "decreased motivation will increase the risk of dropping out of school."

Endogenous Factors Responsible for Dropout

Different factors are responsible for dropouts such as demographic, family, socioeconomic status, school, behavioral, and psychological. Negut (2020), explained that "the causes of dropout in primary or secondary schools are related to family, pedagogy, and socioeconomic status of the family". In tertiary education, these causes are quite similar but with a slight difference like the

free will of the student and the influence of the external environment on the personality of the student. Till 18 years of age, the child is under the supervision of the parents, and decisions related to life are generally taken by parents or teachers. So, dropping out from school may happen due to rebellious acts or traumatic events or the intellectual capacity of the child. After 18 years child enters into the phase of early adulthood and can speak theoretically, and make decisions consciously

Indiscipline among students: In the field of education, discipline stands as the basis for effective teaching and learning. Nevertheless, the prevalence of indiscipline among learners in public secondary schools poses a substantial challenge to achieving anticipated educational results. Indiscipline includes an array of behaviours that include vandalism, belligerence, truancy, substance use and abuse, and disobedience among others. All these hinder the learning environment. Indiscipline wields detrimental effects on learners' academic performance in various ways Habiba, Ahmed and Mumo (2025), stated that, “Students are expected to obey the school rules and regulations and be committed to their academics being the primary duty in the school, but revise is the case these days”. Peter (2015), expresses that “the impact of indiscipline affects the interest of the learners to learn. Therefore, their academic performance reduces”. Peter (2015), uses 500 senior secondary school students as respondents and discovered that “there was a cap of unbiased appointment in the school system”.

Indiscipline behavior in schools’ manifests in various forms, including defiance of authority, disruptive classroom behavior, truancy, substance abuse, bullying, and academic dishonesty, among others. Such conduct not only hampers individual learning but also disrupts the educational environment for other students, compromising the overall quality of education provided. Ponfua (2015), reported that, “the percentage of students who drop out of school in most

urban and rural areas of Cameroon, is on an increase. These students cultivate and demonstrate deviant behaviours and may never fulfill their potentials. They become burdens to the society."

Haruna (2016), reveals that "truancy, stealing, examination malpractice, sexual immorality, and drug abuse exert notable impacts on the administration of secondary schools." Osarumwense (2019), says that, "indiscipline can happen in different forms which includes unrest, bulling, truancy, absenteeism from school, stealing, and so on". Mares (2018), concerned on the displayed of students' indiscipline behaviour particularly in primary and secondary schools and stated that, "the impact of student's indiscipline like classroom misbehavior on teachers, college students, and the overall instruction can lead to school dropout". Blandina and Leandry (2021), stated that, "indiscipline behaviours among students with new issues such as teenage pregnancy and cell phone misuse emerging in recent times can lead to dropout from school."

Thilagaratnam and Yamat (2021), says that, "teachers perceived students' misbehaviour as a disruption to their lessons, attributing it to the students' apparent lack of interest and discipline in learning". Oyem and Arusuayine, (2016) says that "indiscipline poses a significant challenge to the educational system". Habiba, Osman, Mumo (2025), says that, "the Fear of bullying, violence, and harassment may prevent students from attending school habitually and partaking in classroom activities". Gyapong and Subbey (2021), identified various forms of students' indiscipline behavior, "including leaving school grounds without permission, physical aggression, disturbance of others, inappropriate use of school material, and noncompliance with teacher directives." According to Gyapong et al, (2021), the causes of indiscipline "were found to be diverse, encompassing factors such as school size, home, individual, family, gender, ethnicity, school, societal, and peer group pressures". Gyapong et al, (2021), linked indiscipline behavior to "negative outcomes like low academic performance, undesirable student behavior, and school

dropouts". Mahoney, 2018; Mccaffrey. Pacula, Han and Ellickson (2010), stated that, "Relationships with peers are essential in predicting children's retention in school. Students who drop out of school tend to have bad behavior and aggression and get many suspensions. Deviant peer relationships play an important role in developing antisocial behavior".

Health factor: While looking at dropout rates, one cannot ignore the students who have mental health issues and have no access to diagnose their problems. School staff and peers often misunderstand students with such problems. Emotionally Disturbed children need to be evaluated and provided special education. Mitchell, Lee and Maureen, (2019) found that "students with Emotional Disturbance are at higher risk of social misconduct as such student's experience bullying and are likely to be suspended or expelled from school". Mitchell, Lee and Maureen, (2019), says that, "these children require Individual Education Plans (IEP) and accommodations. School dropout is often linked to various health issues, both physical and mental. Mental health conditions like anxiety, depression, and ADHD are frequently associated with increased risk of dropping out. Additionally, chronic physical conditions such as diabetes, heart disease, and asthma can also play a role. Poor physical health, including conditions like anemia and skin infections, have also been observed in school dropouts".

Vishal, Gadekar, Doibale, Gattani, Domple and Inamdar (2019), Studies show that, "anxiety and depression can significantly impair a student's ability to attend school and perform well academically, potentially leading to dropout". Attention-Deficit/Hyperactivity Disorder (ADHD) can also make it challenging for students to focus and complete coursework, contributing to school dropout. Substance abuse disorders and eating disorders are also associated with a higher risk of dropping out. Major chronic health conditions like asthma, diabetes, heart disease, and high blood pressure can have a significant impact on a student's ability to attend school regularly and

participate fully. Vishal et al (2019), reported that, “Nutritional Deficiencies: such as Anemia, a condition related to insufficient red blood cells, has been noted in school dropouts, potentially impacting their ability to learn and concentrate. Also, infections such as skin infections and dental caries (tooth decay) are other physical health issues observed in school dropouts, which can further contribute to school difficulties”

Banaag, Jasmine, and Joel (2024), says that, “behavioral factors play an important role in school dropout, which talks about students attitudes, engagement, activities and behaviours within the school environment”. Karacabey and Boyacı, 2018), says that, “School dropout is a behavioral change where students stop attending school specifically, the student's social class, including cultural capital, human capital, division of labor, and anomalies within that class, can provide insights into potential school dropout behavior.” Ouma, Ting and Pesha (2017), emphasized that, “the parental involvement and support in a student's education were significantly associated with lower dropout rates”. According to the findings, a number of variables, including a “loss of interest in education, are among the main causes of school dropouts in the community such as relocation, absenteeism from school, parent deaths and separations, lack of school supplies, peer pressure, family duties, early pregnancies, and early marriages, as well as negative perception of education in the community are just a few examples”. Trinidad (2022), acknowledges that, “dropping out of high school is influenced by student-level factors like poverty, race, gender, and behavior, as well as social factors such as school context and peer beliefs”.

According to Roy and Garcia (2018), “parental involvement and the development of social/emotional skills are crucial protective factors against dropout behavior”. Additionally, the study of Tsolou and Babalis (2020), highlights the importance of parental awareness of their children's social behaviour lives and their active engagement with the school. Various school-

related factors can contribute to student dropout behavior. These factors include “poor school performance, inadequate school administration, disciplinary actions like corporal punishment, and a lack of guidance and counseling services”. “Negative experiences within the school environment can diminish students' motivation, engagement, and sense of belonging, ultimately leading to dropout”. Banaag et al (2024), says that, social factors, including peer influence, cultural norms, and being part of racial minorities, can significantly impact student dropout behavior”. Banaag et al (2024), stated that “Negative peer relationships, societal expectations, and discrimination based on cultural or racial background can create additional challenges and barriers for students, contributing to their decision to leave school” Banaag et al (2024), says that, “Individual factors, such as an inferiority complex, can contribute to student dropout behavior. Feelings of low self-esteem, a lack of confidence, and a belief that academic success is unattainable may lead students to disengage from school and ultimately drop out”.

Poverty is widely recognized as one of the most significant socioeconomic factors affecting student dropout behavior. Students from low-income backgrounds often face numerous challenges that can increase their likelihood of dropping out of school. These challenges include limited access to educational resources, inadequate housing and homelessness, food insecurity, and limited healthcare access, among others. Understanding the multifaceted nature of poverty and its interplay with other factors is crucial for implementing effective interventions and policies aimed at reducing student dropout rates among economically disadvantaged populations. Socioeconomic conditions are typically considered as important factors influencing student dropout rates. Poverty can impact dropout rates through various mechanisms: Financial constraints where students from low-income families may face financial difficulties in accessing and affording education; Lack of resources where students from economically disadvantaged backgrounds may have limited access

to resources such as tutoring, educational materials, or technology, which can hinder their academic performance and increase the likelihood of dropout; Work and family obligations where students from low income families may need to work to support themselves or their families potentially leading to increased stress and reduced ability to cope, which may contribute to dropout; and Educational preparation from which students from disadvantaged socioeconomic backgrounds may have experienced inadequate educational opportunities in primary and secondary school systems. This disadvantage in educational preparation can create difficulties in adjusting to the demands of higher education, potentially leading to dropout. Banaag et al (2024),

Psychological factors play a significant role in school dropout, encompassing mental health issues, lack of motivation, and the impact of negative experiences at home and school. Erb-Downward and Evangelist (2018), stated that, "homelessness and housing instability can have a significant influence on dropout rates". It disrupts education where students often face frequent changes in their living situations, which can lead to disruptions in their education that increase the risk of dropout as students struggle to keep up academically. It causes emotional and psychological stress of the well-being of students, making it difficult for them to concentrate, engage in learning, and stay motivated to complete their education, unchallenging, or even harmful may develop negative attitudes, leading to disengage. Adolescents' psychological conditions can predict the intention to drop out of school. The inherent psychological aspects that become a character in a person affect future success, which is a description of a person's psychological profile Dongoran, Kalalo and Suamsudin (2020), stated that, "Factors that influence learning outcomes come from internal and extra factors. Internal factors include intelligence, interest and attention, talent, motivation, and maturity. External factors include how parents educate, parental attention,

relations between families, schools, and community environmental factors". Nasrun (2015), says that, "Poverty and psychological conditions are the two major causes of dropping out of school".

Rosada and Lestari (2022), stated that, "Adolescents may experience low learning motivation, are introverts, have low self-control, have high anxiety, surrender to circumstances, or get into child labor, adolescence is one of the most important periods in life to develop self-esteem". According to Erikson's psychosocial theory Batubara, (2016), Yusuf and Amin (2020), reported that, "teenager, individuals need a strong identity to know that they are unique and have talents and abilities as individuals who are ready to face the future". "Identity versus identity confusion is a stage of psychosocial development in adolescence". Erikson suggested that "individuals without a clear identity will feel depressed and lack self-confidence because they have no goals". Nadiah, Nadhirah and Fahriza (2021), stated that, "Individuals can accept a negative identity given as a loser to be recognized. Being an individual with a negative identity is still better than having no identity."

