DROPOUT AND ITS SOCIAL EFFECTS AMONG SECONDARY SCHOOL STUDENTS OF ZAMFARA NIGERIA

by

AHMAD KAINUWA

Thesis submitted in fulfillment of the requirements for the degree of Doctor of Philosophy

November 2017
DEDICATION

This thesis is dedicated, with deepest love and everlasting respect, to my late parents. Without their prayers, support and encouragement, I could not have reached this stage. It is also dedicated to the entire members of my family for their patience and support throughout the period of my research and to my loving friends for their patience while being away from me. Their sweetest memories keep me working hard.
ACKNOWLEDGEMENT

My humble salutation is to the Almighty Allah who enabled me to reach this stage. Peace blessings, salutations, benedictions and glorification of Allah are upon our noble prophet Muhammad (SAW), his companions and who so ever followed their footsteps till the day of resurrection. My struggle in pursuing my PhD has given me both strenuous time and valuable experience which would be engraved in my thoughts forever. I am taking this opportunity to express my sincere gratitude to those who have made me succeed in this challenging Endeavour.

It would not have been possible to write this thesis without the help and support that I received from the people around me. I would like to sincerely thank all the people who contributed in one way or another to the work presented in this thesis. While it is not possible to thank everyone who helped me to reach this stage in my life, I will try to acknowledge those who made the completion of this work possible.

First and foremost, I would like to express my sincere appreciation, to my main supervisor, Prof Madya Dr. Najeemah Bint, Moh’d Yusof, for her guidance, patience, and insight throughout the research. Deepest thanks to Dr. Jamalsafri Bin Saibon, my core supervisor for his valuable suggestions and comments to improve my work. As well my unqualified appreciation and gratitude to Prof Shukri Statistical Methodology Adviser, Institute of Postgraduate Studies USM for his constructive advice, corrections assistance and inputs which made it possible for me to successfully complete this work.

I equally thank the management, Directors and entire staff of Zamfara State Female Education Board Gusau under the leadership of Dr. Lubabatu Lawal
Ammani, I’m particularly acknowledging the support of Dr. Lubabatu towards my academic and educational career.

I would also like to thank the entire management of Federal University Gusau who employed me before completing my PhD program and permitted me to complete the program. Special thanks go to Professor Mohammed Lawal Mayanci, Head of Department (HOD) Educational Foundations and also Dean Student’s Affairs, Federal University Gusau, I salute him for his support, assistance and contribution as well as experience-sharing which have enriched me and this work. Many thanks also go to Professor Muhammad Aliyu Bunza, the Dean Faculty of Humanities and Education and all my colleagues and the entire members of the University for supporting me throughout writing this thesis and my life in general.

Many have contributed to make this study possible and successful. This study would not have been possible without the respondents who sacrificed their valuable time to communicate in this report by sharing their views and experiences. These include all principals and teachers of junior and senior secondary schools of Shinkafi local government, there students both dropouts and non-dropouts and also the parents of the affected students. I am greatly indebted to them for their contributions. Many thanks go to them for sparing their time to provide information and share their views on the issue of secondary school students’ educational participation in Shinkafi local government area.

A special word of gratitude goes to my late parents, brothers and sisters for their unlimited and unconditional support. I also thank my wife who has been a source of an inspiration to me and supported me every step of the way. Thank go to my children who frequently asked me when I would finish my PhD degree; this gave me the energy to continue and finish the work successfully. I thank them very much
for their patience, perseverance and endurance throughout the period of my stay in Malaysia.

Warm regards to all my colleagues in USM and in Nigeria. I salute them for their assistance and contribution as well as experience-sharing which have enriched me and this work.

Special thank also go to the Dean School of Educational Studies Professor Dr Hairul Nizam Ismail and his Deputies for their maximum support toward completing this research.

Finally, I would like to give thanks to Allah once again the Almighty God for making this research a reality.
TABLE OF CONTENTS

Acknowledgement ii
Table of Contents v
List of Tables xiii
List of Figures xv
List of Abbreviations and Acronyms xvii
Abstrak xix
Abstract xx

CHAPTER ONE - INTRODUCTION

1.0 Introduction 1
1.1 Background to the Study 7
1.1.1 Brief Background of the Study 13
1.1.2 Rationale for Choosing the Study Area (Zamfara) 13
1.1.3 Research Purpose 16
1.2 Statement of the Problem 17
1.3 Objectives of the Study 24
1.4 Research Questions 25
1.5 Research Hypothesis 26
1.6 Significance of the Study 27
1.7 Organization of the Study 30
1.8 Scope and Limitation of the Study 31
1.9 Conceptual Framework of the Study 32
1.10 Research Gap 35
1.11 Operational Definition of Terms
  1.11.1 Parental Factors
    1.11.1(a) Economic Factors
    1.11.1(b) Social Factors
  1.11.2 School Factors
  1.11.3 Other Factors
  1.11.4 Academic Achievement
  1.11.5 Social Effects
  1.11.6 Secondary School
  1.11.7 Dropouts
  1.11.8 Non-Dropouts
1.12 Summary

CHAPTER TWO - LITERATURE REVIEW

2.0 Introduction
2.1 Nigerian Education System
  2.1.1 Primary School Education
  2.1.2 Secondary School Education
2.2 Parental Factors
  2.2.1 Economic Factors
  2.2.2 Social Factors
2.3 School Factors
2.4 Academic Achievement
2.5 Economic Factors and Secondary School Dropout
2.6 Social Factors and Secondary School Dropout
2.7 School Factors and Secondary School Dropout 69
2.8 Studies on Dropout Related to Parental Factors (economic factors, social factors) and School Factors in other Countries 70
2.9 Studies on Dropout Related to Parental Factors (economic factors, social factors) and School Factors in Nigeria 75
2.10 Studies on Dropout Related to Academic Achievement 78
2.11 Literature on Gender and Dropout in Nigeria 80
2.12 Theories Related to the Current Study 83
  2.12.1 Social Capital Theory (SCT) 84
    2.12.1(a) Micro-Mezzo-Macro Networks that Impact the Child 89
    2.12.1(b) Social Capital Theory: Educational Implication 91
  2.12.2 Human Capital Theory 94
    2.12.2(a) Human Capital Theory: Educational Implication 95
  2.12.3 Self Determination Theory 98
    2.12.3(a) Self Determination Theory: Educational Implication 100
  2.12.4 Summary about Theories with Regard to Research Topic 101
  2.12.5 Theoretical Framework 102
  2.12.9 Summary of the reviewed literature 106
2.13 Summary 106

CHAPTER THREE - RESEARCH METHODOLOGY

3.0. Introduction 108
3.1 Research Design 108
3.2 Research Site

3.3 Research Variables

3.4 Research Procedures

3.4.1 Quantitative Study Procedures

3.4.2 Qualitative Study Procedures

3.5 Population of the Study

3.6 Sample Size

3.6.1 Quantitative Sample

3.6.2 Qualitative Sample

3.7 Sampling Technique

3.8 Research Instrument

3.8.1 Translation of the Instruments

3.8.2 The Questionnaire

3.8.2(a) The Content of the Questionnaire

3.8.3 The Interview

3.8.3(a) The Parents’ Interview Sample

3.8.3(b) Students’ Interview Sample

3.8.3(c) The Teacher and School Administrators Interview Sample

3.9 Validity of the Research Instruments

3.10 Reliability of the Research instrument

3.10.1 Pilot Study in Quantitative Study

3.10.2 Goodness of Measures

3.10.3 Factor Analysis

3.10.4 Factor Analysis for Economic Factors
3.10.5 Factor Analysis for Social Factors
3.10.6 Factor Analysis for School Factors
3.10.7 Conclusion on Result of Factor Analysis
3.10.8 Reliability Analysis
3.10.9 Pilot Study in Qualitative Study
  3.10.9(a) Research Bias
  3.10.9(b) Member Validation.
3.11 Procedure for Measuring Academic Achievement
3.12 Method of Data Collection
  3.12.1 Quantitative Data (Questionnaire)
  3.12.2 Qualitative Data (Semi-Structured, Interview)
3.13 Method of Data Analysis
  3.13.1 Quantitative Data Analysis
  3.13.2 Qualitative Data Analysis
3.14 Ethical Issues
3.15 Summary

CHAPTER FOUR - FINDINGS
4.0 Introduction
4.1 Background Information
4.2 Quantitative Data Analysis and Results
  4.2.1 Hypotheses Testing
    4.2.1(a) Difference of Economic Factors, Social Factors and School Factors between Dropouts and Non-Dropouts
4.2.1(b) Difference of Economic Factors, Social Factors and School Factors Across Gender Among Secondary School’s Students of Zamfara, Nigeria

4.2.1(c) Difference of Academic Achievement between Dropouts and Non-Dropouts

4.2.1(d) Factors that Predict Dropout From Government Secondary Schools of Zamfara, Nigeria

4.3 Qualitative Results

4.3.1 Characteristics of Participants

4.3.2 Other Contributing Factors of Secondary School Dropouts from the Parents and Student’s Perspectives

4.3.3 Identified Themes for Research Question Number Five

4.3.4 The Social Effects of Dropout and Its Impact on the Students

4.3.5 Identified Themes for Research Question Number Six

4.3.6 Suggestions from Teachers and Administrators that Could be Applied to Lessen Student’s Dropout from Government Secondary Schools of Zamfara, Nigeria

4.3.7 Identified Themes for Research Question Number Seven

4.4 Conclusion

CHAPTER FIVE - DISCUSSION, IMPLICATIONS FOR FURTHER RESEARCH, RECOMMENDATIONS, SUMMARY, AND CONCLUSION

5.0 Introduction

5.1 Discussion of the Findings

5.1.1 Research Question 1

5.1.1(a) Difference of Economic Factors between Dropout and Non-Dropout.
5.1.1(b) Difference of Social Factors between Dropout and Non-Dropout. 210

5.1.1(c) Difference of School Factors between Dropout and Non-Dropout. 212

5.1.2 Research Question 2 213

5.1.2(a) Difference of Economic Factors across Gender among Dropouts. 213

5.1.2(b) Difference of Social Factors across Gender among Dropouts. 215

5.1.2(c) Difference of School Factors across Gender among Dropouts. 216

5.1.3 Research Question 3 217

5.1.3(a) Difference of Academic Achievement between Dropouts and Non-Dropouts. 217

5.1.4 Research Question 4 219

5.1.4(a) Factors (Economic Factors, Social School Factors) that would be the best Predictor of Dropout. 219

5.1.5 Research Question 5 220

5.1.5(a) Contributing Factors of Secondary School Dropout from the Parents and Students’ Perspectives. 221

5.1.6 Research Question 6: 227

5.1.6(a) The Social Effects of Dropout and its Impact on the Students. 227

5.1.7 Research Question 7 235

5.1.7(a) Suggestions from Teachers and Administrators that could be applied to Reduce the Number of Dropout. 235

5.2 Recommendations to Reduce the Number of Dropouts 240

5.3 The Rigor and Strength of the Research Compared to the Rate of Dropouts in Other Countries 244
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4</td>
<td>Implications for Further Research</td>
<td>247</td>
</tr>
<tr>
<td>5.5</td>
<td>Summary and Conclusion</td>
<td>248</td>
</tr>
</tbody>
</table>

REFERENCES 251

APPENDICES
## LIST OF TABLE

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1</td>
<td>Research Gaps in the Previous Studies</td>
<td>37</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>Total Selected Sample Size for Quantitative Study</td>
<td>123</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Total Selected Sample Size for Qualitative Study</td>
<td>124</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Questionnaire items</td>
<td>131</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Cronbach’s Alpha Coefficient for the Validation of Questionnaire</td>
<td>137</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>Results of Factor Analysis for Economic Factors</td>
<td>141</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>Results of Factor Analysis for Social Factors</td>
<td>143</td>
</tr>
<tr>
<td>Table 3.7</td>
<td>Results of Factor Analysis for School Factors</td>
<td>144</td>
</tr>
<tr>
<td>Table 3.8</td>
<td>Reliability results</td>
<td>145</td>
</tr>
<tr>
<td>Table 3.9</td>
<td>Research Questions, Sample, Instrument for Data Collection and Statistical Procedure</td>
<td>155</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>T-test for Difference of Economic Factors Between Dropouts and Non-Dropout</td>
<td>163</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>T-test for Difference of Social Factors Between Dropouts and Non-Dropout</td>
<td>164</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>T-test for Difference of School Factors Between Dropouts and Non-Dropout</td>
<td>165</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>T-test for Difference of Economic Factors across Gender among Dropouts</td>
<td>167</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>T-test for Difference of Social Factors across Gender among Dropouts</td>
<td>168</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>T-test for Difference of School Factors across Gender among Dropouts</td>
<td>169</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>T-test for Difference of Academic Achievement between Dropouts and Non-Dropouts</td>
<td>170</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Result of Logistic Regression Predicting Dropouts (N=620)</td>
<td>172</td>
</tr>
<tr>
<td>Table 4.9</td>
<td>Summary of the Quantitative Results</td>
<td>172</td>
</tr>
<tr>
<td>Table 4.10</td>
<td>Total Selected Sample Size for Qualitative Study</td>
<td>174</td>
</tr>
<tr>
<td>Table 4.11</td>
<td>Phases of thematic analysis</td>
<td>175</td>
</tr>
<tr>
<td>Table 4.12</td>
<td>Themes on other Contributing Factors of Secondary School Dropouts from the Parents and Student’s Perspectives</td>
<td>176</td>
</tr>
<tr>
<td>Table 4.13</td>
<td>Themes on the social effects of dropout and its impact on the students</td>
<td>188</td>
</tr>
<tr>
<td>Table 4.14</td>
<td>Themes on Suggestions from Teachers and Administrators that could be applied to Reduce Dropout</td>
<td>197</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Conceptual Framework of the Study</td>
<td>33</td>
</tr>
<tr>
<td>2.1</td>
<td>Social Capital Theory model: Adapted from Bassani (2003).</td>
<td>90</td>
</tr>
<tr>
<td>2.2</td>
<td>Theoretical Framework</td>
<td>104</td>
</tr>
<tr>
<td>3.1</td>
<td>Research Design of the Study</td>
<td>111</td>
</tr>
<tr>
<td>3.2</td>
<td>Research Procedure</td>
<td>117</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix A  Questionnaire Validation Form
Appendix B  Questionnaire Translation Form
Appendix C  Hausa Version of Consent Letter for the Parents of Dropouts
Appendix D  Consent letter for teachers and administrators of the affected schools
Appendix E  English Version of Students’ Questionnaire
Appendix F  Hausa Version of the Students’ Questionnaire
Appendix G  Interview question validation Form
Appendix H  Interview question Translation Form
Appendix I  Interview Protocol
Appendix I (i)  English Version of the Interview Questions
Appendix I (ii)  Hausa Version of the Interview Questions
Appendix I (iii)  Transcripts of the Interviews
Appendix J  Names of Selected Schools under Study
Appendix K  Map of Nigeria (USAID 2010)
Appendix L  Endorsements And Signatures of the Validation and Translation Panel
### LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>WAEC</td>
<td>West African Examination Council</td>
</tr>
<tr>
<td>NECO</td>
<td>National Examination Council</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
</tr>
<tr>
<td>UNMNG</td>
<td>United Nations Millennium Goals</td>
</tr>
<tr>
<td>NBS</td>
<td>National Bureau of Statistics</td>
</tr>
<tr>
<td>PTA</td>
<td>ParentTeacher’s Association</td>
</tr>
<tr>
<td>SBMC</td>
<td>School Based Management Committee</td>
</tr>
<tr>
<td>FOS</td>
<td>Federal Office of Statistics</td>
</tr>
<tr>
<td>NSC</td>
<td>National school census</td>
</tr>
<tr>
<td>NER</td>
<td>Nett Enrolment Ratio</td>
</tr>
<tr>
<td>FRN</td>
<td>Federal Republic of Nigeria</td>
</tr>
<tr>
<td>GMR</td>
<td>Global Monitoring Reports</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>AAIN</td>
<td>Action Aid International, Nigeria</td>
</tr>
<tr>
<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNDP</td>
<td>UNDP - United Nations Development Programme</td>
</tr>
<tr>
<td>NPE</td>
<td>National Policy on Education</td>
</tr>
<tr>
<td>AFTHD</td>
<td>Africa Human Development Department</td>
</tr>
<tr>
<td>DHS</td>
<td>Demographic and Health Surveys</td>
</tr>
<tr>
<td>UBE</td>
<td>Universal Basic Education</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>NEDS</td>
<td>Nigeria Education Data Survey</td>
</tr>
<tr>
<td>TEGINT</td>
<td>Transforming education for girls in Nigeria and Tanzania</td>
</tr>
<tr>
<td>SCT</td>
<td>Social Capital Theory</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
</tr>
<tr>
<td>WRA</td>
<td>Women of Reproductive Age</td>
</tr>
<tr>
<td>IPOP</td>
<td>Indigenous People of Biafra</td>
</tr>
<tr>
<td>OPC</td>
<td>Oodua People’s Congress</td>
</tr>
</tbody>
</table>
KECICIRAN DAN KESAN SOSIAL DALAM KALANGAN MURID
SEKOLAH DI ZAMFARA NIGERIA

ABSTRAK

This research examined the dropout phenomenon and its social effects among secondary school students of Zamfara Nigeria. The discussion in the study is based on the theoretical framework of Social Capital Theory, Human Capital Theory and Self Determination Theory. A total of 620 respondents were involved in the quantitative study comprising of both dropout Students and non-dropouts. For the qualitative part, a sub-sample of dropouts, parents of dropouts, school teachers, administrators and senior education officers participated in the study. The instruments used in this research were questionnaire and interview to elicit information from respondents. In this study the data was analysed using SPSS version 22; the methods used for quantitative data analysis were inferential statistics which involved t-test and Logistic regression. For the qualitative data analysis, Manual Qualitative Data Analysis was conducted using thematic approach. Result of T-test shows that there is significant difference of economic factors, social factors and school factors between dropouts and non-dropouts. The result also revealed that there is significant difference of economic factors, social factors and school factors across gender and there is significant difference of academic achievement between dropouts and non-dropouts among students from government secondary schools of Zamfara, Nigeria. The result of Logistic regression indicated that economic factors are the best predictors of students’ dropout from government secondary schools of Zamfara, Nigeria. Social factors of parents and school factors are not significantly
associated and have low incidence of dropping out compared to economic factors. Analysis of the interviews conducted with students, parents, teachers, administrators and senior education officers provided significant insights into the socio-economic status, lack of encouragement from the parent, institutional problems, traditional activities and negative religious beliefs of the parents. The social effects in this study include high level of social crimes and atrocities, involvement in prostitution and poor health outcomes and high level of child abuse. The study will be significant to teachers, sociologists, educational planners, government, and international agencies such as UNESCO, UNICEF, UNDP, and nongovernmental organizations by putting into practice the suggestions and recommendations of the study which will help them tackle adequately the phenomenon of student’s dropout by improving the quality of secondary education and minimize the problem of dropout in Zamfara, Nigeria.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on dropout and its social effects among secondary school students of Zamfara Nigeria. The chapter provides the background to the study, brief background of the study area, rationale for choosing the study area (Zamfara) and research purpose. The chapter went further in stating the statement of the research problem, pointing out the objectives, which the study aims to achieve by asking some questions in the research questions and research hypotheses through an appropriate methodology. The chapter finally discusses the significance of the study, organization of the study, scope and limitation of the study, research gap; operational definition of terms and summary of the whole chapter.

Education, no doubt, remains the most outstanding development priority area in the world. The core purpose of education is human development. Other things being equal, an educated person who is well or relevantly positioned in the socio-economic, cultural and political milieu is expected to be a valuable asset to the society than individual who is illiterate and perhaps ignorant (Ogundokun & Adeyemo, 2010). This simple fact explains why researchers and scholars all over the world, continue to research into ways of improving human knowledge and development by investigating the problems facing the education system such as the problem of dropout particularly in secondary schools (Ogundokun & Adeyemo, 2010). The socio-political and economic and technological development, which bring about a high frequency of innovations and reforms, have all combined to make discussion or debates on education and human development trendy, exciting and unending (Ogundokun & Adeyemo, 2010).
Furthermore, education is as important and very essential to man as life itself in this world. Societies through ages have one form of education or the other, whether indigenous or western education. Education varies from place to place and from time to time. In fact, it is a very important means of developing any nation. The term education has not lent itself to any strict consensual definition as it depends on the perspective from which one views it. It can be considered as the process of acquiring knowledge, skills, factors, interest, abilities, competence and the cultural norms of a society by people to transmit this life to the coming generations to enhance perpetual development of the society (Okoro, 2011). The Education for All (EFA) Global Monitoring Report (2002) documented that, education improves productivity, health and reduces negative features of life such as child labor as well as bringing about empowerment. Hence, secondary education builds upon the basic educational foundation which has been laid at primary education. The success of secondary education is dependent upon the foundation earlier laid, whether such was solid or not (OH, 2012).

In Nigeria, education is considered the most important instrument for change and national development. However, of all the problems facing Nigeria’s education system, none is more agonizing and persistent as the poor academic performance of students and dropout, especially of secondary schools, at the external examinations conducted by the West African examination Council (WAEC) and National Examination Council (NECO). In addition, this has resulted in frustration, high dropout rate particularly in secondary school and inability to gain admission into tertiary institutions. In spite of numerous efforts made by researchers, educators and policy makers to tackle this problem, academic performance of students and the
problem of dropout does not seem to have improved (Ogundokun & Adeyemo, 2010).