Adolescents who drop out of school also experience unresolved psychological conflicts and a lack of social support. Most of the children who choose to drop out of junior high school are afraid of not being able to have a decent job. As a result, these individuals feel confused about how to be successful themselves and worry about the future Istiqomah and Amin (2020), as experienced by the first informant whose family economy is limited, experiencing anxiety about the future, loneliness, body image, and bullying. Friendship support is a significant positive predictor of resilience function in later life. In contrast, family support negatively impacts resilience and adolescent psychosocial functioning in later life Van Harmelen, Kievir, Loannidis, Neufeld, Jones, Bullmore, Doian, Fonagy and Goodyer (2017), reported that, "During adolescence, the role of peers or groups has more influence on the formation of adolescent identity and the resilience of

adolescents to undergo the next stages of development. Some of the negative attitudes or personalities in adolescents show that during this stage of development, they fail to determine their identity. In addition, identity confusion in adolescents is caused by the psychosocial problems they are experiencing. These problems are caused by the presence or absence of a nuclear family that accompanies the developmental period, the status of the adolescent's family, namely single or complete parents, the role of the mother who has to work or not, the existence of sufficient pocket money and the level of parental knowledge regarding education. These psychosocial problems will cause disturbances in adolescents, the most common of which are depression and anxiety as internal disorders. At the same time, delinquency, aggression, educational difficulties, and school truancy are external disturbances." Bista, Thapa, Sapkota, Singh and Pokhare (2016), stated that, "Psychosocial forms adolescent identity. Apart from that, the good and bad psychosocial processes experienced by adolescents also affect their external conditions. Education and school are inseparable parts of the psychosocial processes experienced by adolescents. Hence, dropping out of school in adolescents is caused by psychosocial dysfunction."

Social and peer group influence: There are cases where children are being given all the important and necessary supports by parents or guardians for schooling, yet they still drop-out of school. Since children grow up and interact with different people in the society, there is every tendency that such interactions are often obvious in the behaviour of the individuals especially the adverse effects which could also influence the interest of the child's schooling which may lead to withdrawal from school before graduation. Afolabi (2019), stated that, "peer group also exercises considerable influence on the adolescence by setting a pattern of values and behaviour for an individual". In Afolabi (2019), the study showed that, "peer group was found to have influence members to drop out of school to join in activities such as going to the beach and parks to work as

carriers of lug and baggage during school hours". Battin (2000), stated that, "Even some of the dropouts from school can be attributed to peer group influence. Therefore, children who are not school inclined are influenced by their friends to drop out of school and engage in truant activities".

Andrews, Foulkes, and Blakemore (2020), stress that "as a child associate with friends who are smokers, drunkards or drug-addicts he is likely to develop a negative behaviour to school". "This is because adolescents adopt the group's behaviour in their quest to be acceptable in their peer groups leading them to deviant behaviour. This deviant behaviour also results in suspension and expulsion from school". Jeremy and Derek (2018), added that "deviant behaviour like stealing, smoking, dishonesty, disobedience, drug abuse, examination malpractice, cultism, armed robbery among others could result in dropping out of school."

Family Dynamic Factors

Some students leave school for financial reasons so as to assist their families on their business/trade. Secondary school education involves both apparent costs and concealed expenses. Many schools assess a number of student fees, the bulk of which go to provide materials for courses. Thus, it could be said that poverty is conversely related to dropout. This equally means that children from rich homes or families have lower risk of dropping out from school over their colleagues from poor families or homes. Monga, Monga, and Monga (2016), stated that, "the family of a child is very important in molding the personality of a growing child. A positive family environment helps in motivating children to acquire an education". "They found that "parents of dropout children were either illiterate or had low education background hence were unable to give proper guidance and motivation to complete their education". Some research suggests that children who experience trauma in their early developmental years are more prone to dropping out of school". Duke (2020), said that, "the higher the number of traumatic incidences, the more the

adverse effect on educational outcomes". "Children who had experienced trauma before or during elementary school fail to get good grades, they have behavioral issues and low attendance. Children with traumas in their past exhibited school refusal behaviors, anxiety, and depression." Enyegue, Parfait and Eloundou (2020), stated that, "Family size influences children's schooling cycle greatly, in comparison to children with fewer siblings, children with more siblings tend to enroll in school later, repeat grades more often and dropout of school earlier. Consequently, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout."

Chugh (2021), found that, "in India, having a large number of siblings, children were associated with a 36 percent increase in the odds of dropping out of school, in comparison to the odds for smaller families". Enyegue, Parfait, Fouad and Giroux (2016), says that, "theoretically, it is widely accepted that large family size in most developing countries constrain limited resources of households on child investment, health and education". However, empirical results of different studies indicate that a negative impact of large family size is neither universal nor inevitable Sudha (2017) says that, "the effect of family size is conditioned by the specific cultural, political and socioeconomic settings."

Pong and Ju (2020), says that, "The type of family that a student lives in does affect the likelihood of dropping out of school". "Family types include two-parents, single-parent, grandparents and stepparent families Single-parent families can be further broken down into female-headed households as well as male-headed households. Divorce, separation, and death of a spouse are all variables that define change in family type from a two-parent family to a single parent family, a grandparent family or stepparent family". Pong et al. (2020), notes that, "children from single-parent or female-headed households are more likely to drop out than are children who

reside in two-parent families and Children living with stepparents are also more likely to drop out of school than children in a two-parent family". Pong et al. (2020), stated that, "a child's relationship with his or her parents can affect their chances of dropping out of high school". Lichter, Cornwell and Eggebeen (2019), stated that, "Factors that are associated with a child's relationship that negatively affect their chances of educational attainment are, the physical absence of adults in the household due to divorce, the limited amount of time parents and children spend together due to the rise in two earner families, and the corresponding parental inattention to children's activities such as monitoring school performance or instilling educational values". Lichter et al, (2019), stated that, "a child needs the attention of a parental figure. The less time that a child spends with his or her parents creates a gap in their relationship that could lead a child's attention towards a person of less nurturing and more deviant characteristics". Lichter et al, (2019), says that, "Children of parents who are separated or divorced may be lacking the attention that is needed especially regarding their education". Edet and Ekegre (2020), reported that, "the changing nature of the family affects schooling access". Russel (2021), stated that, "Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school". Nyamukapa and Gregson (2015), says that, "Bereavement amongst family members and in particular parents often makes students more vulnerable to dropout, non-enrolment, late enrolment, or slow progress."

Nixon and Rao (2022), found that, "social and economic factors such as low interest in education, taking care of siblings, fear of anti-social elements, priority given to brother's education, ill-health of parents, and poor amenities in school were found some of the factors responsible for girl-child dropout from secondary schools in rural areas of Visakhapatnam

districts". Kumar, Sangram, Solomon and Sagurti (2023), conducted a longitudinal study to determine the reasons for adolescent school dropouts in India through a sample size of 11,864 girls and 4,428 boys from the states of Uttar Pradesh and Bihar. "The Highest prevalence was found in lower economic and social strata. Interaction with parents, education of the mother, sports participation and having a role model decreased risk of school dropouts. Substance abuse in boys, lack of interest in studies, gender discrimination, family problems and engaging in paid work are factors leading to dropout".

According to Stewart (2021), "homeless, foster care youth, and juvenile justice youth face adverse outcomes of education. These are often labeled inappropriately and judged by their school staff and peers which ends up in dropping out". Gross, Mann, Bluez and Sulkowski (2017), reported that, "Homeless students feel unsafe outside school and uncomfortable in school. Teachers are not aware of the severity of their situations and are also not trained in assessing their student's emotional needs to meet educational goals. Homeless students feel shame and guilt and withdraw themselves from social and educational settings. Foster youth face different problems in school. They often lag academically but have high graduation rates compared to homeless students".

Msafiri (2022), says that," School dropout among girls is a serious issue in developing countries. Though national, international, and regional initiatives are being taken, Tanzania is facing the problem of girls dropping out of school. With the help of semi-structured interviews, it was found that sociocultural factors such as early marriage, female genital mutilation, social attitude against girls' education, and low level of parent's education are the main reasons behind girls' dropout from school."

Cultural characteristics play an important role in education. In any culture, people promote or disregard some activities. Also, some norms might be irrelevant in another culture. Therefore, absorbing different cultures is a challenging task for individuals. Those who deviate from the cultural norms are perceived to be inadequate. Devi (2020) stated that, "dropout can be seen through cultural perspectives".

Rosada and Lestari (2022), found that, "dropped-out adolescents have low motivation toward learning, are introverted and less able to control themselves". Rosada et al, (2022), says that "Students who experience anxiety tend to give up easily. Their parents were less responsible and had low educational aspirations. Other factors responsible were student-teacher conflict, low involvement of teachers in the school, bad influence of peers, and bullying. All these factors badly affect the psychological condition of adolescents and their social relations which make them vulnerable to dropping out of school".

Garg, Chowdhury and Sheikh (2023), provided evidence that "school dropout is an enduring issue in India affecting the progress in educational attainment. Factors like caste division, financial constraints type of institution, distance from the institute, unable to cope with studies, and quality of education are major reasons which elevate the risk of dropout from school in India".

Johansson (2021), through a sample of 155 pertinent studies identified that, "School dropouts are depicted by many social, behavioural, and emotional characteristics of externalising problems (acting out, aggression, non-performance) and internalising problems (depression, anxiety and social withdrawal)". Boudjehem and Lafifi (2024), designed an "early warning system to identify students at risk of dropout in e-learning environments. Such students are then provided help anonymously to overcome difficulties and prevent them from dropping out". Sihare (2024), says that, "the Government of Andhra Pradesh used technology to identify key trends for student

dropouts such as inadequate furniture and poor toilets, low learning outcomes, and transition problems. This resulted in the active pursuit, tackling problems and counselling of students to prevent dropout."

Family factors, such as poverty, low parental education, and negative parental attitudes, significantly contribute to school dropout rates. Additionally, factors like family conflicts, early marriage, and a lack of parental support can also impact a student's decision to leave school. The factors resident in families like single parenting, non-placing value on the education of the children and neglect of the girl child education have one influence or the other on the drop-out rates among our secondary school students in this local government area specifically and in Nigeria generally. Benjamin, Ronald and Catherine, (2015) stated that, "family relationships and home climate of the drop out are relatively unhappy". Benjamin conducted a large-scale study between drop outs and the graduates and their families, the subjects in both groups were white 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, Estevao and Alvares (2014), described dropouts "as coming from low-income families whose parents had little or no education, and who were unemployed or had jobs that gave them little or irregular income". The study also identified reasons for dropping out "such as poor health due to malnutrition, distance between home and school, lack of interest in the school system". Estevao and Alvares (2014), further 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". Pomerantz, Moorman and Litwack (2017), stated that, "Family background has long been recognized as the single most important contributor to success in school". Research has attempted to identify what aspects of family background matter and how they influence school achievement While much of this research has focused on the effects of family background on academic achievement, a sizeable body of research has investigated the effects of family background on student dropout and graduation. The research has identified three aspects of families as most important: (i) family structure, (ii) family resources, and (iii) family practices. One of the most widely studied features of families is its structure Hoover-Dempsey and Sandler (2019), says that, "Family structure generally refers to the number and types of individuals in a child's household." "Family structure affects the physical, social, and cognitive development of children through its relationship to other features of families, particularly its resources and practices. For example, single-parent families, particularly female-headed families, have lower incomes and are more likely to depend on public assistance". U.S. Census Bureau, (2017), says that, "in 2017, 40 percent of children living with their mother only had a family income below 100 percent of the poverty level, compared to nine percent of children living with both parents Family practice that promotes school achievement, such as monitoring and supervision, are also lower in single parent and stepfamilies, compared to two-parent families." Astone and McLanahan (2019), reported that, "Many family factors have been identified as influencing drop out of students in secondary school". Jencks, Smith, Acland, Bane, Cohen, Gintis, Heyns, and Michelson (2022), notes that, "parental education is the most consistent determinant of student's education". Ersado (2015), stated that," Higher parental (household head) level of education is associated with

increased access to education, higher attendance rates and lower dropout rates" (p455). Ainsworth Beegle, and Koda (2015), says that, "a number of reasons are put forward for the link between parental education and retention in school". Pryor and Ampiah (2013), stated that, "Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling". Brown and Park's (2022), research on China indicates that, "for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14 percent". Al Samarrai and Peasgood's (2018), research in Tanzania suggests that "the father's education has a greater influence on boys? secondary schooling; and the mothers on girls? They further argued that educated mothers give preference to girls' schooling, implying that mothers have a relatively stronger preference for their daughters' education and that their education affords them either increased household decision-making power or increased economic status". Glick and Sahn's (2020), results taken from research in an urban poor environment in West Africa offer some similar outcome. Kurebwa and Wilson (2015), in their study done in Zimbabwe, contend that, "the absence of motivation on the side of parents and pupils is likely to result in poor academic performance and pupil dropout".

School Environment Factors

Khan, Tahir and Shah (2021), says that, "the social environment of the school deals with the way in which the school environment influences or supports the interactions between teachers and students, students and students, teachers and teachers, teachers and school management, students and school management, and even interactions between parents and school staff As a matter of fact, when students view their teacher(s) and the entire school system as being supportive they report higher levels of interest, valuing, effort, and enjoyment in their schoolwork." Fraser and Fisher (2022), stated that, "the academic environment otherwise known as the teaching and

learning environment, is the classroom situation where the entire teaching and learning processes in school is basically an interactive session between the teacher and the learners on one hand and between instructional materials usage and instructional delivery on the other hand. Nevertheless, in between these two extremes lies students' readiness to learn and teachers' willingness to teach effectively". Furthermore, in every school academic environment, teacher quality matters so much, in terms of mastering of their subject area and professional training. This is because, if teachers are not qualified, teaching and learning may be faulty and so, students' academic performance may be affected and they may likely dropout. Both boys and girls may have their different reasons for dropping out of school. For this reason, some researchers see school dropout as gender-specific social problem Taddese and Tadele (2019), stated that, "because the perceptions of male and female students in the schools are not the same. For instance, some male students feel being insulted in school or wasting their time going to school when their mates are making money by having their own businesses and so dropout of school to earn money with their mates. While, the female may perceive all physical task given in the school as being so difficult and so decide to dropout". Contreras, Gonzalez, Lascar, and Lopez (2022), emphasized "the importance of nurturing positive and robust relationships among students and teachers to decrease the number of dropouts". Abedi and Devi (2021), recognized the "gender gap in literacy levels of girls and boys at secondary and primary levels. Other than poverty, non-availability of secondary schools in the villages, absence of sanitation and toilets, children expected to help in economic and domestic work, no vocational and educational guidance in schools, and distance from home result in dropouts". El Fadely (2024), analysed dropping out nursing students and found that, "students select courses without reflecting on their choice or consideration of their professional interests. They tend to select a course, just to get the certificate, even though it was not their first choice.

Very soon they start experiencing a gap between their expectations and reality. They realise that this is not the profession they had dreamed of, which results in dropping out of the program".

Samasonok, Kamienas, and Juskeviciene (2023), connected the complex nature of this phenomenon to the "extrinsic and intrinsic motivation of students. No encouragement to have active engagement in the study process, the study content is outdated and not meeting the needs of the current labour market, the lack of skills and knowledge gained during the course relevant to prepare for professional work, as well as the non-existence of opportunities for obtaining valuable experience are reasons for dropouts". Martín-Arbos, Castar Lenas, Morlesvives (2024), found that, "academic help-seeking and sexual orientation predict dropout intentions". Martín-Arbos (2024), says that, "Students should feel safe and supported in their school. A positive school climate needs to be fostered for the good academic performance of the students". Cardinal (2021), reported that, "Lesbian, gay, bisexual, transgender, or queer (LGBTQ) students often face hostile and challenging school climate because of school practices and policies. School curricula are mainly focused on heteronormative structures LGTBQ students experience physical abuse, verbal harassment, and isolation. Insecure and unsupported feelings at school affect the mental well-being and academic performance of these students". Cardinal (2021), says that, "There are a range of desirable qualities that students are expected to develop. These are feelings of self-worth, an understanding of ethical theories and values, love for the country and the development of aesthetic and moral sensitivity. Formal education systems are designed to prepare students to live in the real world, as professional educators". Cardinal (2021) and Dinkin and Englert (2025), reported that, "The teachers consider it as their serious duty to guide their students on the right path. The students on the other hand must develop societal values such as a sense of responsibility and commitment in order to become valuable members of society. Their involvement in school activities will enable

them to do that. Yet, students who drop out of their secondary school programme usually do so because of academic reasons. It may be that they can no longer cope with the demands of an academic programme and they feel that the formal education system has nothing again to offer them and in many cases, hence, they drop-out."

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The loss of motivation to learn can lead to dropout. This loss can result from teachers holding low expectations of learners. In a study in the USA, Smith, and Naylor (2021), found that "the stereotype that Latino children are lazy and don't try hard enough to be successful makes them pessimistic and leads to the loss of motivation for and commitment to their studies". When learners feel unmotivated and undermined by teachers, they see little reason to attend school. Retaining students in school until they complete is one of the significant indicators of school effectiveness Crosling (2017). For instance, in Turkish secondary schools many students are unmotivated by issues such as lack of autonomy, less freedom of choice which results in dissatisfaction and lesson disengagement among students Tasgin and Tunc (2018), stated that,

“Students who lack freedom and autonomy in school find school boring most of the time and if there is no intervention to cure the situation they are likely to leave school most of the time. Sometimes there are recluse students who are shy and inactive and do not confidently participate in the classrooms; if they couldn’t get motivation through teachers' support they are likely to be left behind and they can even depart from school” Tasgin and Tunc (2018), stated that,” Students with low motivation feel desperate and are reluctant to learn”. The study done by Krstic, Ilic, and Videnovic (2017), in Serbia indicates “low motivation for learning being one of the reasons associated with the issue of dropout among students”. They argued that “truancy is one of the first signs of drop out and one of the indicators of low motivations for learning”.

Siddique, Tagar, Khoso, and Tagar (2019) argue that, “deteriorating quality of education is also linked with worst situation of infrastructure of schools in Sindh province”. Tabassum, Manzoor, Ahmed, Zahid, Ikram, and Munir (2019), argue that “it is difficult for a school to function without the provision of basic facilities. In addition, basic facilities especially drinking water, toilet and boundary wall do affect the girls’ enrolment”. Tanveer and Bajwa (2015), in their research study the impact of school infrastructure on primary and middle school enrollment in 36 districts of Punjab and concluded that, “school infrastructure significantly impacts enrollment of both genders. But this factor becomes more important in case of girls as their school enrollment can increase by 2.72% with one unit improvement in school infrastructure quality”. Javeed (2020), research found that, “absence of water and sanitation facilities at schools are main hindrances for female students to attend school during menstruation”. Khudadad (2018), research, using data collected in 2015 for Annual status of Education Report, analyzed the impact of school-built environment on achievement of 72,843 students of grade 1 to 10 in Pakistan. They found that, “school-built environment is significantly and positively linked with students’ academic

achievement in all grades". They also highlighted a "gender dynamic of the problem, as female students were found more vulnerable than male students due to poor built environment of school, especially if the school lacks in sanitation and water facility". Wajid, Awan, and Kahn's (2022), research in Shahpur, Pakistan found that 40% teachers believe that, "unavailability of physical resources is the cause of school dropout".

Exogenous Factors Responsible for dropout

Societal factors significantly impact schools, encompassing various aspects like community dynamics, government policies, and even social media's influence. These factors can affect student well-being, academic performance, and the overall school environment. Example of social factors are safety and resources, Social Cohesion, Parental Involvement and Engagement, Parent-Teacher Communication, Parental Involvement, Government Policies and Funding, Education Budgets, Policy Initiatives.

Government policies

One of the strategies for implementation of Universal Basic Education (UPE) programme in Nigeria is the disarticulation of secondary schools, which entails the carving out of the three junior classes (JSS 1 to 3) in a secondary school to form a separate and independent school and the remaining senior classes (SS 1 to 3) to form another separate school. Such disarticulation however involves the sharing of the assets and liabilities of the parent school. The inclusion of disarticulation in the implementation strategies of Universal Basic Education (UBE) programme is premised on the belief that if effectively implemented, it will give room for proper focus on Junior Secondary aspect of basic education as well as enhance the achievement of UBE objectives. It is also envisaged that with the JSS forming separate entities, more students can have access to

secondary education while more teachers, infrastructures, and facilities can be acquired for teaching of students. There is the belief that if Junior Secondary Schools operate as separate entities, there will be better accountability in the management of resources being committed to UBE while effective monitoring of the situation in the schools will be achieved. At the meeting of National Executive Council of All Nigeria Conference of Principals of Secondary Schools (ANCOPSS), held at Abeokuta in 2010, it was confirmed that since 2004 when UBE Act became operational, many states were yet to fully comply with the disarticulation directive, few states had fully disarticulated, many states had haphazardly disarticulated, while some states are yet to commence the process. From all indications therefore, the issue of disarticulation is turning to be a carryover of the existing problems in secondary education such as inadequate teachers, infrastructural facilities, fund, and the creation of new ones such as rivalry among teachers and schools' administrators for positions; redundancy. Many people are contending that the policy is only meant to create vacancies for those aspiring to take up leadership positions in secondary schools while some believe that it will at the end be another investment in futility. As such, many states that had disarticulated their schools are re-articulating them thus implying a return to the status quo and confusion in the implementation of UBE.

Socio-cultural factors

Yahooism or internet fraud: Yahooism or internet fraud is one of the factors of school dropout, as students especially male do no longer want to study. Yahooism is the process of cybercrimes sending or defrauding people through yahooemails. This means make them rich within the shortest time and with this, they see education as a fail system as many of them will say. A secondary school boy can become very rich in less than one year and then influence other of his mate who are always willing to join him. Prostitution is not excluded in this matter, as young girls

are no longer willing to go to school but prefer to stay in different hotel to prostitute for money. For example, I was in a bus one day when two girls were mocking another young lady who was roasting maize at the bus stop, one of the girls said that in a night, she can make money that can buy all the lady's maize and even change her hair. It is as bad as that. Concept of Yahoo-yahooism in Nigeria Yahoo-yahooism has been described in various ways. Adejoh, Alabi, Adisa, and Emezie, (2019), conceive it as referring to the "activities which entail the use of computers, phones and the Internet to defraud unsuspecting victims, especially those outside the country (Nigeria)". The words "Yahoo-yahooism" and "internet fraud" are for this reason synonyms. Yahoo is an internet search engine and yahoo mail were the most popular form of sending electronic messages before the advent of Google mail. With time, people, particularly the young, found a way of defrauding unsuspecting for foreigners online, majorly by impersonating important foreign government officials in order to propose highly questionable economic transactions.