The problems facing Nigeria educational system cannot, however, be over generalized because of the diversity characterizing its history which makes some problems peculiar to certain regions. This means for example, that while the education of female children and women is characterized by low enrolment than that of boys, females enroll in larger numbers at the lower primary levels than males, but the numbers begin reducing midway in the cycle and drop drastically by the end of the cycle. In Nigeria, variations in educational participation between genders are quite significant and the similarity of problems in most parts of the country nevertheless, makes concern over secondary education pertinent and deserving of special attention (Atayi, 2008).

The global Figureure of out of school and dropout children according to UNICEF (2007), are estimated at 121 million, with 65 million being female children and 80 per cent of these female children are in Sub Saharan Africa. Despite the attention given to secondary school education, gender equality in education in terms of enrolment and completion as highlighted in the Dakar World Education Forum (2000), there is still problem of secondary school dropout where many children in Sub-Saharan Africa and Nigeria are being denied their fundamental human right (Driscoll, 2008) and consequently dropout from secondary schools. One of the key objectives of the World Education forum on Education for All adopted by the World Summit for Children in 1990 is universalizing access and promoting equity and minimizing problem of dropout in the area of education. This Forum identified provision of access, the improvement of quality education for male, female children
and women, remove obstacles and parental factors that hampers their active participation and lead to their dropping out (Lawal, 2010).

The challenge of school completion is not confined to Nigeria; millions of children and youth around the world are denied or have limited access to education. For those who are fortunate to have the opportunity for some level of public schooling, it is often limited to a primary education. For those who attend school, the promise for a future based on their education is not bright, causing countless numbers to drop out of school and look to survive on the streets (United Nations Millennium Goals, 2008). By examining the dropout issue globally, it becomes clear that many of the challenges around completing school are the same; what varies is the scope and depth of the problem. In January 2008, the United Nations established the Millennium Development Indicators. The second goal of this auspicious list references education and it reads as follows:

“Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” (United Nations Guidelines, 2008 in Edwards, 2013, p. 1).

The issue of dropout in Nigeria (especially Zamfara state) has been with education system for at list 20 years back when the state was established in 1996. Fafunwa (1983) noted that dropout is one of the most serious problems that have continued to affect our educational system negatively since independence in 1960 from the colonial administration. Even before we got our independence, the problem of dropout has already established its grip on our educational system (Ajaja, 2012). Dropping out from school occurs after children have previously achieved access to school. A major problem in many developing countries, dropping out is often obscured within statistical data and by the emphasis on initial access (Hunt, 2008).
Dropping out of students from secondary schools can be caused by many factors such as parental and school factors (Ananga, 2011).

Economic factors are found to be some of the contributing factors to secondary school dropout; these include monthly family income, financial situation of parents and engaging in selling. Other factors include accessing of internet connection, organizing extra lessons, cost of transportation and cost of text books as usually mentioned by the parents (Kainuwa, 2014). According to the United Nations Millennium Goals (2008), children from some of the Nigerian states are not likely to enroll in school, and if they do, it is unlikely they will complete primary and secondary education due to the high level of poverty. High levels of poverty often force parents to choose between food for the family and school for the children. This situation becomes magnified when looking at higher levels of education and it contributes to the cycle of poverty which was passed on from generation to generation. Often parents choose to take their children out of school and involve them in activities that produce income, and many times these activities are illegal, immoral, and extremely detrimental to the lives of the children (NBS, 2009, United Nations Millennium Goals, 2008). In Nigeria especially Zamfara state, there is high poverty rate among parents, which may be attributed to economic factors. This may have relationship with their inability to meet the financial demands for their children schooling (Yusuf, 2008).

Social factors include sub-variables such as meeting from time-to-time with teachers and having regular connection with children’s school. Other social factors are spending time with children outside school hours, participating in extracurricular activities of children and attending Parents Teacher’s Association (PTA) and School Based Management Committee (SBMC) meeting for the benefit and motivation of
children. Other studies (Begum, Khan & Iqbal, 2007) suggest that social traditional
environment, which is rooted in culture, creates the barriers that rob females of their
human identity and social rights. Begum, Khan and Iqbal (2007), maintained that, a
negative attitude toward girls’ education, control of women’s lives, male privilege
and time constraints as well as the multiple roles women perform are some of the
cultural barriers impeding women access to education.

School factors in secondary school do matter; studies by Rumberger and Lim
(2008) show that students are less likely to drop out if they attend schools with a
stronger academic climate and available learning facilities. On the other hand,
students are more likely to drop out in schools with a poor academic and disciplinary
climate and unavailable learning facilities. Other school factors may also contribute
to secondary school dropout such as differential treatment by teachers and lack of
understanding of subjects taught. Other school factors are sexual harassment by
teachers and non-teaching staff, lack of free hostel facilities, lack of basic facilities
in schools, hostels and in the classrooms.

Inadequate scholarship paid, inability to get scholarship and absence of free
textbooks in the school are also among many factors that can lead to the problem of
dropout. Other factors that are related to school are indifferent attitude towards
children by teachers, lack of discipline, collecting too much money from the students
for school activities and classroom maintenance. Other factors in this regard are
preferential treatment given to chosen sections by teachers, either according to
communal caste or religion, going on leave very frequently by teachers,
discriminatory treatment by the teachers inside the classroom to mention but a few
(Shahidul & Karim, 2015).
On the relationship between gender and the problem of dropout, female students were found to be the most vulnerable group that dropout of school. Issues of early marriage and teenage pregnancy most often associated with females as well as the parental factors and school factors (Green and Marcus, 2005) may have created this situation. Thus, the problem of students’ dropout from secondary schools seems worth stressing. The 2005 National school census (NSC) revealed that there are large gender disparities between Southern and Northern Nigeria partly due to the parental factors and school factors. Female net enrolment Ratio (NER) in some states in the South are as high as 70% while some in the North like Zamfara are as low as 10%. So, it is pertinent that a study is done to identify the exact causes of dropout in Zamfara. The present study aims to investigate dropout and its social effects among secondary school students of Zamfara Nigeria.

1.1 Background to the study

The National Policy on Education in Nigeria was launched in 1977. The orientation of the policy is geared towards self-realization, individual and national efficiency, national unity, aimed at achieving social, cultural, economic, political, scientific and technological development. In 1985, the objectives of the policy were broadened to include free primary education among others; and this policy has been reviewed from time to time (Amaghionyeodiwe & Osinubi, 2006). Until 1984, the structure of Nigeria education system was 6 years of primary schools, 5 to 7 years of post-primary schools (Secondary, Teacher Training College and sixth form) and 4 to 6 years of tertiary education (College of education, polytechnics, College of Technology and University education). From 1985, the structure of Nigeria education system can be classified thus, pre-primary or kindergarten education (2 to
3 years), for the children of ages 3 to 5 years the primary school which is of 6 years’ period for children of ages 6 to 11 years, the post primary education which is of 6 years’ duration but divided into two halves 3 years of junior secondary school and 3 years of senior secondary school and the 4 to 6 years of tertiary education level. This is called the 6-3-3-4 system (Anyanwu, 1999 cited in Amaghionyeodiwe & Osinubi, 2006). Since the inception of the Obasanjo led administration in 1999, a Universal Basic Education Scheme was launched in 1999. The specific targets of the scheme are total eradication of illiteracy by the year 2010 and increase in adult literacy rate from 57% to 70% by 2003 by increasing the enrollment rate and minimizing the problem of dropout (FRN, 2001).

In Nigeria, there is a sequence of higher educational levels, the first channel assumes that a graduate went through Nigeria certificate in education (NCE) and then to the university. The other two channels are the more common ones, that is, those who went straight from secondary school to university and those who went through polytechnics to university (Amaghionyeodiwe & Osinubi, 2006). A variety of patterns around the problem of students drop out emerges, but these differ according to context. Looking at Global Monitoring Reports (GMR) survey data on student’s drop outs from primary and secondary schooling in Africa and South Asia some indications of the scale of the problem are evident. In the South Asian countries with data available (UNESCO, 2006) different patterns of access emerge. Similar to the African countries, both Bangladesh and India have large drop outs from grade one who are between the ages of 13-14 in secondary school (14.6% for Bangladesh; 14.4% for India). However, these reduce to 4.4% for India and around 10% in Bangladesh in grade two. Drop out in Nepal remains more constant between 7-10% through the grades.
Nigeria has been committed to education in the belief that overcoming gender disparity will accelerate gender parity for national educational development. Despite Nigeria’s tendencies to equalize educational opportunities for boys and girls, there tend to be perpetual inequalities as many poor people are denied from educational processes and outcomes (OH, 2012). According to Obadiya (2011), the girl-child contends with challenges like forced under-age marriages, girl-child labor and trafficking, displacements from armed conflicts as well as unhealthy cultural practices. In the same vein, children will not go to school because of cost of schooling, opportunity cost, illness and hunger, limited economic costs of education and low quality of schooling (Action Aid International, Nigeria-AAIN, 2003).

Despite international and national efforts to ensure a successful migration from gender disparity to gender parity of secondary school students, huge success has not been recorded. Evidence has noted that in Nigeria, governmental, non-governmental and private initiatives within and outside the frontiers of the nation for the northern states to embrace education has proved abortive (Mohammed, 2004). The number of secondary school students more especially girls attending schools in some northern states of Nigeria such as Niger, Kano, Katsina, Kebbi and Sokoto is still abysmally low while the male child has a choice to attend; his female counterpart is strictly discouraged from obtaining the basic western education (UNGEI-Nigeria, 2012, www.ungei.org). UNGEI-Nigeria (2012) further stated that there are still millions of boys and girls without access to primary needless secondary education across the continent and many millions that have started drop out.

The crisis of secondary school’s dropout is an international problem and the prevalence of drop out varies between and within countries depending on the educational structure and patterns of participation in that country (Collins, 2009).
Drop out, by definition, depends on children being previously enrolled, and so in countries where there is low initial enrolment, actual numbers who drop out may be lower than where initial enrolment is high. In a survey of UNESCO institute for statistics (UIS, 2005) data as in (Bruneforth, 2006) on Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, Namibia and Nigeria on the characteristics of children who drop out of school, a number of conclusions were drawn. Another data that supports the previous statistics by showing dropout rates for secondary school students was World Bank report (2004), which revealed that children are unlikely to complete even primary school under conditions of extreme poverty of their parent.

The problem of dropout is a subject of major concern in most developed countries. Secondary school dropouts experience considerably larger unemployment rates than their better-educated peers and are much more exposed to poverty and delinquency (Belfield & Levin, 2007). In periods of economic stagnation, the gap between dropouts and other young people tends to increase over time, leading to rising polarization and concern for social cohesion. Dropout in its simplest meaning is the untimely withdrawal from school. These students who withdraw from school prematurely end up not obtaining any certificate of graduation. The issue of dropout is a global problem confronting the education industry round the world. Researchers like; Bridgeland, Dilulio, and Morison (2006), and Oghuvbu (2008) have since buttressed this fact.

According to United Nation (2013), progression to the next education level is also a challenge. In fact, among class 6 students who are between 13 to 14 years, only 53 percent transitioned to secondary school. The secondary completion rate is even lower. A high percentage of students never finish secondary school and only 29 percent of those who started school graduated secondary school at the official
graduating age of 17 years old. Even if there is a delay up to age 24, only 75 percent finish secondary school and the remaining 25 percent never finish secondary school (UN, 2013).

The variables or indicators linked to secondary school dropout that were used for this study were selected based on the conceptual framework developed for this study, but the variable selection was also supported by various articles of published research (Battin-Pearson et al., 2000; Suh & Suh, 2000). The variables include parental factors, which include economic factors, social factors, school factors and academic achievement (Goldschmidt & Wang, 1999; Rumberger, 2001).

Economic factors include monthly family income, financial situation, engaging in selling, having access to internet connection, organizing extra lessons, cost of transportation, cost of text books to mention but a few. Social factors include issues such as meeting from time-to-time with teachers, having regular connection with children’s school, spending time with children outside school hours and participating in extracurricular activities of children to motivate them. Other social factors are: attending Parents Teacher’s Association (PTA) meeting for the benefit of children, attending School Based Management Committee (SBMC) meeting and usual encouragement of children to seek help from teachers for schoolwork.

School factors are some of the factors (related to schools especially secondary schools) either which are contributing positively or negatively to the education of secondary school students of the study area; these include lack of discipline, collecting too much money from the students for school activities and classroom maintenance. Other school factors include preferential treatment given to chosen sections by teachers, according to either communal caste or religion, going on leave very frequently by teachers and discriminatory treatment by the teachers inside the
classroom. Others are extracting too much of other works from the students by teachers apart from school activities, misuse of students for personal reasons by the teachers during regular working hours and insufficient place to study at home among others (Shahidul & Karim, 2015).

Academic achievement on the other hand, represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.

From the foregoing, attempt was made to explain the meaning of dropout, discussed the seriousness of the problem, x-rayed the causes and characteristics of possible dropout, highlighted the consequences of dropout, and finally the strategies to reduce the problem of dropout. Instead of replicating studies that dealt with the above recurring variables, this study concentrated its efforts on dropouts in gender types based on the factors contributing to the problem of dropout and its social effects among secondary school students of Zamfara Nigeria. These factors include parental factors (economic factors, social factors), school factors and academic achievement. The gender of interest is male and female secondary school students. The findings of this study also provided the necessary suggestions that could be applied to lessen dropout from government secondary schools of Zamfara, Nigeria.
1.1.1 Brief Background of the Study Area

Zamfara is a state in northwestern Nigeria its capital is Gusau. Until 1996 the area was part of Sokoto State. The area today called Zamfara state (see Appendix J) was one of the old Hausa city-states like Kano, Katina, Gobir, Kabi and Zazzau. It extends up to the bend of River Rima to the North West and River Ka in the southwest. Zamfara Kingdom was established in the 11th century and flourished up to 16th century as a city-state. Its capital has shifted with the fortunes of the kingdom from place to place like Dutsi and Birnin Zamfara. Zamfara state comprises of fourteen local government areas according to the regulation of three tiers (levels) of government under presidential system (Bashiru, 2010).

1.1.2 Rationale for Choosing the Study Area (Zamfara)

Zamfara State is located in the north-west of Nigeria (see Appendix J) bordering the Niger Republic to the north east, Katsina State to the east, Katsina and Kaduna State to the south, and Kebbi and Sokoto State to the west. Agriculture provides employment for most of the people especially in the rural areas, but in the city, commerce and both formal and informal sector occupations play a major role. The Hausa-Fulani ethnic group accounts for over 90% of the population, although the state capital is assuming a more cosmopolitan character, with all the major ethnic groups having a vivid representation. The state capital is situated in Gusau. Despite the fact that the state has lagged behind many others in educational attainments and overall living standards, it has earned an impeccable reputation of being amongst the most peaceful, especially in view of the sporadic cases of ethnic and religious skirmishes experienced in several other states of the country.
Poverty and low educational attainment amongst women and men and their families in the rural areas of Zamfara State of Nigeria have been rife and have presented a major challenge (Sanda & Garba, 2007). Data from the Federal Office of Statistics show that more than 70% of Nigerians live on less than US$2 a day and the country as a whole is adjudged to be amongst the poorest, with a UNDP report ranking the country 152nd amongst a list of 175 countries (UNDP, 2004). These overall indicators present a grim picture, which in fact is worsened by regional variations in the rates of poverty. Comparing rural and urban areas, Canagarajah & Thomas (2001) show that poverty rates were 78% in the rural areas, compared with 34% in the urban areas. Their study also revealed that while some states in the country witnessed some improvement in poverty rates, others have recorded deterioration, with Sokoto in particular reported to have recorded the highest increase of more than 6 percentage points in the rates of poverty over the period 1985 and 1993. The state lags far behind many others in terms of educational enrolment figures. In 1996, it recorded an overall literacy rate of 21.4% for males and 9.71 for females, compared with the national average of 58.22% and 41.03% respectively. As for school enrolment, the state recorded an average of 20.46% for boys and 13.2% for girls, compared to the national average of 64.59% and 62.17% for boys and girls respectively (FOS, 1996).

The rationale for choosing Zamfara state for this study is because the recent study conducted by the researcher (Kainuwa, 2014) investigated only parental factors on female Muslim dropout from government junior secondary schools of the study area but the present study primarily centered on dropout and its social effects among secondary school students of Zamfara Nigeria. These factors include economic factors, social factors, school factors and academic achievement, which are not
mentioned in the previous study conducted by the researcher. Despite the national policy on education (2004) which emphasized on equal opportunities for all citizens of the nation in primary, secondary and tertiary institution still great challenges lie ahead, if the goal of education is to be achieved, as pressing education problem or concern which include poor student participation, high dropout, repetition level, low academic performance and low student attendance still pose a threat to educational development in Zamfara state.

The findings of the recent study (Kainuwa, 2014) indicated that some students are from low socio-economic background where there is no-availability of audiovisual reading or writing materials but still perform beyond expectation academically. Similarly, some other students may come from high socioeconomic status where there is necessary encouragement and learning materials at their disposal. Yet they cannot perform academically as expected. The findings also show that some students are high achievers but still dropout and some students are low achievers but continue their school until graduation. Because of this, the present study intended to make deeper investigation on the issue of dropout in this area, which includes the gender of the respondents (both male and female children), parental factors, school factors and academic achievement.

However, to justify why Zamfara is so special that the study was done, Zamfara is a state that has lagged behind many others in educational attainments and overall living standards with a serious problem of dropouts (Kainuwa, 2014, Sanda & Garba, 2007); it is also a place where there is parent that occupied unequally position in the society. It is in the light of this, that the researcher became interested on the topic “Dropout and its social effects among secondary school students of Zamfara”. 
1.1.3 Research Purpose

The problem of dropout has generated increased interest among researchers (Agbomeji, et al., 2010; Akinsolu, 2010; Akinsanya et al., 2011; Ajaja, 2012; Björkman-Nyqvist, 2013; Eneji et al., 2013; Borgen & Borgen, 2014; Broussard, 2014; Board, 2015;), policymakers, and educators in recent years (Bean, 1980). This study examines the many issues involved in trying to understand and solve this complex social and educational problem. The issues are grouped into four areas covering the economic factors, social factors, school factors and academic achievement. The study also examines the differences of these factors between dropouts and non-dropouts in the study area. Within each area, the discussion identifies the important issues involved. The purpose of this study is to investigate dropout and its social effects among secondary school students of Zamfara Nigeria. The study examines the relationship between parental factors (economic factors, social factors) and school factors and dropouts. The study examines the difference of parental factors and school factors across gender among students’ dropouts, and also examines the difference of academic achievement between dropout and non-dropout.

Furthermore, the research determined which of the factors would be the best predictor of students’ dropouts. In addition, the study identified other contributing factors of secondary school dropouts from the parents and student’s perspectives; and investigated the social effects of dropout and its impact on the students.

Finally, the study provided suggestions, which were obtained from teachers, and administrators that could be applied to reduce the problem of dropout from government secondary schools of Zamfara, Nigeria.
1.2 Statement of the Problem

Education has many benefits and has positive impact in our life. Education, no doubt, remains the most outstanding development priority area in the world. An educated person is an asset for any country. In today’s world, human capital is considered the best national resource. Education improves productivity, health and reduces negative features of life (EFA, 2002). An educated person can explore better opportunities for himself and the entire nation would get benefited from his works (Ogundokun & Adeyemo, 2010). On one hand, secondary school education is important because, for one to be able to interface with the kind of technology that people need to be able to interface with today, computers and software for example, one needs more than a primary education typically. Typically, one needs at least a secondary education to become computer literate and to interface with the kind of technology that is going to allow for at least a degree of prosperity to take root. So secondary school is very important. Hence, secondary education builds upon the basic educational foundation, which has been laid at primary education (OH, 2012).

However, there is much debate over the general topic of students dropping out of school especially from secondary school. There is much debate also, over the best indicators to use in identifying who is susceptible for dropping out of school. Studies have shown that various factors such as parental and school factors can be used as predictors of dropping out of school more especially from secondary school (Battin-Pearson et al., 2000; Lehr, et al., 2004). As noted by Collins (2009), the crisis of secondary school’s dropouts is an international problem and the prevalence of drop out varies between and within countries depending on the educational structure and patterns of participation in that country and the factors that usually lead to dropout.
Researchers (Bridgeland et al., 2006; Wotherspoon 2004; Mary Clare Reim, 2014; Oghuvbu, 2008; Patrick 2008) indicated that in order to improve educational outcomes and minimize the problem of dropout in the United States and other countries in the world, special attention must be paid to economic factors, social factors, school factors and academic achievement that contribute to students’ retention in schools and be free from the problem of dropping out. Indeed, economic factors, social factors, school factors and academic achievement, should be the focus of the current study over secondary school dropouts. The social effects of dropping out were also investigated in this study.

In relation to Africa, Yaw Ansu Director Africa Human Development Department (AFTHD) mentioned in one of the World Bank (2004) reports that “yet, secondary school enrolment in African countries averages only about 30%, compared to 65% for developing countries worldwide, and close to 100% in East Asia. From the Demographic and Health Surveys (DHS) secondary data analysis, it is clear that the problem of secondary school dropout remains the biggest challenge in Nigerian, although the proportion of secondary school dropout might appear to be reducing. There appears to be an urgent need to focus research on secondary school students that are more likely to drop out in the study area.

There are many potential causes of dropout, pertaining to the individual, the school and the social environment (Rumberger and Lim, 2008; Murnane, 2013, Goux, Gurgand, & Maurin, 2014), but the mechanisms leading to dropout are not completely understood. It is clear that the number of children enrolled in school has increased over time. Nevertheless, a significant proportion of children who start secondary school are not completing this cycle. There are many factors associated with drop out, some of which belong to the individual, such as poor health or
malnutrition and motivation (Sabates, Akyeampong, Westbrook, & Hunt, 2011). Others emerge from children’s household situations such as child labor 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 affect 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.