By using such impersonation and by deceiving and defrauding unsuspecting victims, who mistake them for genuine foreign government officials and business in vestors, internet fraud provided the "internet fraudsters" quick and easy benefits. In Nigeria, however, since most people defrauded their victims using the yahoo search engine and yahoo mail account, the practice was termed "yahoo-yahoo" and the perpetrators were called "yahoo-yahoo boys Lazarus and Okolorie (2019), Adejoh et al., (2019). Akinboyo (2021), traces the origin of yahoo yahooism to "the 1980s when the practice of "419" was very common arguing that hardly a week passes without the Nigerian antigraft agency, the Economic and Financial Crimes Commission (EFCC), not parading young men for yahoo yahooism (cybercrime) or some being jailed by the courts for the crime". Between January 9 and March 29 2021 in the Southwest region of Nigeria alone, the EFCC arrested over 281 suspects of yahoo yahooism Akinboyo (2021). The number "419" relates to the

section of the Nigerian Criminal Code that deals with fraud and the sanctions applied to offenders who in the 1980s used fax and physical letters to defraud their victims. The understanding of yahoo-yahooism has evolved with time. With the ad vent and use of Google email accounts, many internet fraudsters resorted to Gmail as well to carry out their activities. Thus, such persons were referred to as "G-boys". Later on, the fraudsters added a new dimension which included the use of rituals in their practice.

Adejoh, Alabi, Adisa and Emezie (2019), have posited that, "cybercrime is common among young people and mainly students of universities, who live a lavish lifestyle and buy luxurious items such as cars, expensive pieces of jewelry, etc. They hardly invest their loots in their education: these persons often have poor academic performance because they hardly attend lectures". Ike (2020), stated that, "non-hard-working people cannot be productive and there can be no development and authentic growth in such an environment". Indeed, Ike (2016), opines that, "the crisis of youths' involvement in yahoo yahooism is the problem of dearth of the value of hard work in Nigeria stating that "the root of the multiple crises confronting humanity today is a crisis of values that must be resolved before there can any hope of lasting solutions to the problems.". One of the major causes of this decadence and weakness of the will, is the misplaced priority of seeing the acquisition of wealth as an end in itself instead of seeing it as a means to an end. In other words, genuine wealth is primarily for service to humanity and by extension brings about the satisfaction of helping humanity.

Types of School Dropouts

There had never been any recognizable and universally acceptable classification or types of school drop-outs, however, an attempt is hereby initiated below for the purpose of constructive criticism and modification where it is deemed necessary. This classification as earlier noted is not

based on any prior pattern and/or standard but a self-designed classification by the researchers. Although, Oke and Tejumola, (2021) classified school dropout as;

1. Circumstantial Drop-outs

This is the type of drop-out arising from all situations or the circumstances that are prevailing in the environment at a particular time which forces the student who may be or may not be a potential drop-out, to drop-out of school. In essence, all students who dropped from school due to environmental factors like poor access to the appropriate type of education or school, changing nature of climate and weather conditions, security and safety of the environment, quality of school, availability of jobs, motivation, ill-health, among others are classified in this group, Oke and Tejumola (2021).

2. Status Drop-outs

When students drop-out of school because of certain social, economic and political factors, they are regarded as status drop-out. This type of drop-out is already a potential drop out before they eventually dropped out of school. For example, students who leave school before graduation because of family background, caste system in the society, poor educational background of both the family and the society, disabilities, due to genetic reasons, gender preference and political reasons Oke et al (2021).

3. Cohort Dropouts

The cohort dropouts are those who jettison school before completion as a result of the influence of the group to which they belong. The influence of peers or friends here is of great relevance to the nature of the dropout, for example, early marriages, unwanted pregnancies, among others. Oke et al, (2021).

Consequences of School Drop-Out on the Society

No matter what the causes of school dropouts are, there are definite consequences of leaving school before graduation and these consequences have serious negative effects on the educational, social and economic lives of the country. Rumberger (2013) said that, "dropouts are more likely to engage in crime and other nerve-racking activities in the society". Nwankwo (2006), stated that, "the productivity capacity of educated workers in industry suffers when students drop-out of school". He also observed that, "dropouts make a similar proportionate contribution to the government through tax and the dysfunction associated with dropped out, thus higher rate of admission to mental hospitals, higher rate of incarceration and increased number of inmates in the prison". The problem drop-outs are likely to encounter after they leave school are mostly personal, some of which are unemployment, low aspiration and higher incidence of delinquency which are similar to the ones that make them drop-out of school. To this, Gerber and Redmon (2009), stated that, "a person who dropped out of school is more likely to be unemployed than a high school graduate". If they are able to find work, it will be relatively a low paying one with little opportunity for career advancement. Dropouts often face higher rates of unemployment, lower earnings, and poorer health outcomes. School dropouts can contribute to increased crime rates, reliance on government assistance programs, and a loss of potential economic contributions.

Prevention of Dropping out in Secondary Schools

In order for the community to intervene and help dropouts, community members must know what dropouts themselves think about their situation. In this regard, Ubogu (2004), revealed that, "in a recent interview with drop-outs, on what they thought would have improved their ability to finish school, responses indicated that, clear supports provided within a school environment and also from the communities would improve a potential dropouts chance for staying in school".

In addition, youth mentoring programmes exist to provide role models and help a child to develop socially and emotionally. Mentors help students understand and communicate their feelings, relate to their peers, develop relationships with other adults and stay in school. Community members are often willing and able to serve as mentors but do not know how to get involved in schools. Other considerations are briefly discussed below.

1. **Provision of Quality Education:** Quality Education is one that is sound and educates the learners to be active and productive members of the society. Quality education could be defined as one that focuses on the whole child – the social, emotional, mental, moral, physical and cognitive development of each learner regardless of gender, race, ethnicity, socio – economic status or geographical location. It prepares the child for life, not just for testing. A child that has been neglected by home should be rehabilitated and shown love by the teacher. The students should be free enough with their teachers and should be able to discuss their problems with them. The advice the teacher will give students will be towards providing a lasting solution to such students‟ problems. However, students that are not free enough might keep to themselves or resort to taking hard drugs thereby compounding their problems. On the long run, they might drop-out of school and later turn to hardened criminals Foyewa (2019). The teachers, therefore, are expected to play the role of counselors, parents and mentors to the students. Any bad habit earlier found in a student can be curbed if it is discovered earlier enough. Government should make resources available and direct course of action to ensure that each child enters school healthy, learns and practices a healthy lifestyle; earns in an environment that is physically and emotionally safe for children and adults; is actively engaged in learning and is connected to the school and wider community; has access to personalized learning and is supported by qualified and caring teachers; is challenged academically and is

prepared for success in school for further study and for employment and participation in a global environment Maisamari (2019) and Oke, Ogunwuyi, Olorode and Adeniran (2019).

2. **Re – designing of the curriculum:** There is need for Nigeria to re - design the school curriculum and teaching for the purpose of preventing students dropping out of schools. The school curriculum should be made to include issues related to global challenges of violence, peace and security, terrorism and inequalities among others and not just for certification alone. Most students passed through the school without having the school passed through them. Most of the curricula contents are not very interesting and relevant to the immediate needs, and most importantly, the teaching and learning activities done by the teachers in the classroom are very dull Nwankwo (2006). Hence, such students dropped out of school and engage themselves in criminal activities since they have to survive. Also, priorities within the country and the globe have changed, and the original focus of education in the country has changed. Therefore, the Nigerian curriculum must be re-designed to meet the newly articulated aspirations and global challenges. The curriculum should be a planned, purposeful, progressive, systematic and interesting process to create positive improvements in the educational system. Our system of education should be directed towards making provision for self-job opportunities after leaving schools. Nigeria education system should be engineered towards entrepreneurship. Acquisition of skills for self - reliance should be the focus of our educational system if the drop-out rate will be reduced. Similarly, curriculum at each level of our educational system should include the teaching of consequences of evils and punishment for these anti-social behaviours. The newly-envisaged curriculum should further emphasise the teaching of morality in schools. According to Foyewa (2019) in Oke, Ogunwuyi, Olorode and Adeniran (2019), "once in a while, the curriculum should give access to learners visiting prisons, juvenile homes and police

cells. If learners are exposed to various punishment criminals and evil ones in the society are awarded for committing crimes, there is the possibility that they might not drop-out of schools and be afraid of involving themselves in such activities."

3. **Provision of Inclusive learning and teaching:** As a country, we need to create equal opportunities for our students to succeed regardless of their gender, ethnicity, cultural and socio – economic background or disability, by recognizing and harnessing their diverse cultural backgrounds and identities while creating opportunities for them to learn from each other. By so doing, we make their differences asset rather than liabilities. Teaching and learning should also facilitate all students‟ sense of personal and professional identity and sense of belonging within a field, so that their background can contribute to their success. Teachers should design a diverse range of teaching, learning and assessment approaches that recognize and support the needs of students both as individuals and as members of a learning community, removing barriers to learning and creating a more equitable experience to assist all students, regardless of health issues or language support needs. In addition, it should counter the effects of unconscious bias in individuals and in institutional structures through creating and implementing evidence based policies. Students work and learn better in an inclusive teaching and learning environment which depends on teachers‟ attitudes, curriculum content, interactive classroom communities, appreciation of the value of different backgrounds and opinions, and social culture on campus Maisamari (2019) and Oke, et al., (2019).
4. **Increase Investment in Education:** Top schools around the world are realizing the need to increase investment in their education. Nigeria has the opportunity to be at the forefront of this innovation in education if we act now. The UNESCO requirement that 26% of the annual budget of any country should be allocated to education has never been met by all successive

governments in Nigeria. If educationally developed countries and continents desire that much, then the developing and underdeveloped countries need that much Maisamari, (2019) and Oke, et al, (2019).

5. **Make room for Pedagogical Strategies:** There is the need for a definite change in pedagogical strategy of fact–based traditional lecturing to interactive teaching. Teaching today, requires new approaches that favour generic learning and the ability to develop intellectual skills far beyond memorization of facts, formulas and events. For education in Nigeria to measure up to that of developed countries in the world, innovative teaching and learning methods that are participatory should be employed, while teachers need to become facilitators, motivators, guides and co-participants in the teaching and learning processes Maisamari, (2019) and Oke, et al, (2019).

Create world class learning spaces: New forms of pedagogy require high quality, digitally – rich and multi – functional teaching spaces. Trends towards shared space for learning and teaching in formal schools in the country highlights the continuing need for the provision of social spaces within schools and classrooms that enable students to meet and foster a sense of community. Library space must include a variety of learning, teaching and study spaces that are open to everyone across the schools. The provision of spaces for study, collaboration and social activities should correlate with modern modes of office working. The need for increased flexibility is also driven by the differing requirements for students at different sites and the changing needs of our community throughout the year Maisamari, (2019) and Oke, et al, (2019). Increased risk of engagement in high-risk behaviors: such as premature sexual activity, early pregnancy, delinquency, crime, violence, alcohol and drug abuse, and suicide.