Nevertheless, it is possible to make general points about the causes of drop out. First, there is not one single cause of drop out. Dropout is often a process rather than the result of one single event, and therefore has more than one proximate cause (Hunt, 2008). Second, poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Third, distance to schools, poor quality of education, inadequate facilities, over crowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girl’s school safety, are common causes for school dropout (Colclough, et al. 2000). These are seen as supply side causes of drop out, mainly driven at the school level. In the case of Zamfara there is not much knowledge on whether these factors are the main causes of secondary school dropout because no study was conducted on this aspect as a result the present study will investigate parental factors such as economic factors,
social factors and cultural and religious beliefs; as well as school factors and academic achievement.

Moreover, there is some discrepancy in the literature regarding the best factors to use in determining who is at risk of dropping out of school. This study was carried out to correct the imbalance in research efforts on our knowledge of school dropout. Most of the researches on dropout have been centered on causes, effects and remedies. Most if not all the researches in Nigeria on the same subject matter followed the same pattern. Investigation from Zamfara state Ministry of education (ZMOE, 2013) shows that no studies investigated dropout problems under the parental factors, school factors and academic achievement among secondary school students; this study is therefore very timely and significant.

The dropout problem is pervasive in the Nigerian education system. Many children, who enter school, are unable to complete secondary education and multiple factors are responsible for children dropping out of school. Risk factors begin to add up even before students enroll in school that includes: poverty, low educational and occupational level of parents. Other factors such as economic factors, social factors, school factors and academic achievement usually create an environment, which negatively affects the value of education. Further, students could drop out because of a multitude of school factors such as differential treatment by teachers, lack of understanding of subjects taught, sexual harassment by teachers and non – teaching staff, lack of free hostel facilities, lack of basic facilities in schools among others. It is important to carefully investigate whether the aforementioned factors are the real causes of dropout among the secondary schools of the study area. Certain suggestions from teachers and administrators are also needed that could be applied to
reduce the problem of dropout from government secondary schools of Zamfara, Nigeria.

The social effects of dropout and its impact on the students is another issue of great concern in this study, these referred to social consequences and problems that students are more likely to have encountered because of dropping out from school. The social effects may imply seasoned prostitution, poor health outcomes, missing all the different opportunities, high rate of insecurity in the country, high level of social crimes and atrocities and high level of child abuses. Other social effects may include pregnancy, creating an additional economic challenge for the young mother and risking perpetuation of the cycle of poverty for the child. Others include experiencing a wide array of labor market, earnings, social and income problems that exacerbate their ability to transit on to careers and stable marriages from their mid-20s onward, engagement in prostitution due to harsh economic situation, which puts them at risk of contracting HIV/AIDS.

With this backdrop, the present study tries to identify the major pull and push factors that lead to dropping out of school at secondary level for the children living in Zamfara, Nigeria. An attempt is made to uncover various factors associated with dropout and the social effects of dropping out among secondary schools of the study area. For this purpose, it draws on the recently concluded research study on “parental factors on female Muslim students’ dropout from government junior secondary schools of Shinkafi, Nigeria”. In addition, the study also considers ways to keep potential dropouts in school looking at the dropouts' own suggestions for changing the system.

Justification of why the parental factors, school factors and academic achievement are used in this research to Nigeria in Zamfara is that, educationally and
economically Zamfara is among the most backward states in Nigeria (Sanda & Garba, 2007, UNDP, 2004) that is why the study includes parental factors, school factors and academic achievement to investigate whether they are predictors of secondary school dropouts. Majority of the parents are lacking authentic religious knowledge, the absence of which sometimes made them to mix up their traditional beliefs and teaching of Islam; these beliefs sometimes leads the parents to withdraw their children from schools especially female children. School factors are also used to investigate the problems of secondary school dropout because majority of the schools in Zamfara like other Northern states are facing serious problems, which may negatively affect the secondary education and also lead to the problem of dropout among secondary school students of Zamfara.

Using academic achievement (Owoeye, & Yara, 2011, Akinsolu, 2010) as a factor also can be justified because some students may happen to be high achievers but still dropout, similarly some students may happen to be low achievers but remain in school. Despite the fact that studies were conducted in other states of Nigeria, using some of the variables used in this study, but it is not much known whether the result of the findings from other states can be applicable to Zamfara state due to unavailability of research on this aspect in the state. As a result of this therefore, there is still serious and emergent need to investigate whether economic factors, social factors, school factors and academic achievement positively or negatively affect dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

The researcher's personal experience as an indigene of Zamfara state and working with different communities has shown that, despite the existence of the Universal Basic Education Act (UBE Act 2000-2004) in Nigeria, the secondary
school students in other communities of Zamfara do not participate much in basic education. The female dropouts in some schools were higher than males, 42.10% as against 28.67% (Ajaja, 2012). According to Ajaja, (2012) percentage of dropout was still higher among female students in other schools, 24.28% for females as against 21.47% for males. In another study it has shown that the participation of the female children and secondary school students in general in these communities is far greater than in other rural communities of Northern Nigeria with an increase of over 60% in enrolment (UNICEF & DFID Report 2008). It is of paramount importance therefore, to investigate the parental factors, which include economic factors, social factors and cultural and religious beliefs; as well as school factors and academic achievement and the relationship of these variables on secondary school students’ dropout and provide solutions to the problem. By so doing, it is hope that the level of dropout will be reduced if not eliminated and the level of enrolment retention and completion will increase rapidly.

As mentioned earlier, data from the Federal Office of Statistics show that more than 70% of Nigerians more especially Zamfara state live on less than US$2 a day (UNDP, 2004) which may directly affect the secondary school education and result to the serious problem of dropout the state is currently facing. The study contributes to the body of knowledge that unveils how the economic factors, social factors, school factors and academic achievement, are linked to students’ decision to drop out from secondary school. Thus, dropout is not a mere problem that affects or impacts an individual, but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime (Jamil et al., 2010). Therefore, a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the
phenomenon of school dropout from secondary schools. In addition to understanding, the causes and consequences of school dropout at the secondary school level thus stimulate the enactment of social policies that will help keep students in school. Investigating the difference of parental factors (economic factors and social factors) as well as school factors and academic achievement with the problem of dropouts is said to be very important and crucial in the study area, likewise choosing Zamfara state to be the research area is of paramount importance compared to other states in Nigeria; this is because poverty and low educational attainment amongst the inhabitants of Zamfara State of Nigeria have been rife and have presented a major challenge (Sanda & Garba, 2007) affecting negatively the education of secondary school students.

1.3 Research Objectives

The study aims to achieve the following objectives:

1. To examine if there are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

2. To examine if there are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

3. To examine if there is a significant difference in academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.
4. To determine which of the factors (economic factors, social school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria.

5. To identify other contributing factors of secondary school dropout from the parents and students’ perspectives.

6. To investigate the social effects of dropout and its impact on the students.

7. To provide suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria.

1.4 Research Questions

1. Are there significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

2. Are there significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria?

3. Is there significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

4. Which of the factors (economic factors, social and school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria?

5. What are the other contributing factors of secondary school dropout from the parents and students’ perspectives?

6. What are the social effects of dropout and its impact on the students?
7. What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?

1.5 Research Hypotheses

Ha1. There are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

   Ha1(a). There is significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

   Ha1(b). There is significant difference of social factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

   Ha1(c). There is significant difference of school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha2. There are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

   Ha2 (a). There is significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.
Ha2(b). There is significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2(c). There is significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ho3. There is no significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

1.6 Significance of the Study

Research is needed to expand the current field of knowledge dealing with the issue of students who drop out of secondary school. Therefore, an empirical study focusing on variables associated with higher dropout rates in secondary schools in the area of study will add to the current literature pertaining to secondary school dropout rates.

Even though, a substantial number of studies have examined the effects of parental factors and school factors on student dropouts, a substantial portion of those research studies did not incorporate the parental factors, school factors and academic achievement on dropout among secondary school students, which will be of central importance to the area of study. In an attempt to examine dropout and its social effects among secondary school students of Zamfara Nigeria, this study explicitly includes suggestions from the schoolteachers and administrators that could be applied to reduce dropout from the study area. Studying one of these variables alone cannot fully explain how and why students drop out of secondary schools in the area;
so, there is need to study parental factors, school factors, academic achievement, and their relationship to the problem of secondary school dropout.

This study illuminates how parental factors, which include economic factors, social factors as well as school factors and academic achievement, played a role in this process. Given that no previous quantitative research has investigated these relationships, the results of this study provided new empirical evidence that may be useful in informing our understanding of the problem of secondary school students drop out in the area to the extent that this conceptualization can be captured by the variables used in this study. This research finding may call attention to the need to rethink the impact of parental factors, which include economic factors, social factors and cultural and religious beliefs; as well as school factors and academic achievement on the education of their children.

The study will be significant to the area of education by contributing to the body of educational knowledge by increasing the understanding of the problem of secondary school’s dropout. Some researchers have found other parental factors and school factors, which are positively correlated with academic performance and issue of dropout (Robert, 2010). Therefore, the research on dropout among secondary school students such as parental factors, school factors and academic achievement is significant because it redefines how people view and explain parental factors, school factors and academic achievement as one of the factors that affect the retention and dropping out of schools. Moreover, the current research study is important because it expands the limited literature that is related to the issue of secondary school dropout more especially in the study area. It is also important because there is no research on secondary school dropout, which harmonized the economic factors, social factors,
school factors and academic achievement with dropout among secondary school students of Zamfara. Thus, this study attempted to fill this gap.

The present study will be an important study in the literature on secondary school dropout because the outcomes of this study may help educators to create programs that meet the needs of students dropping out of secondary schools. In addition, investigating the dropout and its social effects among secondary school students helps to understand more clearly the picture of dropout since all these variables are related and may combine in explaining the issue of dropout and how it was related to these factors. The study will also be significant to the students more especially the dropouts and those that are currently attending secondary schools of the study area because taking care of the dropout and understanding their needs is a priority for any successful society.

This study is also important for parents and teachers, more especially the teaching staff, school administrators, supervisors, inspectors and ministry of education in general and other concerned personnel who work with education. The study will be significant to educational planners, government, international agencies such as UNESCO, UNICEF, UNDP, etc and nongovernmental organizations by providing suggestions and recommendations which will help them tackle adequately the phenomenon of secondary education in order to improve student’s enrolment and retention and minimize the problem of dropout in schools. With much anticipation that, the results of the study will increase the awareness of the involved personnel and organizations and help with policy, decision-making on what should be done to help students studying at secondary schools, and other schools in Nigeria overcome problems relating to drop out, improve their skills, and finally achieve their academic success.
1.7 Organization of the Study

Following this first chapter’s discussion of the context and significance of this study, the remainder of this study contains four chapters. The next chapter explains Nigeria Education system, reviews the theoretical approaches, explains the conceptual framework and reviews some of the works of different authors. This chapter focuses on the parental factors, which include economic factors, social factors, school factors and academic achievement. The variables were later be related to dropout and non-dropout among students from secondary schools of Zamfara Nigeria.

The methodology of this study is the focus of the third chapter. This chapter includes the sources of data, samples and measures, and analytical approaches. Using the previous literatures and considering the study area, this study identifies a sample of 310 secondary school students out of 1,600, which is the total population of dropouts (Krejcie & Morgan, 1970). Another 310 students from the non-dropout were used to make the analysis clearer and easier.

The fourth chapter examines the differences of parental factors, school factors and academic achievement between dropouts and non-dropouts among secondary school students. Next, this chapter includes findings from the inferential statistics analyses associated with the probability of minimizing the problem of dropout among secondary school students. After presenting the result of quantitative study, this study also displays the result of qualitative study which implies identifying other contributing factors of secondary school dropouts from the parents and student’s perspectives and investigating the social effects of dropout and its impact on the students from all the respondents and finally suggestions from the school teachers and administrators that could be applied to reduce dropout from government
secondary schools of Zamfara, Nigeria. This chapter concludes with a discussion about the robustness of the results.

The last chapter presents discussions and summary of the key findings of this study, implications, recommendations and conclusion and finally, implications for further research and practice.

1.8 Scope and Limitation of the Study

Limitations are those conditions that are beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The present study has certain limitations that need to be taken into account when considering the study and its contributions.

The researcher chooses Zamfara state to be the study area because, the problem of secondary school dropout and non-attendant was very rampant in the area and to the best of the knowledge of the researcher, and no study was conducted on this issue. According to UNESCO institutes of statistics (2003), in some Nigerian administrative states like Sokoto and Zamfara, the female literacy rate is as low as 12 percent when compared to 59% for boys. The secondary completion rate is even lower. A high percentage of students never finish secondary school and only 29 percent of those who started school graduated secondary school at the official graduating age of 18 years old. Even if there is a delay up to age 24, only 75 percent finish secondary school and the remaining 25 percent never finish secondary school (UN, 2013).

According to Warou (2006), the factors on secondary school dropout are many but for the purpose of the present study the researcher uses only economic factors, social factors school factors, and academic achievement. These are the major
factors that can affect the schooling of secondary school students either positively or negatively in the area of study (Robert, 2010; Sanda & Garba, 2007; Nekatibeb, 2002).

The study was limited to the secondary school dropout and non-dropouts in Zamfara Nigeria. With regard to the sample, dropouts, non-dropouts, the parents of dropouts, school teachers and administration were selected for the present study. Considering the shortage of time and resources, it was not possible to collect the data from all secondary schools in Nigeria, so data was collected only from some selected secondary schools that have serious problem of dropout. The same consideration was applied to the sample size of the study. The quantitative and qualitative data were collected through a questionnaire and interview. T-test and Logistic regressions analysis were used to analyse the quantitative data and manual qualitative data analysis was used for qualitative data by using thematic analysis, bearing in mind the steps and strategies of the qualitative analysis.

Finally, Nigeria being the largest country in Africa, the findings of this study cannot be generalized to other states of Nigeria because the factors influencing the problem of secondary school dropout varies from culture to culture and from one geographical area to another.

1.9 Conceptual Framework of the Study

Further conceptualizations related to economic factors, social factors, school factors and academic achievement, were discussed at length during the review of related literature. Here a brief overview of the major issues, which have a bearing on the difference of economic factors, social factors, school factors and academic achievement, on secondary school dropout in Zamfara Nigeria, is provided. Figure
1.1 shows how secondary school students’ education may be affected by these factors which are the main variables of this study.

Figure 1.1 : Conceptual Framework of the Study

Figure 1.1 is showing a brief overview of the major factors which have a bearing on secondary school dropout. The conceptual framework was developed to help guide the selection of the specific variables used. This framework involves focusing on parental factors which include economic factors, social factors as well as school factors and academic achievement. The conceptual framework is based on the assumption that identifying the major factors on secondary school dropout is useful in determining where to focus efforts to reduce dropout rates in the study area.
Parental factors, school factors and academic achievement may therefore have significant relationship on secondary school dropout in Zamfara Nigeria (Kainuwa, 2014, Houtenville & Conway 2008). One factor in which the secondary school students’ education was affected is economic factor, (Nannyonjo, 2007). Some of the prevailing research indicates that children from high status with high financial support are likely to have less problem of dropout than those from the lower status and lower financial support (Robert, 2010). The dropout rate is higher in government secondary schools with a large number of students classified as having a low financial status and parental economic factors (Barr & Parrett, 2007). Therefore, economic factors of the parents are included as variable, which had the greatest impact on secondary school dropout.

Further research indicates that withdrawal and dropping out of students from secondary schools is attributed to many major factors towards the education of their children, prominent among these factors are parental factors which include economic factors, social factors as well as school factors and academic achievement; and also, the students’ own decisions to drop-out of schools (UNESCO, 2002). In linking the social factors framework to parents, researchers focused on how parents generate resources through their social network to promote students’ academic success and minimize the problem of dropout (Dan Wei 2012; Shin, 2009). The “Coleman report” indicates several groundbreaking findings, including that schools were not great contributors to students’ academic achievement. The report stated that what mattered most in determining children’s academic success was their social factors and social environment (Viadero, 2006). Dafur, Parcel, & Troutman (2013) found that social factors exert stronger effects on academic achievement than school social factors, thus clarifying ideas about sites of social investment. These findings
highlight the importance of the social factors that children experience in the home as critical to promoting student’s achievement. Therefore, social factors were included to determine whether there is any significant difference of social factors on secondary school dropouts and non-dropout in Zamfara Nigeria. Therefore, it was imperative that the appropriate variables were selected so that the significant differences of these variables on secondary school dropout of the study area would be examined and investigated.

1.10 Research Gap

Out-of-school syndrome is a major setback in the achievement of universal primary education (UPE). Achieving UPE is both a global and national task, and many countries have made concerted efforts with many more countries remaining. Taking the usual steps for redress especially in Nigeria, may not be strong enough to place these countries on the right path to achieving UPE. Adopting a proactive approach through regular and continuous implementation of strategies is a more effective alternative in controlling the out-of-school syndrome and effectively moving Nigeria towards achieving UPE by the year 2015, or a few more years after (Nathaniel, 2011).

One aspect, however, that has been neglected in investigating the problems of secondary education is investigating the factors contributing to dropout and its social effects among secondary school students such as the relationship of parental factors, school factors and academic achievement and dropout among secondary school students in the area of study. It is true that a number of significant studies have recently been done on secondary education but the question of how parental factors, school factors and academic achievement affect dropout among secondary school
students and the social effects of dropping out in the area of study has rarely been considered. Examples of the studies done on secondary school dropouts are:


All the studies mentioned did not relate completely to dropout and its social effects among secondary school students of Zamfara Nigeria, which was the focus of this study. This area of research is not well explored, and it is vital that suggestions are forwarded to the Nigerian Ministry of Education especially in Zamfara State for the betterment and sustainability of secondary school education. Consequently, the
researcher found it very important to conduct a research on these aspects within secondary schools of the study area, which are seriously affected with the problem of withdrawing students for farming, hawking, marriage and other domestic works in order to bridge this research gap. Table 1.1 shows the summary of the research gap by previous research in the aspect of dropout:

Table 1.1

<table>
<thead>
<tr>
<th>S/N</th>
<th>Author</th>
<th>Area of Research</th>
<th>Research Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ajaja, O. P. (2012). School Dropout Pattern among Senior Secondary Schools in Delta state, Nigeria.</td>
<td>The author didn’t investigate anything about parental factors, school factors and academic achievement. He was also unable to mention the social effects of dropout and its impact on the students. He only emphasized on pattern of dropout under the influences of school type and environment.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>OH, O. (2012). Perceptions of Nigerian Secondary School Students on the Socio-economic and Socio-cultural factors hindering Educational achievement: A Gender Focus.</td>
<td>The author restricted on only perception of students, he didn’t include parents and teachers and the social effects of dropout and its impact on the students</td>
<td></td>
</tr>
</tbody>
</table>
| 3   | Hunt, F. (2008) Dropping out of School: Across Country Review Literature. | The author needs to include the followings:  
• Dropping into school: while the focus is on dropping out, there is less known about how children can return to school, the difficulties they face and how schools encourage/discourage this;  
• Retention: why some children stay, and others leave;  
• Disability/SEN and drop outs;  
• Dropping out from non-state providers of education and the specific factors which might influence this; |
Motivational factors around education: how households and individuals value education in particular contexts and how this links into school decision making processes;

The role of teachers (and head teachers) in facilitating and encouraging the retention of students within the system and/or pushing students out of schools;

Responsibility around dropping out: an interesting area for research would be around the locus of responsibility to enable sustained access and people’s perceptions of where this responsibility lies. These is crucial for understanding how decisions are made and why around drop outs; the push/pull factors; how parents and schools approach children leaving; and whether the interaction between the two sides could be enhanced at all to pull children back into schools.

Social effects: What are the social effects of dropout and its impact on the students?


The author focuses mostly on socio economic and cultural aspects without mentioning much about social aspect more especially the social effects of dropout and its impact on the students
<table>
<thead>
<tr>
<th></th>
<th>Author(s)</th>
<th>Title</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Freudenberg, N., &amp; Ruglss, J. (2007).</td>
<td>Reframing school dropout as a public health issue.</td>
<td>The author put more emphasis on student health problems associated with dropping out such as pregnancy; and psychological, emotional, and behavioral problems, early parenting, mental illness and emotional disturbance, health problems etc. But the author didn’t investigate anything related to school factors and academic achievement.</td>
</tr>
<tr>
<td>6</td>
<td>Hammond, C., Linton, D., Smink, J., &amp; Drew, S. (2007).</td>
<td>Dropout risk factors and exemplary programs: A technical report.</td>
<td>With regards to dropping out of school out of the four areas or domains: individual, family, school, and community factors, the Author limited his research, on only two domains, that are individual and family factors. He didn’t talk about school factors and academic achievement.</td>
</tr>
<tr>
<td>7</td>
<td>Fafunwa, A.B. (1983).</td>
<td>Dropout in the Nigeria education system</td>
<td>The author focuses on mostly on cultural and religious factors, he didn’t talk about economic factors, and he didn’t talk about school factors and academic achievement.</td>
</tr>
<tr>
<td>8</td>
<td>S.A. Adesina, &amp; Ajayi, E. (Eds)</td>
<td>Nigeria Education Trends and Issues</td>
<td>The author focuses on mostly on Trends and Issues without specifically explaining other problems related to parental factors, school factors and academic achievement. There is also need to include the social effects of dropout and its impact on the students.</td>
</tr>
</tbody>
</table>
1.11 Operational Definition of Terms

The following are some of the operational definitions of terms used in writing this research work:

1.11.1 Parental Factors: These are some of the factors (related to parents) which are contributing either positively or negatively to the education of secondary school students of the study area. The parental factors used in this study include economic factors and social factors.

1.11.1(a) Economic Factors: In this study the term economic factors are used to mean the amount of economic resources the parents should have to support the education of their children more especially during their secondary school period. Economic factors in this study include monthly family income, financial situation during the past years, engaging in selling, accessing of internet connection, organizing extra lessons, cost of transportation, cost of text books to mention but a few.