Dropouts make up nearly half the prison population.

Theoretical Framework

The theoretical framework of this study is based on Deviant affiliation theory, developed by Battin-Pearson (2000). Deviant affiliation theory posits that school dropout is linked to a student's association with antisocial peers who are themselves disengaged from school and prone to dropping out. The theory posits that individuals, particularly adolescents are influenced to engage in deviant behaviours by their selective association with peers who also engage in such behaviours. It emphasizes the role of peer relationships in influencing a student's decision to drop out of school. Students who associate with peers who are disengaged from school, exhibit antisocial behaviors, or have low academic engagement are more likely to drop out themselves. The theory suggests that the presence of these negative peer influences can lead to a decline in a student's academic engagement, motivation, and overall well-being, ultimately increasing the likelihood of dropping out. While the theory primarily focuses on peer relationships, it also acknowledges the potential role of family relationships and shared experiences in shaping a student's school engagement and likelihood of dropping out.

The theory is relevant to this study as deviant theory ascertain that peer group influence particularly with anti-social peer can lead to student dropout from school, as many of the students that dropout are highly influence by their peer group. This theory posits that association with delinquent or substance, using peers is among the most reliable risk factors in the development and maintenance of conduct problems and problem behavious. It further explained that individual, family-based and broader contextual risk factors can predispose youth to affiliate with deviant peer groups.

Empirical Review

The empirical literature review is concerned with analyzing other researchers works that are similar to the topic under review to find out how far the study has been reached by other researchers and to discover the gap in their studies. The review is carried out under the subheading below.

Exogenous and Endogenous Factors of Principals, Teachers and students' perceptions on student dropout rate

Amelia and Unbehaum (2025), conducted a study on the perception of lower secondary teachers on dropout in pandemic context. They sought to know teachers view on causes of school dropout during the return of person to school activities in 2022, in Sao Paulo of the 174 teachers working at the six-secondary school analysed 140 responded to the questionnaire, resulting in an 80.5% response rate. The result was based on an average score calculated using a four point likert scale (4= very important, 3=important, 2= slightly important and 1= not important).

The result showed that student most likely to dropout were boys and the data showed that teachers were aware of students at risk and understand their socioeconomic context as well as receiving guidance and policy recommendation to address the changes in the post pandemic school environment. The study identified lack of family support for studying, disinterest in school and poverty as key drivers of school dropout and consequently, a primary indicator of educational inequality.

The result recommended remedial study and classes as a prevalent strategy for mitigating school dropout and also recommended that periodic learning assessment be linked to remedial classes for those who needs it. This reflects an understanding that learning difficulties play a role in the process of student becoming disengaged from school.

Ameh, Ekaette and Nna (2015), conducted a study on the indicators of student dropout from school as perceived by teachers in Calabar metropolis of Cross Rivers State, Nigeria. The study investigated indicators of students' dropout from public secondary schools as perceived by teachers in Calabar Metropolis of Cross River State, Nigeria. Descriptive research was adopted and two research questions were raised. The population of the study was 1,343 teachers in 26 public secondary schools. Stratified sampling technique was used to select 336 teachers that responded to a questionnaire titled "Indicators of School Dropout Scale (ISDS)". The instrument was subjected to face validity and Cronbach Alpha reliability. The reliability index of .81. Descriptive statistics (Mean) was used for data analysis. The mean scores determined the acceptance or rejection of the rating items. In order to make decisions from results obtained, the criterion mean score of 2.5 was used. The results of the analysis revealed that teachers perceived household and school factors as associated with students' dropout from secondary schools. Based on the findings of the study, it was concluded that teachers perceived students dropping out from public secondary schools in Calabar Metropolis to be associated with household and school factors. Based on the findings, it was recommended among others that poverty reduction measures should be strengthened in Calabar Metropolis to enable families get higher disposable income for the education of their children/wards.

Ameh, et. al (2015), conducted a study, to examine the indicators of students' dropout from schools as perceived by teachers in Calabar Metropolis of Cross River State. The aim of the study was to know teacher's perception on dropout. Two research questions were raised and answered in the study. The study adopted a descriptive survey method. The design was chosen because of the descriptive and after event nature of the research. Subjects who participated in this study were 1,343 teachers from 26 public secondary schools in Calabar metropolis (8 secondary schools with

560 teachers for Calabar South Local Government Area and 18 secondary schools with 783 teachers for Calabar Municipal Area). These respondents were selected through a stratified sampling technique. The metropolis was divided along the two local government areas to form a stratum (Calabar South and Calabar Municipal). In each of the strata, 25 percent of the teachers were selected to participate in the study using a simple random sampling technique. The sample of the study was 336 teachers (196 teachers from Calabar Municipal and 140 teachers from Calabar South). A questionnaire titled "Indicators of School Dropout Scale (ISDS)" was used for data collection. The instrument contains 22 items designed on a four-point Likert type scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1 to elicit information from teachers on their perception of the indicators of students' dropout from schools. The instrument was subjected to face validity and Cronbach Alpha reliability. The reliability index was .81. Descriptive statistics (Mean) was used for data analysis. The mean scores determined the acceptance or rejection of the rating items. To make decisions from results obtained, the mean responses were computed thus: 4+3+2+1= 10/4 = 2.5. In the light of the above computation, any mean score above 2.5 was accepted, while the mean score of 2.5 and below was taken as rejected. Mean (X) ratings of teachers' perception of household factors associated with students' dropout from public secondary schools. The results revealed that the mean score of respondents in all the items except for items 6 and 9 with mean scores of 2.46 and 2.30 respectively were below than the criterion mean of 2.50. The grand mean of 2.86 shows that the respondents agreed that household factors are associated with students' dropout from public secondary schools in Calabar Metropolis, except for birth order in the family and negative attitude of parents towards education. Based on the findings of the study, it was concluded that teachers perceived students dropping out from public secondary schools in Calabar Metropolis to be associated with household and school factors. Based

on these findings of the study recommendations were made for families, schools and educational planners on how to tackle ugly situation.

Ige and Adenuga (2021), conducted a study on factors influencing dropout of students, as perceived by principals of public secondary schools in Central Senatorial District of Ondo-State, Nigeria. They adopted a descriptive design. Two questions were raised and two hypotheses were formulated to guide the study. All the 107 Public Secondary Schools in the district were the main population while principals of the schools were targets. Data were gathered through the use of a questionnaire, designed, validated, and tested for reliability. The data were analyzed using frequency count, percentage, mean, as well as the Statistical Package for Social Sciences (SPSS) while the hypotheses were tested using t-test statistic. At the end, it was found among others that poverty influenced the drop out of students.

Effiom, and Jacks (2019), conducted a study titled triggers of school dropout among secondary school girls in Cross River State, Nigeria posited that no nation can toy with the education of the girl-child because of the sayings that goes that educate a woman and you educate a nation. Yet girls are often dogged with challenges of access, equality, performance and retention/dropout in terms of schooling. The study sought to establish the factors of dropping among secondary school girls in Calabar metropolis in Cross River State, Nigeria. One research question was formulated to guide the study. Survey design was utilized to unveil the implications. A sample size of 240 was drawn from school dropout girls and their parents/guardians, teachers, students in schools, youth and women leaders using the stratified random sampling technique. Questionnaire/checklist was used to collect the data which was analyzed using percentages. Teen pregnancy, peer influence and quest for money were identified as the paramount factors of dropout

Wilson (2015) conducted a study on the home environment and student dropout social work in education. The study aimed at knowing why student dropout from school. The study revealed that, students often attribute dropout to factors such as family responsibilities, economic hardship, and lack of parental support. For instance, a survey of high school students by Garcia (2018) revealed that students perceived their peers' dropout decisions as influenced by the need to work to support their families or care for younger siblings. These perceptions underscore the importance of addressing family-related challenges and providing support services to students and their families and thus considered as recommendation towards preventing dropout of student.

Arowolo, Arowolo and Adaja (2016), conducted a study, titled Trend Analysis of student's dropout rate and the effect on the social and educational system of Nigeria. The aim of the research was to know the trend and rate at which student dropout and the effect on the social and educational system of Nigeria. The population which serves as the sample was the enrolment data of all students both at primary and secondary institutions in the North-Central region of Nigeria who dropped out of the basic education before nine years. Secondary data from publications of UNESCO, Federal Ministry of Education (FME), Nigeria Bureau of Statistics (NBS), United Nations (UN), United Nations International Children's Emergency Fund (UNICEF) among other websites that are necessary for data validation were used. Data gathered were analyzed using simple descriptive statistics of means, percentages and bar chart. The study exposed a high rate of dropouts of primary school pupils over the years and also an increase in the rate of dropouts among the males than the females. The researchers attributed their findings to cultural practices such as early marriages for the females, teenage pregnancy, home services, abuses, religious beliefs, among other social behaviours. Another issue revealed was lack of efficient public schools to cope

with the population of children in need of education and that where the schools are available. There were inadequate instructional materials and textbooks to cater for the pupils or students.

Gita (2016) conducted a study on the gender perspective on cause and effect of school dropout from primary and secondary education in developing countries. The aim of the research was to know the cause and effect of dropout. He

reported that female student dropped more from primary and secondary school and this is linked to early marriage, unwanted or premature pregnancy amongst others. They also reported that Sub Sahara (rural) had less dropout than South Asia (Urban) and other part of the world.

Summary of Literature Review

The literature review was discussed under conceptual framework, theoretical frame work and empirical studies of related studies. The conceptual framework focused on concept of school dropout, types of school dropouts, prevention of dropping out in secondary schools, concept of endogenous and exogenous factors influencing dropout. The theoretical framework was built on deviant theory propounded by Battin Pearson (2000) which helps explain that student's dropout is linked to a student association with anti-social peer who are themselves disengaged from school and prone to dropping out. The empirical review was done based on previous studies that are related to the present study.

These works were reviewed to ascertain areas of similarities or differences with current study. Majority of the scholars examined various factors influencing dropout. However, a gap noticed is that, the scholars failed to investigate the perceived factors influencing the rate of dropout of senior secondary school students in Edo South Senatorial District of Edo State and did not also identify the endogenous and exogenous factors of dropout rate of senior secondary school students in the said local government area.

CHAPTER THREE

METHODOLOGY

In this chapter, the researcher discussed the procedure that was used for conducting the study. The chapter describes the design of the study, the population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study employed the descriptive survey research design. This design is considered suitable for this study because, it deals with the influence of the independent variable on the dependent variable in respect to sample considered to be representative of the population. Data collected were analysed solely to describe the perceived factors influencing dropout rate of public senior secondary school students.

Population of the Study

The population of this study comprised 39,610 senior secondary school respondents (37622 students, 1859 teachers and 129 principals), from 129 public senior secondary schools in seven (7) local government area of Edo South Senatorial District of Edo State, (Ministry of Education, 2023/2024).

Sample and Sampling Techniques

The sample for this study comprised 453 participants within Edo South Senatorial District. The sample size was selected using the formula developed by Taro Yamane (1967) which provides a simplified method for calculating sample size when the population size is known and large (see Appendix D). The respondents were selected using the sample random sampling technique to select (4) local government area from Edo South Senatorial District of Edo State, from the four

local government selected, 4 schools each was selected. Disproportionate sampling was used to select 325 students, 112 teachers and 16 principals respectively. This means, the samples were not selected equally.