1.11.1(b) Social Factors: Social factors mean the features of social life- networks, norms, and trust-that enables parents of secondary school students to act together more effectively to pursue shared objectives which include making sure that their children complete secondary school without any problem of dropout (Putman, 1995). Social factors in this study include sub-variables such as meeting from time-to-time with teachers, having regular connection with children’s school, spending time with children outside school hours, participating in extracurricular activities of children to motivate them, attending Parents Teacher’s Association (PTA) meeting for the
benefit of children, attending School Based Management Committee (SBMC) meeting.

1.11.2 School Factors: These consisted of infrastructural facilities, school environment and teachers’ attitude, which are found to have exerted powerful influences on student’s interest or disinterest in studies including dropout, for instance infrastructural facilities in the school, attitude of the teachers, distance of the School (Chugh, 2011). These are some of the factors (related to secondary schools) which are contributing either positively or negatively to the education of secondary school students of the study area. The school factors used in this study include differential treatment by teachers, lack of understanding of subjects taught, sexual harassment by teachers and non–teaching staff, lack of free hostel facilities, lack of basic facilities in schools, hostels and in classroom, inadequate scholarship paid and inability to get scholarship. Other factors include absence of free textbooks in the school, indifferent attitude towards children by teachers, lack of discipline, collecting too much money from the students for school activities and classroom maintenance, discriminatory treatment by the teachers inside the classroom.

1.11.3 Other Factors: Other factors as used in this study are those factors other than the economic factors, social factors and school factors. These factors include socio-economic status, lack of encouragement from the parent, institutional problems, traditional activities and negative religious beliefs of the parents. Other factors are also family size, street hawking, and single parent as a result of death, divorce or separation of the couple. Other factors are also lukewarm attitudes of the parents towards the education, distance from school, lack of interest for western education
schools and early marriage, fear of female-child immorality and female students’ abduction.

1.11.4 Academic Achievement: Academic achievement represents performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. In sum, academic achievement indicates the learning outcomes of the students. In this study, academic achievement refers to the performance of students in all academic disciplines which can be in class activities, particularly who are presently attending secondary school. In this study, academic achievement is divided into two levels based on the procedure laid down by the secondary schools under study. The levels are: Level of high achievers which ranges from 51-95% and level of low achievers ranges from 49-10% and it was measured by student’s examinations, result. In this study, we want to know that why some students drop out despite the fact that they are high achievers. Similarly, why some students may happen to be low achievers but still remain in school.

1.11.5 Social Effects: There are many social effects in relation to dropout, but the real social effects of this study were identified after the interview. In this study, social effects refer to social consequences and problems that students who drop out are more likely to have encountered, these includes pregnancy, experiencing a wide array of labor market earnings, social and income problems that exacerbate their ability to transit on to careers and stable marriages from their mid-20s onward. Other social effects are engagement in prostitution due to harsh economic situation, which puts them at risk of contracting HIV/AIDS, seasoned prostitutes, poor health
outcomes, missing all the different opportunities, high rate of insecurity in the country and high level of social crimes and atrocities and high level of child abuses among others.

1.11.6 Secondary School: These are schools established by the federal government of Nigeria in order to achieve her objectives of new National policy on education which is popularly known as 6-3-3-4 system of education. This means that 6 years to be spend in primary school, 3 years in junior secondary school, and 3 years in senior secondary school and 4 years in tertiary institution or University.

1.11.7 Dropouts: Students who terminates their studies without sitting for the examination for which they had been preparing. A student is identified as dropout if the individual is absent without an approved excused or documented transfer and does not return to school by the fall of the following school year, or if he or she completes the school year but fails to reenroll the following school year. For the purpose of this study, dropouts are defined as young children, who enroll in secondary education and for some reason other than death leaves school before completing the grade without transferring to another school. It may be termed as “an event dropout”.

1.11.8 Non-Dropouts: Students who finished their studies successfully by sitting for the final examination for which they had been preparing are said to be non-dropout according to this research work.
1.12 Summary

The main aim of this study is to investigate dropout and its social effects among secondary school students of Zamfara Nigeria. This chapter (Chapter one) discussed introduction, background to the study, rationale for choosing the study area (Zamfara), statement of the problem, objectives of the study, research questions, research hypothesis, significance of the study, organization of the study, scope and limitation of the study, conceptual framework of the study, research gap and operational definition of terms used in the study. It is hoped that this study will help parents of secondary school dropout and their children who are the secondary school dropouts where the study is conducted. The research may assist policy makers, principals, and teachers along with parents and children to determine the faced obstacles diminishing their retention and leading to the dropping out of students from schools.
2.0 Introduction

This chapter comprises of explanations on Nigeria Education System, the theoretical review, theoretical framework and reviews some of the works of different authors. In conducting this review, the following study variables are of utmost importance: parental factors (economic factors and social factors), school factors and academic achievement. The variables would later be related to dropout and non-dropouts from secondary schools of Zamfara Nigeria.

2.1 Nigerian Education System

Education may be regarded as a method of leading people out of ignorance. It is a means of socializing human beings. It involves the bringing up of a child in the community and constantly training him to adjust himself to the changing world around him. It is a lifelong process. Education is varied in its content and method as there are different societies in the world. The aim of education varies from time to time and from place to place. The aim of education in a country should therefore be a reflection on the national aspiration of the people. This can be based on the experience gained from the past history of the people and their future expectations of themselves. Fafunwa (1974) cited by Sarumi (2005) stated that for education to be effective, it has to relate to the past, present and future of the society. Similarly, it has to bear practical relevance to the socio-cultural background of the people. Therefore, the philosophy and sociology of the community or nation must be informed by the cultural beliefs, tradition and shared norms of the people. According to Ocitti (1994)
and Omolewa (2001) education is a process of cultural transmissions using culture to embrace the people’s art, music, literature, philosophy, religion, commerce, political, organization, science and technology as well as other ideas and values implicit, that permeated a society and bind its people into recognizable unit. Education therefore, is very important in every nation and attracts considerable attention both in the past and in the present dispensation. Hence, education is linked with culture and the culture of a people is linked with the level of its educational attainment. Consequently, the crusade for Education for All (EFA) aimed at removing inequality and inequitable distribution of wealth (Triebel, 2005; Sarumi, 2005 in Okoro, 2011).

Education in Nigeria is based on 6-3-3-4 system, which involves three levels of institutional learning process; they are primary, secondary and tertiary levels. Actually, nursery education forms the first stage of the learning process in Nigeria. Unfortunately, a lot of families still can’t afford to send their toddlers to nursery schools. Since the 6-3-3-4 system of education does not include education at this stage, this research work will concentrate on the two levels mentioned above which have direct bearing to the present research.

2.1.1 Primary School Education

In Nigeria, children start attending primary schools (elementary schools) when they are 6 years old and spend the next six years there, graduating at the age of 12. However, most children who attended nursery schools prior to primary schools have an edge over those children who didn't have the privilege to do so. Therefore, they usually finish earlier. At graduation, primary school pupils are awarded the First School Leaving Certificate (FSLC), which, in combination with the common
Primary education in Nigeria is compulsory, but free under the Universal Basic Education (UBE) program introduced by President Olusegun Obasanjo on September 30, 1999. However, it may be an exaggeration to speak of free primary education here because in reality parents still have to pay school levies imposed on pupils, buy school uniforms and so on. Admittedly, education at this level is mainly financed by the government. But after the primary school education, parents and guardians are made to bear some costs of sending their children to secondary schools and full costs of sending their children to tertiary institutions.

### 2.1.2 Secondary School Education

Successful pupils at the primary school level - those in possession of first school leaving certificate (FSLC) and who have passed the entrance examination to secondary schools, the Common Entrance Examination, can then proceed with the secondary school education, usually at the age of twelve. Secondary School Education, which used to last for five years, now takes 6 years to complete. The language of instructions at this level of education is English. While at the nursery and primary school levels, pupils, irrespective of their sex, attend mixed schools, boys and girls at the secondary school level are often sent to separate schools (boys' schools or girls' schools). However, mixed secondary schools are no longer a rare sight in Nigeria today.

The first phase of the secondary education, which lasts for three years, is provided at the Junior Secondary Schools (JSS). At the end of these three years, students sit for Junior Secondary School Examination (JSSE) and the successful ones
are awarded the Junior Secondary School Certificate (JSSC). A successful completion of the JSS is a prerequisite for the second phase - the Senior Secondary School (SSS), which also lasts for three years. At the end of this period, students obtain the Senior Secondary School Certificate (SSSC) after writing and passing the final examination, which is the Senior Secondary School Examination. The SSSC is equivalent to the former West African School Certificate (WASC). As is the case at the primary school level, brilliant students who wish to skip a class may be allowed to do so after due consultations with their parents or guardians and their respective school authorities. There are also the technical secondary schools and commercial secondary schools, which also offer courses lasting up to six years. Both academic and specialized subjects are taught. There is also the vocational education offered at technical colleges. Students who want to acquire specialized skills at the end of their studies may choose to attend the technical or commercial schools.

On the other hand, there are some schools, which can boast of well-qualified teachers and therefore provide high quality, but expensive education. And of course, there are also the most sought Government Colleges, Federal Colleges and the University Secondary Schools. But to obtain admission into these schools, students must not only come from well-to-do families, their parents or guardians must also have high and powerful connections. The quality of education here is by far higher than what is obtainable in normal secondary schools. In fact, it is a privilege to attend such schools. Irrespective of which secondary schools they attended, all students who wish to study at a university level must have at least 5 credits (in not more than two exams) out of the subjects they entered for in the SSS exam(s) or West African General Certificate of Education - Ordinary Levels (GCE O/levels). These subjects must be relevant to the courses they want to study and should include credits in
English language (especially in Humanities), Mathematics (especially if one wishes to study a science course) and a science subject. In addition, they have to pass the Universities Matriculation Examination (UME), which is conducted by the Joint Admission and Matriculation Board (JAMB).

However, due to limited number of admissions, some applicants who did well in the UME are not offered admissions: their scores are said to be below the cut-off mark set by their prospective departments. The UME includes a compulsory paper for all the candidates - the use of English, and three other subjects which are relevant to their proposed courses. All these subjects have to be passed with acceptable results. Although each of the 36 states in Nigeria, including the Federal Capital Territory Abuja, now has at least one institution of higher learning, tertiary education has continued to elude many secondary school leavers.

2.2 Parental Factors

Parents play an important role in their children’s education and total upbringing (Holden, 2009). Literature on parenting roles and responsibilities agree that parental factors are important ingredients of successful parenting and children’s education (Holden, 2009; Huver, et al., 2010). The parental impact on their children's educational aspirations and occupational success has long occupied center stage in the sociological literature. Researches by sociologists and economist indicate that parental factors and parents' involvement towards education have a significant effect on their children's educational aspirations and strongly raises student’s achievement and minimizes the problem of school dropout. Parental factors may therefore have significant relationship on dropouts and non-dropout in secondary schools (Houtenville & Conway 2008; Datar & Mason 2008). If the parental factors toward
their children’s education are important, then it is vital to understand how these parental factors are shaped.

According to Akyeampong (2009) parental factors, parental support, and interest have a great deal of influence on children participation and level of success attained in education. Parental factors are mainly influenced by traditional beliefs regarding the ideal roles of students in society. Either parental factors were major factors that influenced children’s enrollment, retention and completion positively or negatively, they have close link with the issue of dropout and non-dropouts. In Maasai community, it has been noted that parental ignorance does not allow pastoralist communities to understand why a child should go to school instead of looking after livestock due to lack of good educational background, which is one of the parental, factors (Anastasia & Teklemariam, 2011). Sichinga (2005) found negative parental attitude to be among the major causes of low enrolment and dropout among Yao girls in Malawi. Some parents were of the habit of being reluctant to send their female children to school because of the belief that education and school could be a corrupting influence (Hari 2010). Mingat (2003) observed that where schools are situated long distances away, parents also worried about their daughters’ safety while travelling to and from school. Sipple (2008) revealed that African rural areas are commonly characterized with distant schools. Young children are discouraged by long distances especially in the early years of schooling. The parental concern about sexual harassment of their daughters also causes absenteeism and eventually dropout. But for the parents of non-dropouts the opinions defer entirely.

According to many of the parents, it is expected that girls will in adulthood only take on the roles of wives and mothers in performing domestic chores both
before and after marriage (Rufa'i, 2006). Many parents also have the belief that educating female children is a waste of time and money, because they will eventually be married off and their education would therefore only benefit their husbands and the families they marry into. Money spent on the female children’s’ education would thus be considered lost to the parents because no return will be expected in future (Glewwe & Kreme 2006; Hanusheka et al, 2008). Many parents also expressed the belief that male children would take care of them in their old age, thus providing them with a sense of security about their future, while female children once married would be expected to take care of those in the families they married into. Thus in order to ensure that their male children will be able to carry out this responsibility, parents feel that they should provide their sons with education so that the sons can in turn get employment.

Based on this reason some parents have the view that given a choice, they would prefer to educate boys than their female children. Parsankul (2004) also found that forced marriage and low economic standards interrupted children from schooling. He also cited greed (the desire to own many cattle) in Kajiado District as a hindrance to secondary education because secondary school age children is responsible for such a diverse number of household tasks; some parents prefer to keep their children at home. This is basically true in areas where children assist in income earning activities to supplement family income due to poverty. Majority of these parents therefore find that the opportunity cost of education is too high, more especially when the income from such activities contributes towards raising the family's standard of living. A study by UNESCO in Senegal (2002) found out that despite the fact that education is the cornerstone for overcoming poverty, poverty keeps many children from gaining access to education. For many parents there was a
commonly held view that female children were academically less capable than male children. This parental attitude has a negative effect on girls’ participation in education. Parents who uphold this belief will choose to educate male children at the expense of female children (Rumberger and Lim (2008)).

The relationship of parental factors on secondary school students’ education is seen as a key input to education. According to Pong, Hao, and Gardner, (2005) and Ou, Mersky, Reynolds, and Kohler (2007), sociologist and education scholars associated parental factors with higher student GPA, higher attainment, and better post-school outcomes. Economists find that parental factors and parental involvement (both at home and at the school) strongly raises student’s achievement and minimizes the problem of dropout, even controlling for family background. Economists understand that parental factors and parental involvement are not exogenous, but rather are the objects of optimizing behavior (Houtenville and Conway, 2008). If parental factors and parental involvement have genuine educational benefits, and parents actively choose their level of involvement, it is natural to ask what factors increase or decrease that involvement.

2.2.1 Economic Factors

Economic factors have been defined by many researchers depending on the area of their research (Porteous, Bruce; Pradip Tapadar, 2005; Porteous, Bruce; Tapadar, Pradip, 2008a, Porteous, Bruce; Tapadar; Pradip, 2008b; Dhaene, Goovaerts & Kaas, 2003). Economic factors can be used in pursuit of other forms of economic resources for example total monthly family income and gross monthly income can be used to pay for school fees, books, transportation to and from school on daily basis and other school materials. Zorondo-Rodri´guez et al. (2015) defined economic factors as
subjective measure similar to natural capital, the subjective measure of economic factors as considers the individual’s level of satisfaction with economic elements as a source of goods and services to satisfy the individual’s needs. Objective measure of economic factors as included socially prominent assets (Zorondo-Rodrí’guez et al. 2014), which are usually used as standard indicators such as household income during the previous months or years, household wealth (or monetary value of a set of manufactured goods owned by the household, including cell phone, motorbike, bicycle, television, radio, table, and chairs), and number of different basic facilities available for the household (e.g. drinking water, electricity, toilet, and ration card).

The term economic factors is used to mean the amount of economic resources the parents should have to support the education of their children such as monthly family income, financial situation during the past years, engaging in selling, accessing of internet connection, organizing extra lessons, cost of transportation, cost of text books to mention but a few.

Shiuh-Tarng Cheng (2012) investigating about economic factors in Taiwan, mentioned that the economic factors variable include questions related to the financial situation of the family such as the total monthly family income and how has the family ‘s financial situation been during the past ten years.

2.2.2 Social Factors

In sociology, the concept of social factors was reintroduced by Bourdieu (1986) and Coleman (1988, 1990). It has generated a wide array of applications in sociology and other disciplines in which social factors as communal or societal characteristic is emphasized (Bourdieu & Coleman 1991; Putnam 1995). In educational sociology, the concept has mostly been used to describe the influence of the family on
individuals’ schooling (Dika & Singh 2002). As such, the concept offers a fitting theoretical framework for micro-level explanations of educational achievement, attainment, retention and dropping out of school.

Field (2008) depicted relationships as the central theme of social factors. By building social relations through networks, group memberships, and personal relationships, social factors resources can be expanded and accumulated. Field (2008) asserted that most people get jobs because of whom they know through social interactions, which is attributable to social factors. According to Hall and Taylor (2006), Emile Durkheim viewed societies as an interconnection of personal relations with a collective consciousness. This view emphasizes the importance of social connections with others because they provide people with “logistical support, emotional sustenance, and a sense of self” (Hall & Taylor, 2006). “Better connected people enjoy higher returns,“

Social factors are resource based on group membership, relationships, and networks of influence and support. Lin (2011) has stressed the importance of social connections and investment in social relations with expected returns in the marketplace. Lin (2011) argued that it is not only “what you know, but who you know” that makes a difference in achieving goals and objects in life. Social factors are also effective in school and family dynamics. Anyon et al. (2009), citing Laureau and Noguera, wrote “Research supports the notion that Social Factors specifically leading to collaborations between teachers and families plays a role in producing high achievement of children and minimizing the problem of dropouts”.

As the concept of social factors has become more common in educational research and school debates, its usage has become murky. Increasingly critical literature has emerged (Furstenberg 2005), drawing attention to the fact that strong
ties may have negative effects by constraining the choices and actions available to network members. For Social Factors to contribute to desired outcomes and education of their children, parent–child interactions must be specific and concrete; this implies meeting from time-to-time with teachers, having regular connection with children’s school, spending time with children outside school hours, participating in extracurricular activities of children to motivate them, usual encouragement of children to seek help from teachers for schoolwork (Kim & Schneider 2005).

Parents with more social factors may be more involved in school-related activities because they assign a higher value to education and are more likely to respond to calls from school staff for greater involvement (Ream & Palardy 2008). For example, parents’ level of education has been shown to influence their choice of involvement strategies and their responses to their children’s actions and performance in school as well as their retention and dropping out (Bodovski 2010, Domina 2005).

Despite the incongruence of its definition, the concept of social factors have emerged as one of the most salient concepts to explain differences in educational issues such as the problem of dropout among secondary school students (Ream, 2005). Many previous researchers examined different dimensions of social factors and their effects on educational issues more especially the issue of dropout (Schlee et al., 2009; Wang, 2008; Hango, 2007), behavioral outcomes, and academic achievement (Kao & Rutherford, 2007).

Some other definitions of social factors that were found in the literature were “the actual (or potential) resources developed within a network of more or less institutionalized relationships of mutual acquaintances” (Tierney, 2006). Magliola (2005) observed that the concept of social factors is described as the assertion of the
importance of stable networks of relationships between individuals, not only for their own wealth, but also for the welfare of the whole community.

From Nigerian perspective, social factors are limited in scope to subjects’ personal community, defined by their personal social networks, household, and work contexts. This can be achieved by meeting from time-to-time with teachers, having regular connection with children’s school and spending time with children outside school hours. Other ways of achieving this include participating in extracurricular activities of children to motivate them, attending Parents Teacher’s Association (PTA) and School Based Management Committee (SBMC) meeting for the benefit of children and encouraging children to seek help from teachers for school work from time to time.

2.3 School Factors

Research literature has identified a number of factors within families, schools, and communities that affect whether students are likely to drop out or graduate from secondary school. They include access to not only fiscal and material resources, but also social resources in the form of supportive relationships in families, schools, and communities (Rumberger & Lim, 2008). Among the school factors are: differential treatment by teachers, lack of understanding of subjects taught, sexual harassment by teachers and non–teaching staff, lack of free hostel facilities, lack of basic facilities in schools, lack of basic facilities in hostels, lack of basic facilities in classroom, inadequate scholarship paid, inability to get scholarship and absence of free textbooks in the school.

Other school factors that usually influence secondary school dropouts include indifferent attitude towards children by teachers, lack of discipline, collecting too
much money from the students for school activities and classroom maintenance, preferential treatment given to chosen sections by teachers, either according to communal caste or religion. Other school factors are going on leave very frequently by teachers, discriminatory treatment by the teachers inside the classroom, extracting too much of other works from the students by teachers apart from school activities, misuse of students for personal reasons by the teachers during regular working hours, insufficient place to study at home (Burris & Roberts, 2012). According to Burris and Roberts (2012) engagement is multifaceted and includes the level of identification with the school and the development of positive relationships with peers and teachers.

Rumberger, Russell & Thomas (2000) mentioned that availability of resources appears to be related to the structure and organization of schools and can affect the continuation and dropping out of secondary school students. The authors found that large schools especially those with higher student–teacher ratios tended to have higher dropout rates. The failure of students to find positive social relationships in schools and the lack of a climate of caring and support also appear to be related to increased rates of dropping out. The authors also mentioned that positive relationships between teachers and students and among students and a climate of shared purpose and concern have been cited as key elements in schools that hold students until graduation. In 1994 Legters and Edward L. McDill pointed to organizational features of schools conducive to positive social relations including teacher and student contacts focused on a limited number of people within the school, and teachers who have been prepared to focus on the needs of students and their families and communities. In 2001 Croninger and Valerie E. Lee found lower dropout rates in schools where students report receiving more support from teachers.
for their academic work and where teachers report that students receive more
guidance about the school matters (Rumberger & Russell, 1987).

In addition to issues of access to academic success and social acceptance
within schools, in some contexts there is an issue of the availability of schooling at
all. This is primarily an issue in areas of the world where secondary schooling is not
widely available (Board, 2015). Although this situation tends to be more prevalent in
the developing world, there are areas within developed countries, such as sparsely
populated or geographically isolated areas, where access to schooling is not readily
available. Completing secondary school in such circumstances often takes students
far from home and from family and community support and so makes dropping out
more likely (Board, 2015).

2.4 Academic Achievement

According to Kolachina (2014) academic achievement is the outcome of education
and the extent to which a student, teacher, and institution have achieved their
educational goals. Academic achievement also refers to the extent to which learners
acquire the knowledge, skills, and proficiencies that the teacher teaches or assigns.
Moreover, academic achievement relates to various aspects of a student’s academic
career.

Good (1959), described academic achievement as “the knowledge obtained or
skills developed in the school subjects usually designed by test scores or marks
assigned by the teacher.” Mehta (1969), as quoted by Ganai (2013), defined
academic achievement as “academic performance includes both curricular and co-
curricular performance of the students.” In sum, academic achievement indicates the
learning outcomes of the students. According to Richardson et al., (2012), academic
achievement refers to the excellent performance of students in all academic disciplines, which can be in class activities. Also, academic achievement means the entire knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on the performance of students.

2.5 Economic Factors and Secondary School Dropout

Empirical evidence from other countries is rich and the main results seem to be in agreement with a priori expectation of a close link between economic factors and secondary school dropout. Although the list is by no means exhaustive, the works of Ajaja, (2012), Al-Fadhli and Kersen (2010), Akyeampong (2009), Atayi (2008), Garba and Sanda, (2007) and World Bank (2004) are among researches from within and outside Nigeria documenting the links between secondary school students’ dropout and economic factors.

Economic factors play a crucial role in shaping the educational trajectories of children through the transmission of economic, resources which have direct bearing with secondary school student’s retention and dropping out of school (Shiuh-Tarng Cheng, 2012). A number of studies highlight the linkage between poverty and dropping out from the school (Sabates, Akyeampong, Westbrook, & Hunt, 2011; Birdsall et al, 2005). Poverty, jeopardize meaningful access to education for many children. As a result, many children are registered in schools but fail to attend, participate but fail to learn, are enrolled for several years but fail to progress and drop out from school.

Unavailability of parent’s monthly family income and parent’s financial situation have been found to be the major reason parents offer for not educating or
dropping out of their children from secondary school. Frequency of eating was affected by many children’s schooling to the extent that some parent’s gross monthly income cannot cater for the family needs especially daily food and also support their education. As a result of low income some parents used to seek assistance of their children on farm. Jæger and Holm (2007) in one empirical analysis found that economic factors are predictors of secondary education, in terms of attainment, retention and dropping out of school. On the other hand, some parents with high economic factors frequently buy books for the benefit of their children and some usually subscribe to English language journals or magazines which are related to the economic factors. Having Internet connection at home for children’s education and organizing extra lesson for children’s study are other issues usually documented in the previous researches which are also attributable to economic factors (Pishghadam, & Zabihi, 2011, OH, 2012).

Previous researches (Shiuh-Tarng Cheng, 2012, Dan Wei, 2012) have established the independent effect of economic resources (which have to do with economic factors) on secondary school student’s education in different social, cultural, and national contexts. To understand the mechanism behind persistent educational stratification, Bourdieu’s (1984) social reproduction theory provides a framework for explaining how economic, resources particularly economic factors combine to influence secondary school student’s education by preventing the problem of dropout.

A copious body of educational research in the West has tracked the impact of family income and wealth, which has to do with economic factors on secondary school student’s education. Students from higher socioeconomic backgrounds generally achieve better school outcomes and are more likely to be free from the
problem of dropout than their less well-off counterparts (Shiuh-Tarng Cheng, 2012). Studies conducted in the U.S, Canada, and U.K. repeatedly showed that socioeconomic factors which have to do with economic factors have a substantial and persistent influence on secondary school student’s education in terms of retention and dropping out (Duncan & Murnane, 2011; Patrick, 2008; Martin & Halperin, 2006; Blanden & Gregg, 2004). It has been found in U.S., that a 10% increase in family income is associated with a 1.4% increase in the probability of attending a four-year college and a 10% decrease in family income is associated with a 1.4% increase of dropping out. Under the backdrop of widening income gap, a body of published studies indicates a growing gap as well as disparities in retention and dropping out between the poor students and their more affluent peers in the U.S. (Philips, 2011; Reardon, 2011).

In the U.K., studies show that children from low-income households leave school for work earlier and sometimes dropout and generally have less attendance rate (Reardon, 2011, Ferguson et al., 2007) than their more affluent peers; in addition, low-income students in Taiwan are less likely to attend college than are high income students (Shiuh-Tarng Cheng, 2012). In a similar vein, another study demonstrates that economic factors and financial constraints affect parents ‘investment in their children ‘s secondary education; in addition, scarcity of resources (both of money and of time) in larger families has adverse effects on the education of children and may be attributed to their dropping out of school (Ferguson et al., 2007).

The substantial effect of family income in shaping educational trajectories of children has inspired research applying western-developed theories in non-western settings. The extent to which family income and economic factors matters and the
ways in which it matters are not uniform cross-nationally (Shiuh-Tarng, 2012). Despite the common view that other countries such as Nigeria, India, Taiwan has less income inequality than some countries in the West such as U.S. and U.K. Evidence suggests that here too, students from higher income families have an advantage over those from lower income backgrounds more especially in the issue of dropout (Hung & Marjoribanks, 2005). Studying the impact of family and school factors on students’ education at the junior secondary school level, Lin (2007) showed that family SES and economic factors exerts profound effects on students’ education when compared with various resources provided by the school which explained only 4% of the variance.

However, in determining access to education by students and preventing the problem of dropout, economic factors such as monthly family income and financial situation are found to be important factors; this is because there are many costs associated with schooling ranging from school fees, uniform PTA fees and the opportunity costs of sending a child to school. Economic factors, financial support and family income are linked to a range of issues among which is the issue of secondary school dropout and non-dropouts; when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Bruneforth, 2006).

Number of studies in looking at the interaction between secondary school dropouts in particular and the monthly family income and financial situation had highlighted the link between poverty and dropping out from school. All the studies agreed that students ‘enrolment, retention and completion can seriously be affected by the poverty of the parents and can also be encouraged by financial situation of the parents which are related to economic factors, (Birdsall, et al 2005; Bruneforth,
Poverty could be regarded as ‘the most common primary and contributory reason for secondary school students to be out of school’ (Hunt, 2008); call poverty, ‘a plausible explanation of school disruption’. Chugh (2011) maintained that poverty of the parents remains one of the significant causes for the low participation of children in schooling and dropout.

According to Jason and Beatrice (2013), a series of questions were asked to parent and guardians about the financial circumstances surrounding children’s school enrolment in Tanzania, their answers was no more than financial problem militating against sending their daughters to school. Hunt (2008) also mentioned poverty as a contributing factor of secondary school dropout in rural areas of China.

Cost of transportation to and from school on daily basis, provision of other daily monetary demands to the children, cost of text books and other school materials are found to be a burden for some of the parents, which negatively affected the secondary education of their children. Research indicates links with household income, gender and dropping out; Grant and Hallman (2006) found an association with a family’s financial strength, measured by level of household expenditure and access to credit, and the likelihood a daughter will remain in school in South Africa.

Children from better off households with better economic factors are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. This has been suggested by both statistical data and empirical research. For example, a research conducted in rural China by Glewe and Kreme (2006) saw ‘poor and credit constrained children’ three times more likely than other children to drop out of school. The links between wealth and school retention has been described in more detail by Colclough (2000) cited in Ananga (2011) where he stated that “amongst those out-of-school, the mean wealth
index for school drop-outs was generally higher than for those who had never enrolled ... children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled”.

Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households. The pressure on secondary school students from poorer background in particular, to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases (Ananga, 2011). In Ghana, most out-of-school children both those who have never enrolled and those who have dropped out come from economically deprived households. Household poverty may be regarded as affecting dropout through its interactive effects with other factors that trigger events that result in dropping out from school (Ananga, 2011).

Work patterns of household members’ influences whether income is coming in, and the possible expenditures available. Looking at patterns of access and non-access in slums in Bangalore, India, studies indicated that the income of the father was linked to the continuity or discontinuity of the child in school; this means that if the parents’ income levels are low, children may be called on to supplement the household’s income, either through wage-earning employment within themselves or taking on additional tasks to free up other household members for work. This is more apparent as children get older and the opportunity cost of their time increases. Interactions between schooling, household income and dropping out might be shaped at times if parents attached more importance and regard to schooling of their children (Hunt, 2008; Bridgeland, DiIulio & Morison, 2006).
Bjorkman (2013, 2006) depicted the correlation of female and boy’s children enrolment between district incomes and found that for low levels of income very few female children attended education and there is a large gap between boys and female children enrolment and increase number of low attendance and dropout. Alisa (2010) in his work on poorest and richest background of children found that the gap in attainment and dropping out between children from the poorest and richest backgrounds grew particularly fast during the primary school years. Children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. Some parents believed that hawking children provide additional income to the family, for this reason they prefer their children to drop out of school and engage in street hawking. A study in Botswana conducted by Makwinja-Morara (2009) identified gathering of wood, caring for siblings, cooking, fetching water and minding the house in general as some of the reasons laid to serious dropouts of girls from school.

Based on the foregoing discussions of statistical data and empirical researches in the reviewed literatures, it could be evidently agreed that the economic factors that have to do with financial support and financial well-being of the family greatly affects the participation of students in schooling and minimize the high level of secondary school dropout.

2.6 Social Factors and Secondary School Dropout

Social Factors have been studied widely in various fields; there has been a large body of research investigating the role of Social Factors in dropout. Smith, Beaulieu, and Israel (1992), for example, explored the effect of family socioeconomic status and
Social Factors on the probability of secondary school students’ dropping out of school. They found that higher levels of Socioeconomic Status (SES) were negatively associated with students’ dropping out of school. Another study conducted by Sandefur, Meier, and Hernandez (1999) examined the effect of Social Factors on the probability of students’ graduation and entering a post-secondary education. They concluded that Social Factors had a significant impact on secondary school graduation and college attendance. Israel, Beaulieu, and Hartless (2001) did a study to investigate the effect of Social Factors on promoting educational achievement among public school students. They showed that Social Factors influenced secondary school students’ educational achievement.

Different dimensions of Social Factors (individual and family characteristics, school experience, and participation in extracurricular activities by the parents) were taken into consideration by Israel and Beaulieu (2004) to see if they had any effect on students’ academic achievement and their staying in school. The results of their study confirmed the hypothesis that social factors of parents, families, schools, and communities play important roles in students’ academic success and, as a result, their staying in school.

Having refined the social capital theory with the concept of alignment between parents’ and adolescents’ goals and actions, Kim and Schneider (2005) sought to find out the effect of Social Factors in the transition to postsecondary education. The results indicated that this conception of Social Factors increased students’ chances of attending a postsecondary institution in the year after secondary school graduation. In an attempt to examine the relationship between Social Factors and students’ scores on mathematics; moreover, Robert (2003) conducted a research to see the effect of Social Factors on students’ reading performance. He focused on
three indicators of as independent variables: parent-child relations in the family, teacher/school-pupil relations, and parent-school relations. The results showed that social factors of parents, parental academic interest and teacher-student relationship were significantly related to students’ reading performance.

In another study, Wells (2008) defined student persistence as enrollment at any postsecondary educational institution, and found that Social Factors had positive associations with student persistence. In a similar vein, Eng (2009) focused on several dimensions of Social Factors (e.g. parents’ academic involvement, parents’ educational aspirations, family demands, parent-teacher relationship, and parent-relative relationship), and found that both family and school social factors were significantly associated with students’ academic achievement. Khodadady and Zabihi (2011) investigated the relationship between social and cultural capital and Social Factors and Iranian students’ school achievement as measured by learners’ self-reports on diploma GPA. The results of their study indicated that only Social Factors showed a significant relationship with the GPA. Similarly, among the ten factors studied, parent-school encouragement and facility, parental consultation, family relationship, and family support, correlated significantly with the diploma GPA.

Meeting from time-to-time with teachers by the parents to discuss about their children’s progress is one of the aspects of Social Factors, which can help in reducing the problem of dropout. Other parents used to have a regular connection with school of their children, spend time with their children outside school hours on working days, participate in school activities regularly and participate in extracurricular activities of their children to motivate them (Dan Wei, 2012; Huang, 2009).
Talking and discussing with family about education, spending time with children during the weekends, asking children about their test results from school and asking children about homework and projects are other aspects of Social Factors, which usually contribute to reduce the issue of dropout (Jæger & Holm, 2007). Some parents were found to be very interested in the schoolwork of their children by appraising the children often about their schoolwork and usually knowing about their children’s activities in school. Some of the parents also felt comfortable in visiting the school and they expressed support for their children’s ability to handle their own educational needs with the counsellors and teachers (Flores-Vance, 2013).

Attending Parents Teacher’s Association (PTA) and School Based Management Committee (SBMC) meeting for the betterment of children’s education is also attributed to social factors of parents, the absence of which may affect student’s education and contribute to the problem of education such as dropping out of school. Lack of communication and interaction with children by the parents by helping the children with their schoolwork and asking the children how they are doing in school were found to be among the aspects of Social Factors that led to student’s dropout as investigated by other researchers (Gisladottir, 2013).

Some parents usually encourage their children to seek help from their friends in relation to schoolwork for the children’s future education plan; some of the parents usually encourage their children to talk with teachers for their future education plan and also encourage their children to seek help from teachers for schoolwork. Flores-Vance (2013) in her study observed that the parent participants each expressed their high hopes and expectations for a better life for their children and talked about their importance of their children attending schools. In addition, some of the parents agreed that there were good teachers who were interested in helping their children
with their academics and other parents felt that some teachers did not spend appropriate time tutoring their children when they encountered difficulties with the subject.

2.7 **School Factors and Secondary School Dropout**

Many researchers have used surveys and interviews to gather information about why students drop out of school. These studies typically identified reasons students, parents and school administrators gave for leaving school; these reasons have been characterized as “push” effects and “pull” effects (Jordan, McPartland, & Lara, 1999). Push effects are sometimes called school factors which include situations or experiences within the school environment that intensify feelings of alienation, failure, and the desire to drop out. Other school factors include differential treatment by teachers, lack of understanding of subjects taught, sexual harassment by teachers and non-teaching staff, lack of free hostel facilities and lack of basic facilities in schools. Lack of basic facilities in hostels and classroom, absence of free textbooks in the school, indifferent attitude towards children by teachers and lack of discipline are found to be other school factors, which have relationship with dropout among secondary schools (Lehr, Johnson, Bremer, Cosio & Thompson, 2004).

School factors in secondary school do matter (Shahidul & Karim, 2015). Students are less likely to drop out if they attend schools with a stronger academic climate, as measured by more students taking academic courses and doing homework. On the other hand, students are more likely to drop out in schools with a poor disciplinary climate, as measured by student disruptions in class or in school. Doll, Eslami and Walters (2013) conducted a comparative analysis study of seven nationally representative studies titled “understanding why students drop out of high
school, according to their own reports”. The authors found and emphasized that 
school factors, which they also called push factors, were seen at their highest rates of 
dropout among secondary school students.

Burrus and Roberts (2012) in their studies title “Dropping out of high school: 
Prevalence, risk factors, and remediation strategies” mentioned that many 
participants in the Bridgeland et al. study (2006) also said that they felt insufficiently 
challenged by their teachers and that classes were not motivating. Most participants 
in the survey responded that expectations to complete homework were very low: 
80% said they completed one hour or less per day, while 26% said they completed no 
homework. Rumberger and Lim (2008) conducted a study titled “Why students drop 
out of school: A review of 25 years of research in California. The findings of the 
study indicated that institutional predictors such as school factors account for most of 
the variability in dropout rates, relatively few studies found significant effects of 
school resources on dropout and graduation rates, at least in high school. But there is 
strong evidence that small classes (15:1) in grades K-3 improve high school 
graduation rates. Rumberger (2000) conducted a study in California titled “Why 
students drop out of school and what can be done”. Rumberger (2000) also 
mentioned school factors as the causes of dropout, which comprised of student 
composition, school resources, school structure, school policies and practices.

2.8 Studies on Dropout Related to Parental Factors (economic factors, social 
factors) and School Factors in other Countries

In the United States of America, Tyler and Lustrum (2009) conducted a study titled 
Finishing secondary school: Alternative pathways and dropout recovery, the future of 
children. The researchers mentioned that overall national dropout rate appears to be 
between 22 and 25 percent, a student’s decision to drop out of school, said the
authors, is affected by a number of complex factors and is often the culmination of a long process of disengagement from school. That decision, not surprisingly, carries great cost to both the student and society. Individual costs include lower earnings.

Balfanz and Letgers (2004) as in Burrus and Roberts (2012) found a strong relationship between poverty and the dropout rate in the United States: The authors found that the higher the percentage of a school’s students living in poverty, the higher the dropout rate. Poverty seems to be one of the strongest, if not the strongest, predictor of a school’s dropout rate.

Collins (2009) conducted a study on the variables that affect high-school dropout rates; the purpose of the study was to determine the variables associated with higher dropout rates in secondary schools in a large metropolitan area in the southeastern U.S. The study identified variables most useful in predicting high-school dropout rates in the metropolitan area, while the dropout crisis affects students from all socioeconomic levels; dropout rates are higher for students of lower socioeconomic status. Collins (2009) said some research indicates that students who attend schools located in urban areas are at much greater risk for dropping out of school than students in suburban and rural areas.

In many developing countries, dropping out is most prevalent in rural areas. Poor children are much more likely to be out of school than their wealthier contemporaries are so also female children than the male children are (Filmer and Pritchett 2004; Filmer, 2005; Akyeampong 2009; Rolleston 2009). A study conducted by Chugh, (2011) found that India’s patriarchal society gives less importance to girls’ education due to the economic barriers prevailing in the society. If poor households cannot send all the children to school, then they will most likely give boys precedence over girls. Girls are especially discouraged to attend schools
from the onset of puberty. Added to this are factors like the presence of exclusively male teachers, distance and not-so-safe road to school, and separate toilet for girls, etc. These are considered as potential factors for high dropout rate for girls.

Okumu et al., (2008) in their researches on socioeconomic determinants of primary school dropout in Uganda, they found that high academic attainment of the parents significantly reduces chances of primary school drop out for both boys and female children in rural and urban areas. (Marks 2011); Galobardes; Shaw, Lawlor, Lynch & Smith, (2006) affirmed that parent’s financial support has greater influence on students’ enrolment, retention and completion despite all the research and policy making, the relativity between those of high and low status from among the parents in relation to their children is widening rather than narrowing across educational achievement in terms of enrolment and dropping out of schools (Conger & Donnellan, 2007). Similarly, studies from Kenya, Mali, Malawi, Democratic Republic of Congo and Uganda found that children from poor households were less likely to be enrolled and stay in schools because of school fees, text books, school uniforms etc., (UNESCO’s EDI, 2006; UNESCO Global Monitor, 2006).

Many countries in sub-Saharan Africa have succeeded in universalizing primary education, a number still find it a challenge to provide meaningful access to education for their population (UNESCO, EFA Report, 2010; Oladele M & Ayinde; 2010; Lewin, 2007). According to Lewin and Akyeampong (2009) sub-Saharan Africa is still below par in terms of achieving access to education compared to other regions in the world. A large proportion (53.5%) of out of school children are found in this region. Of these, 32.2 million are at the primary and 21.3 million at the secondary levels of schooling respectively (EFA Global Monitoring Report, 2009).
Not only is access to education a challenge in Africa at large and sub-Saharan Africa, but also retention once children are in school. The EFA Global Monitoring Summary Report (2010) indicates that 38 million children dropped out from both primary and secondary school in sub-Saharan Africa; an issue that goes beyond access to that of retention. Though getting children into school is a vital first step, the larger challenge in many countries in Africa centers on keeping them in school. To receive the full benefits of access to education, questions have been raised about the more serious problems of retention and the experiences of children in school that contribute to them either dropping out or staying in school (Oladele M & Ayinde; 2010).

Lloyd and Mensch (1995, in Grant & Hallman, 2006) found that lack of social and economic opportunities for girls and domestic demands such as household chores all place female learners at a disadvantage in that they affect school performance. Laws regarding pregnancy in school are found in countries such as South Africa (Hunt, 2007), Malawi (Kane, 2004) and Botswana (Dunne & Leach, 2005). Malawi and Botswana temporarily exclude both male and female. Dunne & Leach’s (2005) research found that in practice, girls rather than boys were mainly targeted. Therefore, the dropout rate for girls was much higher than for boys.

Makwinja-Morara (2009) found that a serious problem in Botswana is the large number of girls and young women who drop out of school. Just over half of the female population attends secondary schools, and the percentage of school-enrolled females has fallen in recent years. Female children in Botswana, as in other African nations, face challenges that militate against their education more especially in secondary school. Despite attempts by African governments to change the laws on gender equity, women still make very few contributions to political and economic
decision making. Makwinja-Morara (2009) also said throughout Botswana and all of Africa, female children have a lower status than male children. Other constraints on the education of children, especially girls, are a shortage of schools, poor facilities, lack of appropriate programs, and the poor quality of teachers, particularly in rural areas.