Research Instrument

A structured questionnaire designed by the researcher titled 'Perceived Factors Responsible for School Dropout among Students in public Senior Secondary Schools Questionnaire' (PFRSDQ) was used for this study. The questionnaire is made up of two sections, A and B. Section A aimed at determining the respondent's demography while section B seeks information on respondent`s perceived factors for students' dropout from public senior secondary schools in Edo South Senatorial District of Edo State. The items in the questionnaire are measured on a five-point likert scale with response format of strongly agree, agree, not sure, disagree, and strongly disagree.

Validity of the Instrument

To ensure validity of the instrument, an initial draft of the instrument was sent to the supervisor for scrutiny. Thereafter, triplicate of the draft was sent to experts in Measurement and Evaluation in the Department of Education, Benson Idahosa University, Benin City for further scrutiny. This is to ensure that the instrument satisfies the criteria for the face and content validity. Their comments were collated and integrated into the final draft that was approved by the supervisor.

Reliability of the Instrument

In ascertaining the reliability of the instrument, a pilot study was carried out, by administering questionnaires on thirty (30) participants outside the targeted sample but within the population. To ascertain the reliability of the instrument, the participants' responses were subjected

to analysis using Cronbach Alpha statistics and a coefficient value of .855 was obtained which shows that the items in the instrument have high internal consistency.

Method of Data Collection

Data were collected by the administration of questionnaire by the researcher and a Research Assistant after due permission was obtained from the school authorities. The instrument was administered on the respondents in Edo South Senatorial District of Edo State. Completed copies of the questionnaire were collected immediately after completion, to avoid misplacement of the instrument.

Method of Data Analysis

Descriptive statistics of mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions, while the one sample t-test and ANOVA were used to test the hypotheses at 0.05 level of significance. The standard deviation was used to determine the extent to which the responses clustered to or deviated from the mean responses. With regard to the decision rule, any calculated mean equal or greater than 3.0 will be regarded as high extent, while any mean lesser than 3.0 was regarded as low extent. The probability value (p) was used in taking the decisions regarding the hypotheses. If the p-value is less than or equal to 0.05, the null hypotheses was rejected and if otherwise, the null hypotheses was retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter the summary of the analysis of the data collected from the respondents drawn from the area of study is presented. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Research Question one, Hypotheses one: What are the perceived factors (endogenous and exogenous) influencing level of dropout of public senior secondary school students in Edo South Senatorial District, Edo State?

Table 1: Summary of the descriptive statistics of the perceived factors (endogenous and exogenous) influencing public senior secondary school students' dropout in Edo South Senatorial District, Edo State

Endogenous and Exogenous Factors (items)	N	Mean	Std. Dev.
Perceived factors	453	92.57	35.73
Grand Mean		3.70	1.43

Table 1 showed that the descriptive Statistics of the item mean response of 453 respondents on the perceived endogenous and exogenous factors influencing public senior secondary school students' dropout in Edo South Senatorial District, Edo State has a grand mean value of 3.70 with a standard deviation of 1.43. This value is above the criterion mean of 3. This implies that the respondents agreed that these perceived endogenous and exogenous factors in table 3 influence public senior secondary school students' dropout in Edo South Senatorial District, Edo State

Hypothesis One: There is no significant difference in endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent category in Edo South Senatorial District, Edo State.

Research Question Two, **Hypotheses Two**: What are the perceived endogenous factors influencing public senior secondary school student's dropout in Edo South Senatorial District, Edo State?

Table 2: Summary of the descriptive statistics of the perceived endogenous factors influencing public senior secondary school students' dropout in Edo South Senatorial District, Edo State Criterion mean = 3

S/N	Endogenous Factors (Items)	N	Mean	Std. Dev
1	Poor mental capabilities are among the factors why student may drop out from Senior Secondary School.	453	4.17	1.09
2	Teenage pregnancy contributes to student drop out from Senior Secondary School.	453	4.47	.89
3	Poor grades are among the factors contributing to student dropout from Senior Secondary School.	453	3.65	1.29
4	Poor economic background of parent is among the factor why student dropout from Senior Secondary School.	453	3.89	1.19
5	Poor health status of student is a factor why student may drop out from Senior Secondary School.	453	3.71	2.71
6	Peer influence is a factor why student drop out from Senior Secondary School.	453	3.81	1.26
7	Lack of interest is a factor why student drop out from Senior Secondary School	453	4.02	2.25
8	Suspensions, bullying, misconduct are factors why student drop out from Senior Secondary School.	453	3.78	1.31
9	Inadequate teaching staff are factors why student drop out from Senior Secondary School.	453	3.37	1.45
10	Unapproachable staff contribute to student drop out.	453	3.23	1.38
11	Poor management, neglect are factors why student drop out from Senior Secondary School.	453	3.47	1.33
12	Overcrowded classes, broken facilities are factors why student drop out from Senior Secondary Schools	453	3.10	1.50

13	Lack of academic support at home contributes to student drop out from Senior Secondary Schools	453	3.73	1.28
14	Divorce and neglect of parents contributes to student drop out from Senior Secondary Schools	453	3.74	1.25
	Grand Mean		3.72	1.44

Table 2 shows that the descriptive Statistics of the item mean response of 453 respondents on the perceived endogenous factors influencing public senior secondary school students' dropout in Edo South Senatorial District, Edo State ranges from 3.10 to 4.47 on a five-point scale. All the items are above the criterion mean value of 3. The grand mean value is 3.72. This implies that the respondents agreed that these perceived endogenous factors in table 1 influence public senior secondary school students' dropout in Edo South Senatorial District, Edo State.

Research Question Three, Hypotheses Three: What are the perceived exogenous factors influencing public senior secondary school student's dropout in Edo South Senatorial District, Edo State?

Table 3: Summary of the descriptive statistics of the perceived exogenous factors influencing public senior secondary school students' dropout in Edo South Senatorial District, Edo State

Exogenous Factors (Items)	N	Mean	Std. Dev.	Remark
1. Child labor is a key factor why student may dropout of Senior Secondary School.	453	3.91	1.22	
2. Early marriage contributes to student drop out from Senior Secondary School.	453	3.97	1.31	
3. Perception that education has no value in job guarantee contribute to student drop out from Senior Secondary School.	453	3.56	1.43	
4. Fees, uniforms, examination fees are why student drop out from Senior Secondary Schools	453	3.57	1.39	
5. Preference for traditional roles like farming and homemaking makes students drop out from Senior Secondary Schools	453	3.29	1.47	

6. Targeted violence like Boko Haram and herder-farmer clashes.in Nigeria contributes to student drop out from Senior Secondary School.	453	3.92	1.26
7. Displacement, refugee status contributes to student drop out from Senior Secondary School.	453	3.62	1.29
8. Kidnappings, banditry contributes to student drop out from Senior Secondary School.	453	4.02	1.28
9. Long distances, lack of transport and boarding facilities are reasons student drops out from Senior Secondary Schools	453	3.46	1.99
10. No scholarships, mentorship influence student drop out from Senior Secondary School.	453	3.19	1.51
11. Get rich quick syndrome is a key factor student may dropout from senior secondary school	453	3.91	1.38
Grand Mean		3.67	1.41

Table 3 shows that the descriptive Statistics of the item mean response of 453 respondents on the perceived exogenous factors influencing public senior secondary school students' dropout in Edo South Senatorial District, Edo State ranges from 3.19 to 4.02 on a five-point scale. All the items are above the criterion mean value of 3. The grand mean value is 3.67. This implies that the respondents agreed that these perceived exogenous factors in table 2 influence public senior secondary school students' dropout in Edo South Senatorial District, Edo State

Table 4: Research Question four, Hypotheses four: ANOVA of endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by principals, Teachers and Students (respondent category) in Edo South Senatorial District, Edo State

Respondent category	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	30801.25	2	5400.62	65.50	.000	Not accepted
Within Groups	105804.08		450	235.12		
Total	136605.33		452			

$\alpha = .05$

Table 4 shows an F value of 65.50 and a p value of .000. Testing at an alpha level of .05 the p value is less than the alpha level, so the null hypothesis which states that "there is no significant

difference in endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent category in Edo South Senatorial District, Edo State" is rejected. Consequently, there is a significant difference in endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent category in Edo South Senatorial District, Edo State

Table 5: Least Significant Difference (LSD) multiple comparison, a post hoc ANOVA of endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by principals, Teachers and Students (respondent category) in Edo South Senatorial District, Edo State

(I) Respondent	(J) Respondent	Mean Difference (I-J)	Std. Error	Sig.	Decision
Principal	Teacher	-8.45*	3.79	.026	Not accepted
Student	Principal	-10.47*	3.62	.004	Not accepted
Student	Teacher	-18.92*	1.67	.000	Not accepted

*The mean difference is significant at the 0.05 level

Table 5 shows the mean difference of between principal and teacher category as -8.45 and a p value of .026. Mean difference of between student and principal category as -10.47 and a p value of .004; between the student and teacher category as -18.92 and a p value of .000. Since all the p values are less than .05, there is a significant difference between the principal and teacher; between student and principal and between student and teacher and thus, the null hypothesis which says there is no significant difference is rejected. However, the table shows a significant difference between the student and teacher category in favour of teacher.

Hypothesis four: There is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by sex of respondent in Edo South Senatorial District, Edo State.

Table 6: t-test of independence sample of endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by gender of respondent in Edo South Senatorial District, Edo State

	Sex	N	Mean	Std. Deviation	t.	Sig. (2-tailed)	Decision
Perceived factors	female	302	93.37	17.04	1.40	.162	Ho retained
	male	151	90.94	18.01			

$\alpha = .05$

Table 6 shows a t value of 1.40 and a p value of .162. Testing at an alpha level of .05 the p value is greater than the alpha level, so the null hypothesis which states that "there is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by sex of respondent in Edo South Senatorial District, Edo State" is retained

Hypothesis five: There is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by school type of respondent in Edo South Senatorial District, Edo State.

Table 7: t-test of independence sample of endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by school type of respondent in Edo South Senatorial District, Edo State

	School type	N	Mean	Std. Deviation	t	Sig. (2-tailed)	Decision
Perceived factors	single sex	91	104.58	18.84	7.8	.000	Not accepted
	coeducation	362	89.54	15.63			

$\alpha = .05$

Table 7 shows a t value of 7.86 and a p value of .000. Testing at an alpha level of .05 the p value is less than the alpha level, so the null hypothesis which states that "there is no significant difference between endogenous and exogenous factors influencing senior public secondary school

students dropout as perceived by school type of respondent in Edo South Senatorial District, Edo State" is rejected. Consequently, there is a significant difference between endogenous and exogenous factors influencing senior public secondary school student's dropout as perceived by school type of respondent in Edo South Senatorial District, Edo State

Hypothesis six: There is no significant difference between endogenous and exogenous factors influencing senior public secondary school student's dropout as perceived by school residence of respondent in Edo South Senatorial District, Edo State.