Ampiah & Adu-Yeboah (2009) in their work titled: Mapping the incidence of school dropouts: a case study of communities in Northern Ghana. In some households, children said they were expected and encouraged to contribute to family subsistence by providing labor on farms for their parents and other relatives. Some also worked for other farmers to generate income for their own upkeep. Involvement in farming activities during school times occurred more frequently in rural areas than in the semi-urban communities, especially during the months of June and July, when farming activity was at its peak. For households and children facing financial difficulties the farming season required their full participation. During this time school took on secondary importance. Household poverty was often cited as a factor contributing to drop out. Over 20% cited this as an important contributory factor to eventual dropout. The dropouts said they felt compelled to work, either to contribute to family income or for their own upkeep.

A number of researchers have attempted to investigate the factors which lead to low educational attendance and attainment in developing countries (Palmer 2005; Verspoor 2005). Some of the factors, which have been identified, relate to household income and parental education and others reflect school conditions (Hunt 2008). A research has been conducted on Yao girls’ schools in Malawi; these findings indicated that poverty, negative parental attitude towards girl’s education and lack of
educated women serving as role models in society are the major causes of low enrolment and school dropout (Anastasia & Teklemariam 2011, Sichinga, 2005).

2.9 Studies on Dropout Related to Parental Factors (economic factors, social factors) and School Factors in Nigeria

Educating the population is perceived as crucial to a nation’s future prospects and formal education has throughout the last decades become accessible to, and close to necessary for, the broader part of society (Borgen & Borgen, 2014 Bailey, 2007). Unfortunately, the share of birth cohorts completing secondary school remains undesirably low in Nigeria, many Western countries and the world at large (Borgen & Borgen, 2014). Pupils who drop out of upper secondary school create a low-skilled labor force. A low-skilled labor force is related to negative economic consequences like limited economic growth (Bailey, 2007), limited tax income (Rouse, 2007), increased welfare expenditure (Waldfogel, Garfinkel, & Brendan, 2007), and even increased crime rates and drug abuse (Moretti, 2007). Hence, the society will benefit from enhancing the completion rate of upper secondary education.

As said earlier the crisis of secondary school dropouts is not peculiar to Nigeria but an international problem and the prevalence of drop out varies between and within countries and occurs more frequently in certain locations (Collins, 2009) age ranges and grades and it was caused by many factors depending on the educational structure and patterns of participation in that country. In the case of Nigeria poverty also seems to be one of the strongest contributing factors of dropout. This had been confirmed by the research conducted by Ahmad Sanda and Tukur Garba (2007) based on data collected from 600 rural households of Sokoto State, Nigeria which provided empirical evidence on the extent to which parental financial
support, poverty and household demographic characteristics may affect educational attainment, school attendance, dropout and non-dropout of children.

Onyeike and Angela (2011) analyzed the challenges of the girl-child in Ebonyi State of Nigeria in terms of school enrolment and dropping out of school. Descriptive survey involving secondary data was used for analysis covered the period 2001-2007. The study has discovered that the school enrolment rate of girls is still very low and still remains worrisome. This is further worsened by traditional system and belief pattern of gender disparity, and high incidence of early marriage of very young girls based on value system. The researchers suggested that, there is an immediate need for government attention in rural development, motivation of female interest in education, policy reform in content, and pedagogy with a singular target of making UNESCO Educational objectives achievable by 2015 in the State and Nigeria, as a whole.

Ogonorand Osunde (2007) investigated the impact of the Universal Basic Education (UBE) program on the phenomenon of female trafficking and female dropout in South-South Nigeria. The findings of the study were: available resources at the service provider center for repatriated victims were inadequate; no aspect of the content of the UBE program was targeted at the curbing of female trafficking and dropout; a majority of the female students and a few parents were well disposed toward female trafficking. The challenges experienced by the management of the trafficking service provider center were: inadequate funding, and willingness to be re-trafficked by repatriated trafficked victims as well as pressure from parents on trainees to be re-trafficked. The conclusion drawn from the study was that the Universal Basic Education program has not made significant impact on the community in the issue of female trafficking and dropout. The implication of the
finding was that female trafficking and dropout will continue increasing in South-South Nigeria unless a concerted effort is made in the UBE program to address the issue.

Agbomeji, Ayinda and Oladele (2010) conducted a study to examine and understand factors that shape retention of secondary school female learners in two rural public schools in Alimosho Region of Lagos State, Nigeria. The study drew on Sen’s (2005) capabilities theory to understand the phenomenon beyond dominant discourses on education that view education as a basic human right or that focus on economic and development gains. The key finding of the study was that in-school and out-of-school factors interact in complex ways to support female learner retention and minimize the problem of dropout. Key among these are economic and social factors, value placed on education by female learners and significant others, particularly parents; family support; and individual aspirations. Extra-curricular participation, government policy, role models, and peer support were also found to be important factors that mediate progression and retention.

Nathaniel (2011) conducted a study titled: School dropout among Nigerian children: some proactive strategies and solutions in Port Harcourt, Nigeria. The study suggests that Nigeria should adopt ‘proactive’ rather than ‘damage control’ strategies (increased capacity building, recruitment and appropriate deployment of teachers, provision of necessary infrastructures including library and laboratory facilities, as well as increased financial) in systematically dealing with this rising out-of-school syndrome.

Based on what have been discussed with regard to the problem of dropout more especially secondary school dropout and the possible causes and factors that led to dropping out of students from school both within and outside Nigeria, one can
say with a degree of certainty that no study was conducted in Zamfara state that considered all the variables parental factors (economic factors and social factors), school factors as well as academic achievement and the relationship of these variables to secondary school students dropout. The current study may therefore be very important and useful to the study area.

2.10 Studies on Dropout Related to Academic Achievement

Adhiambo, Odwar and Mildred (2011) conducted a study titled the relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district Kenya. The authors explained that poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout. The study investigated the levels of school adjustment and its relationship with academic achievement. Gender differences in school adjustment were also examined. The results showed that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment. The study recommends that the study environment of the low achievers be further scrutinized.

In another study titled individual, peer, and school effects on math achievement and high school dropout, Kim, Gendron, Toro and Fairborn (2011) examined different levels of influence on an individual to determine whether individual, peers, or school factors like academic achievement influenced high school dropout. The study used data from two waves, collected two years apart, from the Educational Longitudinal Study of 2002 (ELS, 2002). Analyses in the study were limited to participants who gave valid responses to the variables of interest. A total of
8,531 respondents were included in the study. The result showed that both individual and peer factors influenced high school dropout than academic achievement. Peer dropout had the strongest influence on high school dropout. Potential areas of prevention efforts that would aid in the deterrence of high school dropout are discussed. On the other hand, Gleason and Dynarski (2002) found poor academic performance to be a weaker predictor of dropout than absenteeism. Compared to a 15% dropout rate among those with high absenteeism, there was only an 8% dropout rate among those with low academic achievement (Gleason & Dynarski, 2002).

Hoge, Robert, and Theodore Coladarci (1989) conducted a study titled “Teacher-based judgments of academic achievement: A review of literature”. The focus of the study is on data reflecting the match between teacher-based assessments of students' academic achievement levels and an objective measure of student learning. The study begins with a discussion of two contexts in which such judgments are relevant: the teacher decision-making and assessment contexts. The second section presents a review of studies in which data are presented on the match between judgments and test scores. On the whole, the results revealed high levels of validity for the teacher-judgment measures. The studies revealed, however, some variability across teachers in accuracy levels and suggested the operation of certain other moderator variables. The study concludes with a set of recommendations for future research on the judgments and a set of recommendations for improvements in the teacher-assessment process.

The study examines the empirical literature on the match between teacher-based assessments of student academic achievement levels and objective measures of student learning. The specific concern is with the examination of concurrent relationships: the extent to which a teacher's priori judgment of a student's
achievement corresponds to the student’s actual achievement on a measure administered at approximately the same time. These data are treated as reflecting on the validity or accuracy of the teacher-judgment measures.

DuCette and Wolk (1972) investigated the relationship between student academic attitudes and achievement as well as teachers’ ability to estimate such attitudes constituted the dual focus of the study. One hundred and thirteen seventh and eighth grade students responded to two attitudinal questionnaires under anonymous conditions. In addition, assessment of standardized achievement test performance, and teacher estimates of student attitudes were gathered. Simple correlational analyses revealed small but significant relationships between attitudes and achievement and student attitudes and teacher estimates. Partial ling and moderator analyses indicated more complex relationships between these variables as well as future directions of related research.

2.11 Literature on Gender and Dropout in Nigeria

According to the World Bank report (2004) and Gender in Nigeria report (2012), Nigeria has the largest population of any African country, some 162.5 million people. Of this magnitude 49% are female; some 80.2 million girls and women. The report said that any discussion about Nigeria’s future must necessarily entail consideration of girls and women, the role they play and the barriers they face in making the future. In another report by Gender in Nigeria report (2012) and World Bank report (2008) Girls’ dropout rates are high. Nigeria has the largest number of out-of-school and dropout children in the world. The Figure show wide disparities between States and across communities. A total of 70.8% of young women aged 20-29 in the North-West are unable to read or write compared to 9.7% in the South-East.
Several reasons explain this such as early marriage, early childbirth, poor sanitation, and the shortage of female teachers. However, two reasons stand out.

User fees (DHS, 2008) indicated that girls from the poorest wealth quintile are most likely to be out of school, and parents say that cost is a major reason for withdrawing girls from education. In theory education is free, but in practice parents pay fees, which disproportionately burden the poor. For both girls and boys, there is a strong correlation between income level and school attendance (Nigeria, 2012).

According to Abdullahi (2008), factors commonly identified as being responsible for the inequality between male and female enrollments in educational attainment include among others: 1) The school learning environment which disfavors female because of cultural expectations by teachers and learners and the setting up of different levels of academic expectations for male and female learners. 2) Primary socialization process which socialized males to be aggressive, assertive, domineering, explorative and engage in mentally challenging activities while females are socialized to be submissive, dependents and passive and also engage in mundane activities. Males therefore have educational advantage over females as a result of type of socialization. 3) Teaching methods that use comparative learning styles instead of cooperative learning styles. 4) Curriculum content which is mainly sexist. 5) Employment opportunity in school which tends to favor more males because of their educational advantages.

Another issue related to gender and dropout in Nigeria is preference for boy’s children education than female children’s education which is related to low income of the parents, because some parents were reported to have no sufficient money to cater for the whole children’s education as a result they prefer to send boys and withdraw their daughters from school. The research conducted by Ahmad Sanda and
Tukur Garba (2007) based on data collected from 600 rural households of Sokoto State, Nigeria provided an empirical evidence on the extent to which parental financial support, poverty and household demographic characteristics may affect educational attainment, school attendance, dropout and non-dropout of children. The results confirmed significant gender disparity in educational attainment, school attendance, dropout and non-dropout with female children at a serious disadvantage.

Usman (2009) observed that in northern Nigeria, over 80% of the unskilled and uneducated adolescent street boys, known as “Almajiris” (In Hausa Language), are from the ethnic Hausa-Fulani tribe’s majority of them are dropout and out of school children. They depend on street begging and menial jobs for daily survival. The research was based on an ethnographic approach using multimodal data derived from interviews and observations and data analysis-involved transcription, categorization, and coding. Major themes include the cultural identities and statuses of the boys, curriculum implementation, socioeconomic and transformation of learning outcome, of the boys. The themes are discussed using the boys’ “voices” and pertinent literature. The conclusion includes educational policy remedies for future reforms.

Onwuameze (2013) conducted a study titled “Educational opportunity and inequality in Nigeria: assessing social background, gender and regional effects”. The study investigated educational stratification in Nigeria to determine how socioeconomic status, gender, and regional differences influence achievement in education and reduce problem of dropout using the nationally representative 2010 Nigeria Education Data Survey (NEDS). Overall, the findings in the study suggest no significant differences in reading and numeracy achievement for boys and girls. The findings in the study also provide the foundation for making further investigations on
the association of social, economic, and cultural factors with academic achievement and to assess inequality in education in Nigeria.

Unterhalter and Heslop (2011) conducted a study titled “Transforming education for girls in Nigeria and Tanzania (TEGINT): A cross country analysis of baseline research”. Data was collected from survey interviews and questionnaires distributed to 1,053 respondents from 57 schools in six districts of Northern Tanzania and 1,735 respondents from 72 schools in eight states of Northern Nigeria in 2008. Follow-up in-depth interviews were carried out at 14 schools in Tanzania and 16 schools in Nigeria in 2009. Administrative data from school records was collated in 2008 and 2009 and a range of observations was made of school facilities. It was evident in the findings of Unterhalter and Heslop (2011) that girls living in more remote areas with the highest poverty levels, poorest facilities, longest distances to school and more entrenched practices of early marriage are the least likely to articulate those problems of dropout. Similarly, in Nigeria only 5% of girls surveyed in Bauchi and 9% surveyed in Gombe states mentioned distance to school as a problem, compared with 48% in Katsina and 41% in Kaduna, where there are overall a relatively good number of schools.

2.12 Theories Related to the Current Study

Currently, there is a gap in the literature on theories put forward to explain why students drop out of school. Researchers have noted most of the studies conducted regarding the issue of why students drop out of school are “theoretical” (Holland & Andre, 1987). To further complicate the challenge of utilizing theories to help explicate why students drop out of school, some researchers believe there is no one theory that adequately explains why students drop out of school (Newcomb et al.,
2002). Additionally, Battin-Pearson et al., (2000) conducted a study in which the purpose was to determine which theory adequately predicts which students are going to drop out of school. However, the researchers were able to determine that “none of the theories tested was fully adequate to explain the data, although partial support was obtained for each theory”. As a result of the findings outlined in the study conducted by Battin-Pearson et al., (2000) it was determined that no single theory was adequate for the study. For the purpose of this study therefore, Social Capital Theory, Human Capital Theory and Self Determination Theory were used to examine dropout and its social effects among secondary school students of Zamfara Nigeria.

The importance of theories in every research exercise cannot be overestimated. As noted by Lewis (1958), cited in Amodu (2012), good theories enable researchers to put facts in Perspectives and to assume what will happen, even before they happen. Folarin (2005) cited in Amodu (2012,) maintains that theories help researchers to manage realities. The study on dropout and its social effects among secondary school students of Zamfara Nigeria has theoretical foundations; hence some theories have been selected to serve as theoretical guide for the study. The theories are: Social Capital Theory, Human Capital Theory and Self Determination Theory.

2.12.1 Social Capital Theory (SCT)

Previous researches indicated that Social Capital Theory is now becoming a promising framework of analysis (Bourdieu, 1986; Coleman, 1988; Dika & Singh, 2002; Lin, 2011; Maeroff, 1999; Stanton-Salazar, 1997, Portes, 1998, Gisladottir, 2013, Field, 2003, Portes, 2000; Gisladottir, 2013; Stanton-Salazar, 1997; Field,
2008). The concept of social capital (SC) is undoubtedly one of the most successful theories that were exported by sociology and extended to other social sciences such as education, economics, anthropology, business, and political science. It gives a special framework for analyzing and understanding how and why many kinds of capital accumulate through the process of network development (Portes, 2000). In order to understand the difficulties faced by minority, educational scholars began to explore the implementation of the SCT in the field of teaching and learning (Stanton-Salazar, 1997; Dika and Singh, 2002).

The original theoretical development of social capital has its roots in the work of the French sociologist Pierre Bourdieu (1986) and the American sociologist James Coleman (1988). Both scholars focused on individuals or small groups in their analysis and emphasized the benefits of accruing to individuals or families by virtue of their ties with others (Gisladottir, 2013, Dika & Singh, 2002).

The American sociologist James Coleman (1988) is widely accepted as the initial theoretical originator of social capital theory. He published one of the most cited and influential articles on the concept in 1988, “Social capital in the creation of human capital”. Coleman defined social capital by its function as “a variety of entities with two elements in common: They all consist of some aspect of social structures, and they facilitate certain actions of actors - whether persons or corporate actors - within the structure” (Coleman, 1988). He theorizes social capital not as something inherent within individuals or physical resources, but inherent within relationships between people. While Bourdieu (1986) used social capital to characterize the ways in which elite social classes used their social ties to reproduce privilege, Coleman extended social capital to incorporate the social relationships of disadvantaged individuals. He argues that social capital is positively related to
financial capital, meaning that when one person’s need for another is diminished due to greater wealth, it generates less quantity of social capital stock (Coleman, 1990). Coleman argues that social capital is a positive social control entity where trust and norms are characteristic of the community (Dika & Singh, 2002). “Effective norms that inhibit crime make it possible to walk freely outside at night in a city and enable old persons to leave their houses without fear for their safety” (Coleman, 1988).

According to Coleman (1988), norms that are reinforced by social support are the social capital that strengthens families and leads family members to act selflessly in the family’s interest. He stresses the importance of social networks and places particular emphasize on intergenerational closure, meaning parents knowing the parents of their children’s friends, as a social structure that enables the development of effective norms (Dika & Singh, 2002). When intergenerational closure is strong in families, the result is an environment where one’s behavior has effective sanctions, which serve to guide and monitor individual behavior. As a result, children in well-established inter-generationally closed families develop a strong sense of trust, obligation and expectations for themselves and other family members and thus act accordingly. In families’ rich in social capital, children abide and accept shared adult evaluations and usually remain in schools while in families lacking in social capital, children can be influenced by the children of parents who are outside these social networks and dropout from school (Leonard, 2005). Coleman argued that a family’s background is comprised by financial capital, human capital and social capital and that the different forms of capitals are analytically separable. Financial and human capitals are measurable by indicators like the family’s income and parent’s education, respectively. However, he argued that the family social capital is less demonstrable as it is measured by a variety of indicators such as the number of
siblings, the mother’s expectations of the child’s education, the ratio of adults to children in a family, and the frequency of talking with parents about personal experiences. Coleman’s key hypothesis regarding the interaction between social capital and other forms of capital, such as human capital, is that if parental human capital is not complemented by family social capital, then the former becomes irrelevant to children’s development. He states that social capital in both family and community is a key factor in the creation of human capital in society’s younger generations (Coleman, 1990).

The first study to combine the fields of social capital theory and dropout research was carried out by James Coleman in 1988. Coleman (1988) identified a correlation between the level of social capital possessed by a student and the tendency to drop out of school. Since 1988, studies have added to the definition of social capital theory as it relates to dropouts (Carbonaro, 1998; McNeal, 1999; Teachman et al., 1996; Teachman et al., 1997). Other studies combining the fields of social capital theory and dropout research typically center around three areas: family social capital (Hofferth et al., 1998), school social capital (Croninger & Lee, 2001), community social capital (Crowder & South, 2003), and a combination of types of social capital (Bowen, Bowen, & Ware, 2002; Israel & Beaulieu, 2004; Smith, Beaulieu, & Israel, 1992). There is another body of literature related to social capital and dropouts in minority communities (Gibson & Bijenez, 2002; Qian & Blair, 1999; White & Glick, 2000; Yan, 1999; Zambrana & Zoppi, 2002). In this section, each of the studies on social capital theory and dropouts was examined individually, except for the literature related to minorities, which was analyzed as a whole body.

Hofferth, Boisjoly, and Duncan (1998) sought to develop a measure of extra-familial resources to address a gap in understanding the process of school completion
and the dropout. The purpose of their study was to determine how parents’ education, family structure, family income, parents’ reported access to time or monetary help from friends and relatives, and geographic mobility are linked to the amount of schooling children complete in early adulthood (Hofferth et al.). They utilized data from the Panel Study of Income Dynamics and t-tests and regression analysis to perform their study.

Hofferth et al. (1998) found that access to time or monetary assistance from friends or relatives was not significantly related to completion of secondary school. Furthermore, access to time or money did not significantly increase the likelihood that the student would attend college for low income students (Hofferth et al.). They did concur with numerous studies in determining that moving twice or more significantly reduced the probability that a student would not complete secondary school (Hofferth et al.). For students from low-income families, mobility reduced the chance that they would attend college (Hofferth et al.). An interesting contrast in results was that moving once reduced the probability of attending college for students from low income families, but actually increased the probability for students from high income families (Hofferth et al.).

Hofferth et al. (1998) concluded that parental access to assistance from friends is important to school completion, more so for students from high income families than low income families. “Consequently, friend-based social capital may be more likely to distinguish families who invest from those who do not and to make a greater difference for the outcomes of their children” (Hofferth et al.). They also concluded that parental access to assistance from family has no effect on schooling, regardless of family income level (Hofferth et al.). “Strong family ties are not sufficient to ensure that children complete secondary school and attend college”
Finally, Hofferth et al. found that when families disrupt social capital levels established in a community, neighborhood, or school by moving, the level of schooling attained by students may be negatively affected.

2.12.1(a) Micro-Mezzo-Macro Networks that Impact the Child

Figure 2.1 models the three basic levels of social networks under Social Capital Theory (SCT), which the child may develop in: the micro, mezzo, and macro. Each of these networks can be studied in and of themselves, though they are intricately intertwined and interdependent on one another. Irrespective of the country or culture that the child is born into, these three basic levels of theorization always exist (Bassani, 2003). The child and his or her family comprise the micro level network; the family can also be viewed as one of the five mezzo networks that influence the child's well-being, as it interacts with other families in its mezzo level network, which consists of the community, the school, parental work, and leisure networks. Holding together the mezzo sphere are the macro networks, which include: government, tradition, and media. These three levels of social networks are perpetually flowing inward in a cyclical motion, influencing, reproducing, and minimally transforming the micro, mezzo, and macro networks on a continual basis (Bassani, 2003).
Figure 2.1: Social Capital Theory model: Adapted from Bassani (2003).