Table 8: t-test of independence sample of endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by school residence of respondent in Edo South Senatorial District, Edo State

	School residence	N	Mean	Std. Deviation	t.	Sig. (2-tailed)	Decision
Perceived factors	Urban	227	97.07	17.01	5.72	.000	Not accepted
	Rural	226	88.04	16.59			

$\alpha = .05$

Table 8 shows a t value of 5.72 and a p value of .000. Testing at an alpha level of .05 the p value is less than the alpha level, so the null hypothesis which states that "there is no significant difference between endogenous and exogenous factors influencing senior public secondary school students dropout as perceived by school residence of respondent in Edo South Senatorial District, Edo State" is rejected. Consequently, there is a significant difference between endogenous and exogenous factors influencing senior public secondary school student's dropout as perceived by school residence of respondent in Edo South Senatorial District, Edo State

Summary of Findings

1 The finding of the research shows that endogenous and exogenous factors influences public senior secondary school student dropout rate in Edo south senatorial district

2 Also the research finding shows that there is a significant difference in endogenous and exogenous factors influencing public senior secondary school student dropout rate as perceived by respondent (principal, teacher and student) as well as school residence (urban and rural)

3 Lastly, the research finding reveal that, there is no significant difference in exogenous and endogenous factors of dropout rate as perceived by sex of respondent (male and female).

Discussion of Findings

Perceived factors (endogenous and exogenous) influencing level of dropout of public senior secondary school student in Edo South Senatorial District

Result of the analysis of research question one revealed the exogenous and endogenous factors influencing level of dropout of public senior secondary school student in Edo South Senatorial District. A mean response of 3.70 was gotten which is greater than the criterion means of 3.0. which implies that endogenous and exogenous factors influence the level of dropout of public senior secondary school student in Edo South Senatorial District.

Adenuga (2021), Arowolo, Arowolo and Adaja (2016) who respectively conducted a study on the effect of household and school factor, poverty factor and cultural practices such as early marriage on dropout rate of student in secondary school. It therefore implies that endogenous and exogenous factors influence the level of dropout of public senior secondary school student in Edo South Senatorial District.

Perceived endogenous factors influencing public senior secondary school student's dropout in Edo south senatorial district, Edo state.

On the need to find the perceived endogenous factors influencing public senor secondary school student's dropout in Edo South Senatorial District, the study examined the extent to which endogenous factors influenced student dropout in public senior secondary school in Edo South Senatorial District. The descriptive statistics of the mean response on the perceived endogenous factors influencing public senior secondary school student ranged from 3.10 to 4.47 on five-point scale with a grand mean value of 3.72 and criterion mean of 3.0. since all the endogenous factors are above the criterion mean of 3.0, it therefore means that endogenous factors influencing public senior secondary school student dropout in Edo South Senatorial District.

This study is in line with past related studies on student dropout. Ameh et al (2015) conducted a study on the indicators of student's dropout schools as perceived by teachers in Calabar metropolis of Cross River State. They reported that household and school factors are associated with student dropout from public secondary school in Calabar metropolis. The said studies compliment this research since household and school factors are endogenous factors influencing public senior secondary school student dropout in Edo South Senatorial District.

Ige and Adenuga (2021), conducted a study on the factors influencing dropout of student as perceived by principals of public secondary schools in Central Senatorial District of Ondo State and they reported poverty as factor influencing dropout of student since poverty is an endogenous factor, it therefore correlate and compliment this study which reported poverty as one of the endogenous factors influencing public Senior Secondary School Student dropout in Edo South Senatorial District.

Perceived Exogenous Factors Influencing Public Senior Secondary School Student Dropout in Edo South Senatorial District in Edo State

The third research question sought to known the extent to which exogenous factors influenced public senior secondary student dropout in Edo South Senatorial District. The descriptive statistics of the mean response on the perceived exogenous factors influencing public senior secondary school student dropout in Edo South Senatorial District ranges from 3.19 to 4.02 on a five-point scale and grand mean of 3.67 with a criterion means of 3.0. since the mean response was greater than the criterion means, it therefore means that exogenous factors influence public senior secondary school student dropout in Edo South Senatorial District.

Arowolo, Arowolo and Adaja (2016), conducted a study on the trend analysis of student dropout rate and the effect on the social and educational system in North Central geographical region of Nigeria and reported cultural practices such as early marriage for females, teenage pregnancy, house services, abuses, religious beliefs among other social behaviour as factors influencing students dropout, since these factors are exogenous, it is therefore compliment this study which reported exogenous factors as factors influencing public senior secondary school dropout in Edo South Senatorial District.

Differences in endogenous and exogenous factors influencing public senior secondary school student dropout as perceived by principal, teachers and student

The result from the least significant different (LSD) multiple comparison of endogenous and exogenous factors influencing senior public secondary school student dropout as perceived by respondent (principal, teacher, student) category shows that there is a significant difference between the principal and teacher, between the student and principal and between student and teacher. Since the p value of principal and teacher had a significant p value of 0.026, student and

principal had a p value of 0.004 and student and teacher had a p value of 0.000 which is less than the significant mean value of 0.05 level, it therefore implies that there is a difference in the endogenous and exogenous factors influencing public senior secondary school student dropout as perceived by principals, teachers and students. This finding is in line with Amal et al (2024), Ige and Adenuga (2021) who reported teacher and principal perspective on student's dropout.

Difference in endogenous and exogenous factors influencing public senior secondary school student dropout as perceived by gender of Respondent in Edo South Senatorial District of Edo State

The result from the t-test of independence sample of endogenous and exogenous factors influencing senior secondary school student dropout as perceived by gender of Respondent in Edo South Senatorial District shows that there is no significant difference between endogenous and exogenous factors influencing senior public secondary school student dropout as perceived by sex of Respondent in Edo South Senatorial District, Edo State. Since the P value (0.162) is greater than the t value (0.) the null hypothesis which states that there is no significant difference between endogenous and exogenous factor influencing senior public secondary students' dropout as perceived by sex Respondent is retained.

However, the finding do not agree with Gita Subrah Manyam (2016), which reported that there is a significant difference on student dropout as influenced by gender (sex) as reported by UNICEF (2015) who conducted a survey on student dropout in subsahara Africa, South Asia and other part of the word from 2000 – 2012 where female students dropped out more than male and attributed to early marriage or pregnancy among them.

Difference in endogenous and exogenous factors influencing Public Senior Secondary School Students dropout as perceived by school type of Respondent in Edo South Senatorial District

Result from t-test of independence sample of endogenous and exogenous factors influencing public senior secondary school student dropout as perceived by school type (single or co-educational) of respondent, shows there is a significant difference between exogenous and endogenous factors influencing public senior secondary school student dropout as perceived by school type of respondent, meaning single school type may have more dropout rate than co-educational schools. This is because the p value (0.000) was less than the alpha testing level (0.05) since the p value is less than the alpha value, the null hypothesis which states that there is no significant difference between endogenous and exogenous factors influencing public senior secondary school student dropout as perceived by school types of respondent was rejected meaning, the perception of single sex school differs from that of co-educational as regards drop out with coeducational being higher

Difference in endogenous and exogenous factors influencing public senior secondary school student's dropout as perceived by school residence of Respondent in Edo South Senatorial District, Edo State.

Result from the t-test of independence sample of endogenous and exogenous factors influencing senior public secondary school student dropout as perceived by school residence of Respondent shows that there is a significant difference between endogenous and exogenous factor influencing senior public secondary school student dropout as perceived by school residence of Respondent, meaning the urban may have more dropout than rural. This is because, the p value (0.000) was less than the alpha testing value (0.005). Since the p value is less than the alpha value, the null hypothesis which states that there is no significant difference in the endogenous and

exogenous factors influencing public secondary school student dropout as perceived by school residence of Respondent was rejected. This finding is in line with Gita Subrah Maryan (2016) which reported a significant difference in school dropout as influenced by school residence (urban and Rural) as reported by UNICEF (2015) who reported survey on student dropout from sub-Sahara Africa, South Asia and other part of world from 2000 to 2012 where Sub Sahara Africa (rural) had less dropout when compare with south Asia and other part of the world (urban).

School dropout remains one of the major educational challenges confronting secondary education in Nigeria. The causes of dropout are generally classified into endogenous and exogenous factors. Endogenous factors refer to internal characteristics of the student that predispose him or her to discontinue schooling. These include poor academic achievement, low academic motivation, truancy, poor self-esteem, indiscipline, health-related problems, low educational aspiration, substance abuse, and lack of interest in schooling. Exogenous factors are external influences that originate from the student's family, school, peer group, community, and the wider socio-economic environment. Such factors include poverty, parental educational level, family instability, child labour, early marriage, poor school facilities, teacher attitudes, insecurity, peer pressure, and inadequate educational funding (Gold, 2025). School residence, whether urban or rural, significantly influences how respondents perceive the factors responsible for students' dropout. This is because educational opportunities, economic conditions, school resources, and community characteristics differ considerably across residential locations. Consequently, respondents from urban and rural schools may not perceive the causes of dropout in the same way. Respondents from urban schools may perceive endogenous factors as the major causes of students' dropout. Urban schools generally enjoy relatively better infrastructure, greater availability of qualified teachers, improved access to learning materials, and increased educational opportunities.

Under such favourable conditions, students who eventually withdraw from school may be perceived as doing so because of personal characteristics such as poor academic commitment, absenteeism, indiscipline, examination anxiety, drug abuse, excessive engagement with social media, or low self-motivation. Since educational resources are comparatively available, respondents may attribute dropout more to students' attitudes and behaviours than to environmental constraints (Gold, 2025). In contrast, respondents from rural schools are more likely to perceive exogenous factors as the dominant causes of school dropout. Rural communities in Nigeria frequently experience high poverty rates, poor transportation systems, inadequate educational infrastructure, shortage of qualified teachers, limited parental educational support, and greater involvement of children in farming and other economic activities. These environmental conditions reduce students' chances of completing secondary education irrespective of their personal abilities or academic interest. Consequently, respondents from rural schools may consider poverty, parental occupation, long distances to school, inadequate school facilities, family responsibilities, and poor community support as stronger determinants of school dropout than endogenous factors (Fehintola, Ogunniyi, & Fehintola, 2025). The ecological systems theory provides support for this position by explaining that students' educational outcomes are products of continuous interactions between individual characteristics and the surrounding environment. According to the theory, students are influenced simultaneously by their families, schools, peers, communities, and societal conditions.

Therefore, differences in residential settings naturally produce variations in respondents' perceptions regarding the causes of school dropout. While students' personal characteristics remain important, environmental conditions often determine whether these characteristics develop into actual dropout behaviour. Recent empirical studies have reported significant differences in dropout

determinants across different residential and socio-economic settings. Fehintola, Ogunniyi and Fehintola (2025) found that home environment and peer influence jointly predicted school dropout risk among senior secondary school students in Oyo State, with home environment emerging as the strongest predictor. The study concluded that students from supportive homes were less likely to drop out of school, whereas unfavourable home conditions significantly increased dropout risk. Similarly, Gold (2025), in a study conducted among secondary school girls in Kwara State, reported that poverty, cultural expectations, inadequate parental support, and limited educational opportunities were major contributors to school dropout. The study further observed that girls residing in disadvantaged communities experienced greater educational interruptions than those in relatively developed locations, indicating that residential context shapes educational participation and retention. Recent evidence also indicates that school and community characteristics continue to influence students' decisions to remain in school.