Figure 2.1 also indicated that child who is a dropout and his or her family that is the parent comprise the micro level network through social process that exist between the home and school to which he belongs. The parent can also be viewed as one of the five mezzo networks that influence the child's well-being as it interacts with other families in its mezzo level network, which consists of the community, the school, parental work, and leisure networks through the economic, cultural and social factors. Holding together the mezzo sphere are the macro networks, which include: government, tradition, and media. These three levels of social networks are perpetually flowing inward in a cyclical motion, influencing, reproducing, and minimally transforming the micro, mezzo, and macro networks on a continual basis which in one way or the other influence student’s participation, retention and dropping out of schools.
2.12.1(b) Social Capital Theory: Educational Implication

As stated before social capital is one of the most successful “exports” from sociology to other fields. According to Dika and Singh (2002) social capital was easily imported into educational fields as the theoretical development of the concept by both Bourdieu and Coleman had its origin in the explanation of educational achievement, attainment, retention and dropping out of school. The two scholars differed in their educational explanation. Bourdieu’s (1986) theories mainly explained how social capital and cultural capital explain unequal academic achievement, which had already been examined using the skill deficit and human capital theories. Children that are involved in cultural and social activities such as participating in extracurricular activities or playing classical instruments and taking art classes are rewarded by higher grades because the school system places a high value on cultural knowledge, thus favoring the privileged class. Bourdieu’s conceptualizations of social capital resulted in different type of exportation to the educational literature then Coleman’s.

Bourdieu’s approach has been used to some extent in educational research, including language in the classroom, academic discourse, family-school relations as well as to explain differential experiences in school based on class, gender and race (Gisladottir, 2013, Dika & Singh, 2002). However, scholars within the field of education have mainly used Coleman’s conceptualization of social capital to predict educational outcomes. Existing research is accepting Coleman’s social capital concept and does generally not stray far from the social capital indicators proposed by Coleman in his original work, that is, mainly family structure and parent child interaction variables (Gisladottir, 2013, Dika & Singh, 2002).
Undoubtedly the most influential study on family’s social capital was “Equality of Education Opportunity”, better known as the “Coleman Report”. The “Coleman report” was published in 1966, more than twenty years before Coleman’s theoretical development of the concept social capital. The 737-page study came to the unsettling conclusion that schools might not be the great equalizers in society after all. The study drew data for 570,000 students, 60,000 teachers and 4,000 elementary and secondary schools across the country (Viadero, 2006). The “Coleman report” indicates several groundbreaking findings, including that schools were not great contributors to students’ academic achievement. For example, the report found that black children started out school trailing behind their white counterparts and essentially never caught up, even when their schools were as well equipped as those with predominantly white enrollments. The report stated that what mattered most in determining children’s academic success was their family social environment (Viadero, 2006).

Many studies have drawn on the study “Equality of Education Opportunity”, investigating the effects of school and home resources on children’s academic achievement. Hanushek (1997) found that nearly 400 studies done in the years following the “Coleman report” demonstrated that there was no strong relationship between student performance and school resources, if family inputs were taken into account. In other words, increasing school resources will not necessarily yield better student performances (Hanushek, 1997).

Dika and Singh (2002) critically reviewed 14 studies published from 1986 to 2001 where social capital was used as a framework to explore educational achievement. They found that the majority of these studies suggested positive association between achievement and social capital. Only one study found and
inverse relationship between achievement and two social capital indicators, parent school involvement and parental monitoring of student progress (Dika & Singh, 2002).

Schools, like all other fields, are governed by their own set of rules, with their own way of doing things. Bourdieu and Passeron (1977) would say that schools possessed their own habitus. In education the habitus mirrors the dispositions of white middle-class norms and traditions. Therefore, as an institution schools tend to value, recognize, as well as teach the norms that are also valued by many middle-class families; it is the place where middle-class dispositions are nurtured (Schutz, 2008). Bourdieu found this to be problematic and a large contributor to the social stratification seen in society. The nature of schooling will always bring some individuals, particularly parents, into close contact with one another as they volunteer or seek to support a school in fund-raising or in other collaborative activities. One challenge facing educators is to figure out how to get into the school’s members of households without a natural connection through children. Some debates in the current policy environment centre on the overall cost of public education and the quality of outputs. With many school districts dependent on public approval of bond levies for either operations revenue, capital improvement revenue or both, developing community or growing social capital among individuals without children in school may be an important activity for preserving current offerings. Absent any contact with the schools, residents may rely solely on information from accountability reporting mechanisms to assess school quality, and this may be problematic (Plagens, 2011).
2.12.2 Human Capital Theory

The origin of human capital goes back to the emergence of classical economics in 1776, and thereafter developed a scientific theory (Fitzsimons, 1999). After the manifestation of that concept as a theory, Schultz (1961) recognized the human capital as one of important factors for a national economic growth in the modern economy. With the emergence and development of human capital as an academic field, some researchers expansively attempted to clarify how the human capital could contribute to sociopolitical development and freedom (Alexander, 1996, 20001; Grubb & Lazerson, 2005).

Broadly, the concept of human capital is semantically the mixture of human and capital. In the economic perspective, the capital refers to ‘factors of production used to create goods or services that are not themselves significantly consumed in the production process’ (Boldizzoni, 2008). Along with the meaning of capital in the economic perspective, the human is the subject to take charge of all economic activities such as production, consumption, and transaction. On the establishment of these concepts, it can be recognized that human capital means one of production elements which can generate added-values through inputting it.

Human capital is the stock of competencies, knowledge, habits, social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labor so as to produce economic value. It is an aggregate economic view of the human being acting within economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and economic transactions (Becker 1993) There are two ways in which the level of human capital may be relevant to education: the population’s level of education and its English language proficiency. Most studies that have examined the education
level of adopters of new technologies find that more educated people are quicker to adopt new innovations than people with comparatively less education (Rogers 1983); in the case of the issue of dropout, this suggests that countries with better educated populations will be more likely to show lower rates of dropout than nations with less educated citizens and this is applicable to urban and rural areas.

Kelly and Petrazzini (1997) also suggest that academic institutions such as secondary school often play an important role in educating their students since they are often among the institutions in a nation to educate its citizens. This provides another reason for considering the education level of a nation in understanding the necessary and sufficient conditions for imparting knowledge. Higher scores on the education measure are likely to reflect a higher number of academic institutions because the scores reflect gross enrollment ratios.

**2.12.2(a) Human Capital Theory: Educational Implication**

Throughout Western countries, education has recently been re-theorized under Human Capital Theory as primarily an economic device. Human Capital Theory is the most influential economic theory of Western education, setting the framework of government policies since the early 1960’s. It is seen increasingly as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as ‘technological change’, ‘research’, ‘innovation’, ‘productivity’, ‘education’, and ‘competitiveness’. Economic considerations per se in the past, however, have not determined education (Fitzsimons, 1999).

In the Wealth of Nations (1776), Adam Smith formulated the basis of what was later to become the science of human capital. Over the next two centuries two
schools of thought can be distinguished. The first school of thought distinguished between the acquired capacities that were classified as capital and the human beings themselves, who were not. A second school of thought claimed that human beings themselves were capital. In modern Human Capital Theory all human behavior is based on the economic self-interest of individuals operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model (Fitzsimons, 1999).

A prominent explanation for that move is provided by a recent reformulation of Human Capital Theory, which has stressed the significance of education and training as the key to participation in the new global economy. In one of its reports the Organization for Economic Co-operation and Development [OECD (2011, 1997a)], for example, claims that the radical changes to the public and private sectors of the economy introduced over recent years in response to globalization will be” severe and disturbing to many established values and procedures”. In another report that explains internationalization in higher education as a component of globalization, the OECD (2011, 1997b) believes that “internationalism should be seen as a preparation for 21st century capitalism”. (This form of capitalism is based on investment in financial markets rather than in the manufacturing of commodities, thus requiring dependence on electronic technology). That organization also boldly asserts that internationalism is a means to improve the quality of education (OECD, 2011, 1997b). In keeping with Human Capital Theory, it has been argued that “the overall economic performance of the OECD countries is increasingly more directly based upon their knowledge stock and their learning capabilities” (Foray & Lundvall, 1998). Clearly, the OECD is attempting to produce a new role for education in terms of the human capital subject required in ‘globalized’ institutions.
In terms of structural reform, under Human Capital Theory the basis for nation state structural policy frameworks is the enhancement of labor flexibility through regulatory reform in the labor market, as well as raising skill levels by additional investment in education, training and employment schemes, and immigration focused on attracting high quality human capital.

Coleman (1988) argued that family background was separable analytically into human capital and social capital. He argued that indicators such as the family’s income and the parents’ education, respectively could measure human capital. Coleman (1988) claimed that one aspect of social capital was the means through which children can assess their parent’s human and financial capital. The quality and quantity of the connection and associability of adolescents with the resources of their parents can thus serve as a measure of their social capital. Factors such as socioeconomic status, family structure and education of parents are known to have an effect on children’s academic achievement, especially in economically developed nations.

Human capital is the amount of education or training that a person has invested in one. Human capital in the family is usually measured by examining the education level of the parents or the family’s socio-economic status. Parents’ level of education is one of the greatest predictor for students’ achievement, especially mothers’ education (Gisladottir, 2013, Davis-Kean, 2005; Haveman & Wolfe, 1995; Israel, Beaulieu, & Hartless, 2001; Magnuson, 2007; Sirin, 2005). Children of educated parents have generally more advantages and opportunities of achievement. Educated parents are more likely to encourage their children academically and have social ties to peers who share the values of achievement (Mullis, Rathge, & Mullis, 2003). Parents with higher educational level also tend to have greater academic
expectations. Coleman (1990) argued that expectations are a way parents can influence student’s academic performance. Students whose parents expect them to do well tend to live up to those expectations, whereas students whose parents have lower academic expectations tend to do worse and probably dropout of school (Steinberg, 1996).

Israel et al (2001) found that children whose mother or father attended college showed scored higher both in math and reading. Similarly, Boardman et al (2002) found that children of mothers who completed secondary school scored significantly higher on measures of math and reading than children whose mothers did not complete secondary school. In general, educated parents tend to be able to provide their children with more educational resources and learning opportunities as well as being more capable of helping adolescents with academic course work (Gisladottir, 2013, Gutman & Eccles, 1999).

2.12.3 Self Determination Theory

Self-Determination Theory is a theory of motivation that posits that all behaviors (such as dropout) lie along a continuum of relative autonomy (i.e. self-determination), reflecting the extent to which a person endorses what he or she is doing. The theory was initially developed by Deci and Ryan (1985) and has been elaborated and refined by other researchers over the years. The theory has been applied to various health-related behaviors (e.g. glycogenic control, diabetes, exercise, weight loss and smoking cessation) and clinical behaviors of health care practitioners (e.g. counseling on smoking by physicians) (Norman and Conner, 2005).
At one end of the self-determination continuum is behavior that is intrinsically motivated and performed for its inherent satisfaction (e.g. for the fun, interest or challenge it offers). At the other end is a motivation, which refers to a lack of intention to perform the behavior. In between intrinsically motivated behaviors and a motivation lie behaviors that are characterized as extrinsic, meaning that they are performed to obtain certain outcomes in contrast to intrinsic behaviors, which are performed for their own sake. Four types of extrinsically motivated behaviors are distinguished in Self-Determination Theory, defined in terms of the degree to which the regulation of an extrinsically motivated activity has been internalized: (1) integrated (behaviors consistent with a person’s values and needs, performed because they represent what the person stands for); (2) identified (behaviors experienced as beneficial to a person’s development, but not necessarily performed with enjoyment); (3) interjected (behaviors performed to avoid negative feelings such as guilt or shame); and (4) externally regulated (behaviors performed to satisfy an external demand or reward contingency) (Ryan and Deci, 2000). Interjected and external regulations are referred to as controlled motivation, whereas intrinsic, integrated and identified types of motivation are labeled autonomous motivation. A considerable body of research exists that shows that more autonomously motivated behaviors are more stable, performed with greater care and quality and accompanied by more positive experiences (Ryan and Deci, 2000).

According to self-determination theory, students’ motivation for academic performance varies in both strength (amount) and quality (nature), and both variations predict learning, achievement, and continuation to college (Deci & Ryan, 2002; Reeve, 1996). Self-determined, intrinsic motivation emerges from the learner’s own needs and desires rather than from outside pressures (Deci & Ryan,
1987). It is this high-quality, intrinsic, self-determined motivation that most powerfully predicts positive school-related engagement and success (Hardre´ & Reeve, 2003; Lau & Chan, 2003; Reeve, Bolt, & Cai, 1999; Vallerand, Fortier, & Guay, 1997). However, students are not all intrinsically motivated for all tasks or subjects. Students can increase their motivation towards learning of tasks and content through internalization, the process of a student adopting increasing choice and value for learning, and ownership of the learning process (Reeve, Deci, & Ryan, 2004; Ryan & Connell, 1989). Internalization is promoted through the support of three important student characteristics: autonomy, competence, and relatedness (Black & Deci, 2000; Ryan & Deci, 2000). Through internalization, a student becomes increasingly self-determined (versus other-determined or extrinsically pressured) (Deci, 1995; Reeve et al., 2004). Extensive work on self-determination has been done, primarily in the United States and Canada (Deci & Ryan, 2002; Reeve et al., 2004).

Classroom and school environment can either support or reduce students’ intrinsic and internalized motivation, through students’ perceptions of teachers’ and peers’ influences and social cues (Deci & Ryan, 2002; Reeve, 1996; Reeve et al., 2004). The positive effects of supporting self-determination have been demonstrated in at least one study in Hong Kong (Kember, Jenkins, & Ng, 2003).

2.12.3(a) Self Determination Theory: Educational Implication

Educators, teachers and school administrators can benefit by applying principles from self-determination theory to their teaching of students and their oversight of educational research. The theory also provides a helpful conceptual framework for understanding the results of satisfaction surveys (Bunton, Corrice, Pollart, Novielli,
Williams, Morrison, Mylona & Fox, 212). The challenges confronting institutions of learning, with rapidly changing expectations across all missions in the face of severe fiscal constraints, require attracting, retaining, and engaging talented faculty (Corrice, Fox & Bunton, 2011).

There are clear opportunities for empirical investigation to directly test the outcomes of specific approaches in increasing the perceived autonomy of faculty, as to date there has been little empirical research on the application of self-determination theory in education. But existing work strongly suggests that academic educators, teachers and school administrators engaged in strategic planning should design and frame their efforts so as to engage their constituents’ autonomous motivation as much as possible. Those that do so, those who are best able to foster a sense of autonomy, competence, and relatedness in learners, may be the most successful in harnessing their collective productivity to meet the challenges faced by our institutions.

Perhaps the most common approach to influencing behavior is the use of direct tangible incentives, e.g., externally imposed rewards or punishments (‘carrots and sticks). Indeed, research on operant conditioning (Wolpe & Pergamon, 1982; Petry & Br Psychiatry, 2006); (Lussier & Heil, Mongeon, Badger & Higgins, 2006) has shown that incentives can effectively shape and modify behaviors. Most schools and students have considerable experience within systems of positive and negative reinforcement.

2.12.4 Summary about Theories with Regard to Research Topic

In this study, three theories were discussed namely Social Capital Theory, Human Capital Theory and Self Determination Theory. The three theories were taken for the
purpose of this research and the theories were also used to answer the research questions which were stated in chapter one of this study. This study will promote understanding of Social Capital Theory (SCT) Human Capital Theory and Self Determination Theory by examining dropout and its social effects among secondary school students of Zamfara Nigeria. Since the best way to empower the students from disadvantaged families is through education, the study attempted to draw attentions on the applications of Social Capital Theory (SCT) Human Capital Theory and Self Determination Theory in education, particularly on secondary school dropout.

2.12.5 Theoretical Framework

The theories discussed previously included the social capital theory (SCT), human capital theory and self-determination theory. The French sociologist influential Pierre Bourdieu (1930–2002) was interested in the manner in which society is reproduced, and way the dominant classes retain their position. Understanding the logic of parental factors and school factors from social capital theory indicated that the social capital theory is directly relevant to the dependent variable that is dropout among secondary school students of Zamfara. The human capital theory is also relevant to the independent variables that are parental factors which include economic factors and school factors. These independent variables affect dependent variable that is dropout among secondary school students of Zamfara. Social capital theory which focuses attention on the positive consequences of social networks and the essential importance of relationships (Gisladottir, 2013) by making social connections, and keeping them going over time, in this study is socially directly related to the parental factors which include meeting from time-to-time with teachers, having regular
connection with children’s school, spending time with children outside school hours, participating in extracurricular activities of children to motivate them, and attending Parents Teacher’s Association (PTA) and School Based Management Committee (SBMC) meeting for the benefit of children. It is also related to school factors such as differential treatment by teachers, lack of understanding of subjects taught, sexual harassment by teachers and non-teaching staff, lack of free hostel facilities, lack of basic facilities in schools, lack of basic facilities in hostels, lack of basic facilities in classroom, inadequate scholarship paid, inability to get scholarship, absence of free textbooks in the school, indifferent attitude towards children by teachers and lack of discipline.

The human capital theory which implies the stock of competencies, knowledge, habits, social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labor so as to produce economic value (Becker 1993) is also related to economic factors which include monthly family income, financial situation during the past years, engaging in selling, accessing of internet connection, organizing extra lessons, cost of transportation and cost of textbooks. The self-determination theory focused on the extent to which individuals endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice (Deci & Ryan, 1995, Niemiec & Ryan, 2009) on the other hand, is also concerned and related to independent variable which is the academic achievement of secondary school students. Figure 2.2 shows the Theoretical Framework of the present study.
Figure 2.2: Theoretical Framework

Figure 2.2 show that the issue of secondary school dropout to be investigated in this study is influencing each of the three theories. The square surrounding the dropout signifies full family closure and parent-student’s relationship in each of the areas of parental factors and school factors which have direct bearing to social capital and...
human capital theory. The arrow on the academic achievement signifies its role in the issue of dropout and non-dropout, which is connected to the self-determination theory. This can be justified due to the fact that some students may happen to be high achievers but still dropout due to lack of self-determination and support by parental factors, similarly some students may happen to be low achievers but still remain in school due to their self-determination and support of parental factors. Some students may also have loosed support of parental factors and still manage to continue in the school until graduation due to their self-determination and high academic achievement. In this ideal situation, parental factors (economic factors and social factors) and school factors are accessible and mobilized and it is in this type of group that parental factors and school factors will have their highest returns on student’s participation, retention and dropping out of school. It can be recalled that the child (who is said to be dropout in this study) is held at the last section of this framework surrounded by a square showing all the arrows directly toward him/her. These indicators (parental and school factors) influence the social capital and human capital theory and hence well-being of the child cross-culturally, though not necessarily at standard rates.

Within any given culture, the number and type of social networks which influence the child particularly dropout will vary from child to child. Cross culturally, the definition of these indicators will necessarily change. Cultural capital and human capital for example are different in Nigeria than in other countries, as forms of etiquette vary greatly between the countries so also parental factors (economic factors and social factors) and school factors. It is important then to understand the Nigerian culture so that definitions of each of these indicators can be correctly theorized and thus operationalized. It is pertinent to mention that this is also
true for ideas of 'well-being', for what may be considered a high level of well-being in Nigeria may not necessarily be considered such in other countries. This conceptual difference is illustrated in studies that look at academic achievement and dropping out of students in America and Japan (Fuligni & Stevenson, 1995; Fuller et al, 1986; Stevenson et al, 1993).

2.12.9 Summary of the Reviewed Literature

The reviewed literatures on factors that defines school dropout reveals issues not only on the context in which the problem occurs but also the social effects of dropout and its impact on the students and the consequences to the individual student, community and national at large. The studies argue that the issue of dropout is the global phenomena. Factors that contribute to school dropout as discussed in the above literature can be grouped into economic factors, socio-cultural factors and psychosocial factors studies referred under each factor have attempted to reveal the source of the problems, its challenges in solving in Nigeria and at global level. In addition, in some occasional situations, the study reviews various efforts taken and proposed by different literature in order to solve the problems of student dropout. The literature reviews both selected nationally and intentionally because they all relates with the current study.

2.13 Summary

This chapter presented the outlines and foundation of the research problem in the present study based on the literature reviewed. Focus was given on dropout and its social effects among secondary school students of Zamfara Nigeria. In this regard, different aspects related to secondary school dropout were discussed, different
subjects were presented, and previous studies on secondary school dropout were discussed ranging from introduction, Nigeria Education system, which include primary school education and secondary school education. The study variables and their relationship with secondary school dropout were also discussed and summarised at the end of the chapter.

These variables include parental factors such as economic factors, social factors as well as school factors and academic achievement. Social Factors were found to have played an important role in dropout. Social Factors had a significant impact on secondary school graduation and college attendance. The relationship of academic achievement and dropout was also discussed based on the previous literature.

Other important aspects discussed in this chapter include school factors such as differential treatment by teachers, lack of understanding of subjects taught, sexual harassment by teachers and non – teaching staff, lack of free hostel facilities, lack of basic facilities in schools, lack of basic facilities in hostels, lack of basic facilities in classroom and many others. Other issues include the issue of dropout in Nigeria and other countries, theories related to the current study such as Social Capital Theory (SCT), Human Capital Theory and self-determination Theory. The chapter also provided, summary about Theories with regard to research topic, and Educational implication of these Theories.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
The main purpose of this study was to examine dropout and its social effects among secondary school students of Zamfara Nigeria. This chapter describes the research methods employed to answer the research questions. The chapter describes the methodology and procedure taken in conducting this study. The methodology of this study is presented in the following sections: research design, research site, and population of the study, sample size, sampling technique, research instrument, instrument’s validation, pilot study and reliability of the instrument, method of data collection, method of data analysis, ethical issues and conclusion.