Bello and Hassan (2025) reported that socio-cultural practices, economic hardship, and limited educational opportunities within communities contributed substantially to dropout among nomadic students in Nigeria. Their findings suggest that community environment remains an important exogenous determinant of school persistence. Based on the reviewed literature, it can be inferred that both endogenous and exogenous factors contribute to public senior secondary school students' dropout. However, respondents' perceptions of these factors are likely to differ according to school residence. Respondents from urban schools may emphasize endogenous factors because educational facilities and learning opportunities are relatively available, whereas respondents from rural schools may attach greater importance to exogenous factors due to prevailing socio-economic and environmental challenges. Therefore, understanding these residential differences is essential

for designing location-specific interventions aimed at reducing school dropout among public senior secondary school students in Edo South Senatorial District, Edo State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the perceived factors influencing dropout rate of public senior secondary school students in Edo South Senatorial District Edo State. Seven research questions were raised and answered while five hypotheses were formulated and tested in other to direct the investigation.

The following research questions were raised that guided the study:

1 What are the perceived factors (endogenous and exogenous) influencing level of dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State?

2 What are the perceived endogenous factors influencing public senior secondary school student's dropout rate in Edo South Senatorial District, Edo State?

3 What are the perceived exogenous factors influencing public senior secondary school student's dropout rate in Edo South Senatorial District, Edo State?

4 What are the levels of influence of endogenous and exogenous factors on public senior secondary school students' dropout rate as perceived by principals, teachers and students in Edo South Senatorial District, Edo State based on respondent category?

5 What is the difference in endogenous and exogenous factors influencing public senior secondary school students' dropout rate based on sex of respondents in Edo South Senatorial District, Edo State?

6 what is the difference in endogenous and exogenous factors influencing public senior secondary school students' dropout rate based on school type of respondents in Edo South Senatorial District, Edo State?

7 What is the difference in endogenous and exogenous factors influencing public senior secondary school students' dropout rate based on school residence of respondents in Edo South Senatorial District, Edo State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1 The perceived endogenous and exogenous factors influencing public senior secondary school student's level of dropout rate are not significantly different.

2 The perceived endogenous factors influencing public senior secondary school student's level of dropout rate are not significantly different.

3 The perceived levels of exogenous factors influencing public senior secondary school student's dropout are not significantly different.

4 There will be no significant difference in endogenous and exogenous factors on public senior secondary school students' dropout as perceived by principals, teachers and students in Edo South Senatorial District, Edo State?

5 The perceived levels of influence on the endogenous and exogenous factors on public senior secondary school students based on sex are not significantly different.

6 There is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent in Edo South Senatorial District, Edo State based on school type.

7 There is no significant difference between endogenous and exogenous factors influencing senior public secondary school students' dropout as perceived by respondent in Edo South Senatorial District, Edo State based on school residence.

Educational Implications

The findings of this study have some educational implications for educational planners, school administrations, teachers, students, parents and private partners in the field of education. The study examined the endogenous and exogenous factors influencing dropout rate in public senior secondary school students in Edo South Senatorial District, Edo Sate. The findings revealed that endogenous factors such as family, socioeconomic status, school, behavioural, health, psychological, social and peer group influence and many other influences dropout rate. It is therefore advisable that, government make senior secondary education compulsory as well as providing free education in the senior secondary education and additionally, educational authorities should organize seminars time to time for parents to enlighten them on the importance of completing senior secondary education. Government should provide counsellors in all public schools to advise the students on need of completing their secondary education, avoiding peer group influence and need of good moral behaviour.

Government should provide school necessary infrastructures, that can promote learning and encourage students to continue studying. Since health is equally a factor, it is therefore advisable that government should provide free or subsidized medical services for students in the senior secondary education to help ascertain they do not dropout on health ground.

Lastly, haven gotten the needed support of the government, it is therefore necessary that parents compliment the support of the government by equally encouraging the students in

providing their parenting role. The findings also revealed that exogenous factors, such as socio-cultural factors like (yahooism, get rich quick syndrome), early marriage, child labour, targeted violence like Boko-Haram, kidnapping, banditry and others influences dropout.

The above listed factors have been addressed, excluding the security challenge. It is therefore advisable that government look into security treat, most especially for trouble areas.

Contribution to Knowledge

The study on the perceived factors influencing dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State.

1. The study has revealed that, the exogenous factors can influence dropout as earlier discussed and if look into will help reduce dropout.
2. The study has revealed that endogenous factors can influence dropout as earlier discussed and if addressed, it will equally curb dropout.
3. The study also revealed that there is no difference in dropout rate of public senior secondary school students as perceived by gender (male and female).
4. The findings of the study showed that there is difference in dropout as perceived by school type (Urban and Rural).

Conclusion

The findings from the study on the perceived factors influencing dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State revealed that endogenous factors such as family, socioeconomic status, school, behavioural, health, psychological, social and peer group influence dropout rate of public senior secondary school student in Edo South Senatorial District.

The study also revealed that exogenous factors such as socio-cultural factors like (yahooism, get rich quick syndrome), early marriage, child labour, targeted violence like Boko Haram, kidnappings, banditry and others influences dropout rate in Edo South Senatorial District of Edo State.

Conclusively, the research revealed that there was no significant difference in dropout rate of public senior secondary school as perceived by sex (which is male or female) and school type (which is single sex school and coeducational) whereas, there was a significant difference in the dropout rate of public senior secondary school as perceived by school residence (urban and rural).

Recommendation

Based on the findings of the study on the perceived factors influencing dropout rate of public senior secondary school students in Edo south senatorial district, Edo state, the following recommendations were made:

1 Government should make secondary school education compulsory, provide free education to senior secondary school level as well as providing free enrollment for senior secondary school certificate examinations such as WAEC, NECO.

2 Government should organize seminar and workshop for student to teach them the relevant of education

3 Government should Provide school counselors to counsel students

4 Government should enact stiff penalty for student that do not complete secondary education

5 Government should Provide free medical treatment to student up to senior secondary education

6 Government should Provide adequate security in troubled areas.

Suggestion for further Studies

Building upon the findings and insights of the study on the perceived factors influencing dropout rate of public senior secondary school students in Edo South Senatorial District, Edo State, the following suggestions for further research are proposed:

1. Need to put the recommendation to work or use not on shelf
2. Examine the perceived factors influencing dropout in Junior Secondary school since they are part of the secondary section.
3. Examine the perceived factors influencing dropout in private Junior and senior secondary schools

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APPENDIX A

QUESTIONNAIRE

PERCEIEVED FACTORS INFLUENCING DROPTOUT OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN EDO SOUTH SENATORIAL DISTRICT EDO STATE
BEBSON IDAHOSA UNIERSITY, BENIN CITY
EDO STATE, NIGERIA

Dear Sir/Madam,

I am a postgraduate student of the Department of Education of the above named university as part of the requirement, for the award master`s in Education, I am embarking on a research study on perceived factors influencing dropout of public senior secondary school students in Edo south senatorial district, Edo state.

Please answer the following questions. All information will be treated with utmost confidentiality.

Thank you for your cooperation.

Yours sincerely

Oseki Igieorobo Osasumwen

Researcher

APPENDIX B

DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION, BENSON IDAHOSA UNIVERSITY BENIN CITY, EDO STATE.

Dear Respondents,

You are please requested to respond as sincerely and objectively as possible. All information supplied will be treated with utmost confidentiality. Please read each statement carefully and tick [√] appropriately as it best reflects the way fell presently.

SECTION A

Demographic Information

1. Sex: Female [ ] Male [ ]

2. Respondent: principal [ ]Teacher [ ] Student [ ]

3. School Type: Single Sex [ ] Coeducational [ ]

4. School Residence: Urban[ ] Rural [ ]

SECTION B

Factors Responsible for Dropout among Students in Public Secondary Schools

Instruction: Please rate the extent to which the perceived factors listed below are responsible for school dropout among senior secondary school students on a 5-Point Rating Scale where (SA) Strongly Agree =5, (A) Agree =4, (N) Not sure =3, (D) Disagree=2, and (SD) Strongly Disagree=1

S/N	STATEMENT	SA	A	N	D	SD
	Endogenous factors (internal and school related)					
1.	Poor mental capabilities are among the factors why student may drop out from Senior Secondary School.					
2.	Teenage pregnancy contributes to student drop out from Senior Secondary School.					

3.	Poor grades is among the factors contributing to student dropout from Senior Secondary School**.**					
4.	Poor economic background of parent are among the factor why student dropout from Senior Secondary School.					
5.	Poor health status of student is a factor why student may drop out from Senior Secondary School.					
6.	Peer influence is a factor why student drop out from Senior Secondary School.					
7.	Lack of interest is a factor why student drop out from Senior Secondary School					
8.	Suspensions, bullying, misconduct are factors why student drop out from Senior Secondary School.					
9.	Inadequate teaching staff are factors why student drop out from Senior Secondary School.					
10.	Unapproachable staff contribute to student drop out.					
11.	Poor management, neglect are factors why student drop out from Senior Secondary School.					
12.	Overcrowded classes, broken facilities are factors why student drop out from Senior Secondary Schools					
13.	Lack of academic support at home contributes to student drop out from Senior Secondary Schools					
14.	Divorce and neglect of parents contributes to student drop out from Senior Secondary Schools					
	Exogenous factors (external/community related)					
15.	Child labor is a key factor why student may dropout of Senior Secondary School.					
16.	Early marriage contributes to student drop out from Senior Secondary School.					
17.	Perception that education has no value in job guarantee contribute to student drop out from Senior Secondary School.					
	Fees, uniforms, examination fees are why student drop out from Senior Secondary Schools					

18.	Preference for traditional roles like farming and homemaking make students drop out from Senior Secondary Schools					
19.	Targeted violence like Boko Haram and herder-farmer clashes.in Nigeria contributes to student drop out from Senior Secondary School.					
20.	Displacement, refugee status contributes to student drop out from Senior Secondary School.					
21.	Kidnappings, banditry contributes to student drop out from Senior Secondary School.					
22.	Long distances, lack of transport and boarding facilities are reasons student drop out from Senior Secondary Schools					
23.	No scholarships, mentorship influence student drop out from Senior Secondary School.					
25	Get rich quick syndrome is a key factor student may dropout from senior secondary school					

APPENDIX C

RELIABILITY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.855	26

APPENDIX D

TARO YAMANE`S FORMULA

Taro Yamane formula is use to détermine sample size (n) from a population size (N) and margin error (e). It is normally use with 95% confidence level (p=0.5)

$$n = \frac{N}{1+N\,(e)^2}$$

n =sample size

N = population size

e = 0.5 for 5% precision

$$n = \frac{39610}{1 + 39610(0.05)^2}$$

$$n = \frac{39610}{1 + 39610(0.0025)}$$

$$n = \frac{39610}{1 + 99.025}$$

$$n = \frac{39610}{100.025}$$

n = 396

To have a wider date base 15% was added to the number (3960 which made it 453 respeondents that was used in the reseach. (396+ 57 =453).