3.1 Research Design
The design of the present study explains the type of the research carried out. Includes the selection of a suitable research design where subsequent logical procedures and methods are followed to investigate all the potential outcomes. Hair et al. (2006) maintained that a research design is a plan for conducting the whole research study, a research design acts as a plan to provide the methodological direction and the explanation of the research operations and procedures carried out throughout the study. In addition, the research design is more approach to integrate various elements of a research project in a consistent and coherent manner in order to address a predefined set of study questions (Creswell, 2012, George & Mallery, 2003). According to Gelo, Braakmann and Benetka (2008), selecting an appropriate design for a study involves embracing logical thoughts to determine a suitable methodology and research design.
The present study employed the use of quantitative and qualitative designs (Creswell, 2003). The qualitative aspect of the study was meant to give more knowledge about the problem under study and explain the survey responses. The first phase is quantitative, the second phase is qualitative. This type of design in particular is important, with wide potential applicability in education research. Aldridge, Fraser and Huang (1999; as in Creswell & Plano Clark, 2007) used a questionnaire assessing perceptions of the classroom learning environment to demonstrate differences between Taiwanese and Australian classroom environments. This provided the starting point for the use of qualitative methods (observations, interviews and narratives) to gain a more in-depth understanding of classroom environments in each country.

The qualitative data of the study was used in gaining more knowledge about the problem under study. According to Gorard and Smith (2006), quantitative and qualitative are very useful ways of classifying methods. This method is ‘necessary to uncover information and perspectives, increase collection of data, and render less biased and more accurate conclusions (Reams and Twale (2008). Leech and Onwuegbuzie (2009) suggested that conducting the quantitative and qualitative method’s research involves ‘collecting, analysing, and interpreting quantitative and qualitative data in a single study or in a series that investigate the underlying phenomenon’.

However, using quantitative and qualitative methods has a complementary strength and overlapping weakness (Tashakorri, &Teddle, 2003). By implication it tries to balance an average strength ability to avoid reporting result and indulging in findings using a single logic, this will be bias; so, this method is a solution to such challenges (Creswell & Plano Clark, 2011). Result got from this method is more
confidential, and has valid conclusion and answers questions that one single method (Mono-Method) cannot (Plano Clark, & Creswell, 2008)

In this study, it is important to get a profound insight into the problem of dropout and its social effects among secondary school students of Zamfara Nigeria. To find out the differences of these variables on dropouts, the quantitative and qualitative data was required from students, parents, school teachers, administrators and senior education officers through questionnaire and interview. Therefore, this approach was appropriate for achieving the objectives of the study. Figureure 3.1 illustrates the tools used in each category in research methods e.g. qualitative and quantitative methods, and the methods followed to arrive at the final conclusion by collecting the data using the different tools from the study sample, analyzing the data and draw the final outcomes as conclusions.
The research was conducted through a mixed approach of quantitative and qualitative methods. The questionnaire and the semi-structured interview had been designed for the collection of data. They were translated into Hausa language for the convenience of students, parents, teachers, administrators and senior education officers. After having adapted these instruments, the pilot study was conducted to check the reliability and validity of these instruments.
3.2 Research Site

The research was conducted in Shinkafi local government Zamfara state Nigeria among 10 secondary schools (see APPENDIX I). According to the statistical data and relevant information from the Federal Ministry of Education (FMOE Nigeria, 2015), Shinkafi local government was said to have severe cases of students’ dropout as a result all secondary schools of the area were chosen for the study. There are ten secondary schools in the area, which include Government Science Secondary School Shinkafi (GSSS Shinkafi), Government Day Secondary School Shinkafi (GDSS Shinkafi), Government Girls Day Secondary School Shinkafi (GGDSS Shinkafi), Government Day Secondary School Jangeru (GDSS Jangeru), and Government Day Secondary School Galadi (GDSS Galadi). Others are Government Day Secondary School Kwarae (GDSS Kware), Government Day Secondary School Badarawa (GDSS Badarawa), Government Day Secondary School BirninYero (GDSS BirninYero), Government Day Secondary School Katuru (GDSS Katuru) and Government Day Secondary School Shanawa (GDSS Shanawa). The number of enrolled students is estimated at roughly 3165 plus the 1,600 dropouts across the ten secondary schools of the study area according to Zamfara state Ministry of Education data (ZMOE, 2015).

3.3 Research Variables

The study investigated dropout and its social effects among secondary school students of Zamfara Nigeria. Three major variables were employed in this study. The variables are parental factors which include economic factors, social factors and cultural and religious beliefs) school factors and academic achievement. Parental factors, were regarded as an independent variable with three sub-constructs
(economic factors and social factors) followed by school factors and academic achievement; whereas dropout and non-dropout were considered the dependent variables.

3.4 Research Procedures

The researcher conducted the research phase by phase using procedures in the quantitative study which include adaptation of the instrument and validating the instrument, in phase 1, conducting pilot study in phase 2, administration of the questionnaires and collecting the data in the period of 16 weeks in phase 3, Keying the data into SPSS in phase 4, analyzing and interpreting the data in phase 5 and presentation of data Analysis for Quantitative study in phase 6.

For the qualitative study, the procedure includes formulation of interview protocol, in phase 1, validating the interview protocol by experts, in phase 2; interview the participants, in phase 3 and transcribing the interview, in phase 4. Other procedures were analyzing the qualitative data, categorization, cording and identifying the themes in phase 5 and presentation of data analysis for Qualitative study in phase 6. In this stage, the full data of both quantitative and qualitative study was presented and reported accordingly. Figure 3.3 shows the breakdown phase by phase:

3.4.1 Quantitative Study Procedures

The researcher conducted the study phase by phase using the procedures in the quantitative study, which include adapting and validating the instrument in Phase 1, conducting a pilot study in Phase 2, and administration of the questionnaires and data collection within four months during the field research part of Phase 3. Other
procedures include inputting the data into SPSS in Phase 4, analyzing and interpreting the data in Phase 5, and presenting the data analysis for quantitative study in Phase 6.

Phase 1: Adapting, Validating the Instrument, and Back-to-Back Translation of the Questionnaire. After adapting the instrument from the work of previous researchers (Nekatibeb, 2002; Huang, 2009; Jæger & Holm, 2007; Pishghadam & Zabihi, 2011; Chugh, 2011; OH, 2012; Shiuh-Tarng Cheng, 2012; Dan Wei, 2012; Gisladottir, 2013; Vijay, 2014), the researcher modified some items of the instrument under the guidance of the supervisors. The researcher subsequently gave the instrument to a panel of experts for validation. The panels are experts in the area of measurement and evaluation. These experts consisted of three professors and two PhD lecturers from Usman Danfodio University Sokoto, two PhD lecturers from federal college of education Katsina and one principal from government girls’ day secondary school Shinkafi all in Nigeria. The researcher used back-to-back translation method in translating the questionnaire. This questionnaire was further given to two experienced PhD university lecturers who specialized in both English and Hausa languages and also experts in the area of measurement and evaluation. The questionnaire was presented to this panel of expert to establish the validity of the questionnaire. The researcher followed a formal procedure on how these experts participated in the validation and translation process that is by sending the request forms to them called ‘questionnaire validation form (Appendix B) and questionnaire translation form (Appendix A)’ which were attached with a copy of the questionnaire. In this form the researcher solicited the experts to go through the questionnaire and made their comments and corrections where necessary. The
questionnaire was translated from English to Hausa and from Hausa to English before the commencement of data collection to facilitate the analysis and report of the researcher on the collected data. The major reason for adapting and validating the instrument is that the original authors investigated factors contributing to dropout. Therefore, the two studies shared some similarities.

However, the instrument of the present study was used to solicit information related to the demographic information of the respondents, such as name of school, sex, age, parent’s educational background and parent’s occupation. The instrument also solicited information related to the parental factors (economic factors and social factors) and school factors. The Social Capital Theory, Human Capital Theory and Self Determination Theory served as the theoretical frameworks of the present study. These theories were directly relevant to the independent variables, such as parental factors (economic factors and social factors) and school factors.

Quantitative method was used in this study to collect the research data. Sekaran (2010) defined the questionnaire as a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. For the purposes of the current study, the quantitative data were gathered via a questionnaire.

**Section A: Demographic Background (DB)**

This section was designed to obtain information related to the student demographics. Included in the questionnaire were items that solicited information on students’ characteristics, including name of school, sex, age, parent’s educational background and parent’s occupation.
**Section B: Economic Factors, Social Factors and School Factors**

This section investigated dropout and its social effects among secondary school students of Zamfara Nigeria. The items in this section referred to economic factors, social factors and school factors. The initial questionnaire included 56 items. A total of 52 items were retained and 4 items were dropped after factor analysis. Items were scored on a four-point Likert-type scale ranging from 1 to 4 (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). The questionnaire is shown in Appendix section (Appendix E). However, the researcher used back-to-back translation method in translating the questionnaire and gave it to two experienced PhD university lecturers who specialized in both English and Hausa languages and also experts in the area of measurement and evaluation. The final form of the instrument was utilized after confirming their reliability and validity.

**Phase 2: Pilot Study.** In this phase, the researcher conducted the pilot study using 30 dropouts and 30 non-dropouts. The pilot study aimed to test the reliability of the instrument.

**Phase 3: Administration of the Questionnaires and Data Collection.** This phase involved the administration of the questionnaires and data collection for four months during the field research part.

**Phase 4: Inputting the Data into SPSS.** After administering the questionnaire and collecting the data, the researcher encoded the data in SPSS for analysis to determine the empirical results of the study.
Phase 5: Analyzing and Interpreting the Data. The researcher proceeded to the next phase after completing the other phases. In this phase, the data of the study were analyzed and interpreted according to the research questions.

Phase 6: Presenting Data Analysis for Quantitative Study. In the final phase, data analysis for both quantitative and qualitative studies was conducted. The analysis aimed to facilitate the understanding of the results. Figure 3.3 shows the breakdown of each phase.

<table>
<thead>
<tr>
<th>Method</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaption and modification of the instrument. Validating the instruments, back to back translation of the questionnaire</td>
<td>Formulation of interview protocol. Validating interview protocol by experts, back to back translation of the interview questions</td>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot study</td>
<td></td>
<td>Pilot study</td>
</tr>
<tr>
<td>Phase 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Research. Administration of the questionnaires &amp; collecting data.</td>
<td>Interviewing the participants.</td>
<td></td>
</tr>
<tr>
<td>Phase 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key in the data into SPSS</td>
<td></td>
<td>Transcribing the interview</td>
</tr>
<tr>
<td>Phase 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing the data quantitative data</td>
<td>Analyzing qualitative data manually. Categorization. Cording</td>
<td></td>
</tr>
<tr>
<td>Phase 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of full data analysis for quantitative/qualitative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.2: Research Procedure
3.4.2 Qualitative Study Procedures

The researcher conducted the research phase by phase using the procedures in the qualitative study, which included the formulation of interview protocol and validation of interview protocol by experts in Phase 1. A pilot study was conducted by interviewing two dropout students, two parents of dropout, one administrator, two teachers and one senior education officer in Phase 2. The data were collected in Phase 3 for 16 weeks. The interview was transcribed verbatim in Phase 4. Other procedures included the manual analysis of qualitative data using categorization and coding within four weeks in Phase 5. Data analysis for quantitative and qualitative studies was presented in Phase 6. The qualitative study aimed to give more explanation on the quantitative study, rendering it strong, researchable, and reliable.

**Phase 1: Formulation of Interview Protocol, Validation of Interview by Experts, and Back-to-Back Translation of the Interview Questions**

After extracting the interview questions from the previous literature, the researcher formulated the interview protocols, and subsequently gave interview questions to a panel of experts for validation. The panel of experts was the same panel that validated the questionnaire. The researcher used a back-to-back translation method in translating the interview questions as he did for the questionnaire. The researcher followed a formal procedure on how these experts participated in this translation and validation process that is by sending the request forms to them called ‘Interview questions translation form’ and ‘Interview questions validation form which were attached with a copy of the interview questions. In this form the researcher solicited the expert to go through the interview questions and made their comments and corrections where necessary. The questions were initially translated from English to
Hausa and from Hausa to English after data collection to facilitate the analysis and report of the collected data based on the stages of qualitative data analysis. The interview questions were validated to verify the reliability of items and to guide the researcher on how to use the interview questions for data collection.

**Phase 2: Pilot Study.** In this phase, the researcher conducted the pilot study by interviewing 2 dropout students, 2 parents of dropout, 1 administrator, 2 teachers and 1 senior education officer in Phase who were not the participants of the original sample of the study. The pilot study aimed to test the reliability of the interview questions.

**Phase 3: Interview Protocol and Data Collection.** In this phase, semi-structured interviews were conducted by the researcher in which he arranged a suitable time with the dropout and their parents then followed by school teachers, school administrators and senior education officers of the study. The researcher conducted the interview by introducing himself formally to the respondents and the title and purpose of his research. The researcher explained to the respondents that the information which they gave would be crucial and would be used to complete the study successfully. The researcher further assured the respondent’s confidentiality in whatever they responded during the interview and there are no any anticipated risks or potential or adverse effects to any participants taking part as he was seeking their voluntarily expressed opinions and views about dropout and its social effects among secondary school students of Zamfara Nigeria. The same validation process conducted for questionnaire and interview questions was applied for the interview
protocol. The full detail of the interview protocol and interview questions can be found in (Appendix I, Ii & Iii).

**Phase 4: Transcribing the Qualitative Data.** After gathering and collecting the qualitative data, the researcher transcribed and analyzed the qualitative data to obtain the empirical results of the study. Transcribing the qualitative data is important because it is impossible to record all features of talk and interaction from recordings. Transcribed interviews can help a researcher to better code the data and to find or organize illustrative examples of code pieces. A reason why a researcher should transcribe interviews is that the researcher can read much faster than listening.

Transcribing interviews from the spoken words to written texts is not a straightforward process. It involves a lot of time as each interview was conducted for a lengthy period. The researcher alone did the transcribing of the interview. The transcription process was not done in a linear or straightforward way; the researcher has repeatedly checked the interview transcripts to ensure all words and thoughts were included. After this process was completed, the researcher sent the interview transcripts to some of the interviewees to verify the accuracy of the contents, words and to allow them to make changes if they thought they were not appropriately represented. The interviews, which were conducted in Hausa language, were transcribed initially in the original language of the interviewees. After this transcribing process in Hausa, the researcher translated them into English. The process of making this translation also considered the issue of translation to ensure the agreement on the translation (Temple & Young, 2004) of the interview transcripts. Accordingly, a number of techniques have been used to ensure agreement
Phase 5: Manual Analysis of Qualitative Data Using Categorization and Coding. During the qualitative data analysis, other stages followed in succession, including categorization and coding. Moving into the next phase after completing the other phases, the researcher manually analyzed and interpreted the data according to the research questions.

Phase 6: Presenting Data Analysis for Quantitative and Qualitative Studies. In the final phase, data analysis was conducted for both quantitative and qualitative studies to facilitate the understanding of the results.

3.5 Population of the Study
The term ‘population’ in educational research had been defined by many researchers in the previous literature. Neuman (2006) stated that population is “the abstract idea of a large group of many cases from which results from a sample are generated”. In this respect, the term population does not refer to only people, but to some observed characteristics of many cases. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait (Joan, Joseph, Castillo, 2009; Israel, 1992) referred the term population to any collection of specific group of human being, a total population group, area or non-human entity such as educational institutions or geographical location.
The population of the current study from the quantitative part consists of all dropouts from secondary schools of the study area. The actual population of dropouts according to Zamfara state Ministry of Education data (ZMOE, 2015) is 1,600; for non-dropout the total population according to the same source (ZMOE, 2015) is 3165 in 2015/2016 academic year. The total population of school teachers and administrators stands at 200 comprising of 100 teachers and 100 administrators comprised of principals and other administrators.

3.6 Sample Size
Choosing the large number of all secondary school dropouts age 13-15 to participate in the current study was not practical/ feasible at all within the time constraint of the study. Cohen et al. (2007) asserted that the survey studies usually implement a scan of widespread issues, populations etc., to describe or measure any general characteristics. In the light of this, since the main goal of the current study was to examine dropout and its social effects among secondary school students of Zamfara Nigeria, the researcher was concerned to select suitable samples to represent the number of all secondary school students’ dropout who are the main population of this study.

However, some previous researchers argued that there is, of course, no clear-cut answer, for the correct sample size depends upon the purpose of the study and the nature of the population under scrutiny (Kotrlik & Higgins, 2001, Cohen & Manion, 1980). On the other hand, Cohen and Manion (1980) reported that the researcher must obtain the minimum sample size that will accurately represent the population under survey. Where simple random sampling is used, the sample size needed to
reflect the population value of a particular variable depends both upon the size of the population and the amount of heterogeneity of the variable in the population.

### 3.6.1 Quantitative Sample

The sample size for the quantitative study was 310 made up of dropouts from secondary schools of the study area. Since the actual population of dropouts according to Zamfara state Ministry of Education data (ZMOE, 2015) is 1,600; the same sample (310) was used for the non-dropout students. The subjects were selected from ten secondary schools in Shinkafi local government of Zamfara Nigeria. The choice of 310 samples, out of the estimated population (1600) is based on the table of Israel, (1992), Krejcie & Morgan, (1970), which stated that the best sample for a total of 1600 should be 310. Table 3.2 shows the detail:

<table>
<thead>
<tr>
<th>S/N</th>
<th>Respondents</th>
<th>Quantitative Study Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dropout students</td>
<td>310</td>
</tr>
<tr>
<td>2</td>
<td>Non-dropouts</td>
<td>310</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>620</td>
</tr>
</tbody>
</table>

*Source: Israel, (1992), Krejcie & Morgan, (1970)*

### 3.6.2 Qualitative Sample

A total of 2 dropouts were selected for the interview using purposive sampling technique (Tashakkori & Teddlie, 2003; Palys, 2008; Tongco, 2007; Teddlie, & Yu, 2007; Guarte & Barrios, 2006; Tashakkori & Teddlie, 2003). In addition, a sample of 2 parents was used for the interview. In other words, only respondents under this category (dropout and their parents) were selected for the interview.

For school teachers and administrators, the sample sizes were 2 teachers, 2 principals and 1 senior education officers. The 2 teachers are also among the teachers
teaching classes of the affected schools; they were the teachers that were available at
the time of conducting the present study that was the second semester of the year
2015. The selected teachers were the class masters in the affected schools; therefore,
they were in the best position to give any information about the respondents. As a
result of this, the researcher decided to involve those teachers to participate in a
semi-structured interview. Table 3.2 shows the breakdown of the selected sample
size:

Table 3.2  
Total Selected Sample Size for Qualitative Study

<table>
<thead>
<tr>
<th>S/N</th>
<th>Respondents</th>
<th>Qualitative study instruments (interview schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dropout students</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Parents of dropouts</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>School administrators</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Senior Education officers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: (Hill, 1998, Gay & Diehl, 1992)

The main criterion for selecting teachers from each school was their
participation in both academic and administrative affairs of the schools. In other
words, they are presently the class masters and regular teachers of the respondents.
Early contacts and investigations through mentors, principals, teachers and
documents obtained from Zamfara state Ministry of Education revealed that the
schools of the study area had a serious problem of dropouts.

3.7 Sampling Technique

The researcher uses purposive sampling technique for both the schools and dropout;
this was done through selecting schools with the problem of dropout in Zamfara state
Nigeria. A total of ten (10) schools were selected being the only schools in the local government area where the present study was conducted. Purposive sampling technique is a sampling technique that selects representatives of the population depending on the purpose of the study (Tashakkori & Teddlie, 2003). Purposive sampling techniques can also be referred to as non-probability sampling or purposeful sampling or “qualitative sampling.” As noted above, purposive sampling techniques involve selecting certain units or cases “based on a specific purpose rather than randomly” (Tashakkori & Teddlie, 2003).

For the non-dropout, stratified random sampling technique was used in selecting the sample. Stratified random sampling is a technique which attempts to restrict the possible samples to those that are “less extreme" by ensuring that all parts of the population are represented in the sample in order to increase the efficiency (that is to decrease the error in the estimation). In other words, it is the random sampling technique produce from identifiable groups, which are sometimes called strata or subgroups (Black, 1999). From each of the selected schools the researcher conducted an interview with one administrator and one teaching staff. The student dropouts and their parents were traced through the admission registers of the affected schools, whereby non-dropout was traced in their respective schools.

3.8 Research Instruments

The instruments used for this study were questionnaire and interview in order to elicit information from the respondents. The questionnaire was adapted from the work of Nekatibeb (2002), Huang (2009), Jæger and Holm (2007), Pishghadam and Zabihi (2011), Chugh (2011), OH (2012), Shiuh-Tarng Cheng (2012), Dan Wei (2012), Gisladottir (2013) and Vijay (2014). In the process of adapting the
questionnaire, the researcher reads intensively the works of the above-mentioned researchers, looks carefully into their instruments, selected and extracted only the items that are suitable for the present research according to the study variables. The items were put together to form one questionnaire as the instrument used for quantitative data collection of the present study. This process was done under the guidance and technical advice by the supervisors and other relevant experts (in the field of educational measurement and evaluation) and frontline teachers who have had first-hand experiences of instrumentation process. The questionnaire was then subjected to a pilot test on a sample of 60 participants (30 dropouts and 30 non-dropouts). In addition, confirmatory factor analysis was conducted for the entire variables of the study. Questionnaires were administered to the dropouts and non-dropouts, while the interview protocol was conducted to the dropouts and their parents. School teachers, administrators and senior education officers were also interviewed.

The practitioners that have been used in the literature to collect data reveal various methods and techniques for data collection. According to Schutz and Derwing (1981), there are many techniques or tools to be applied in data collection, and they added that different researchers use various techniques to fit the scope and objective of their studies. Mouly (1978) described the instrument of questionnaire as "... continues to be the most used... instrument, particularly in educational research, where both graduate students and professional agencies continue to rely on it".

3.8.1 Translating the Instruments

All the instruments utilized in this research were taken from ones that were constructed by other researches such as Nekatibeb (2002), Huang (2009), Jæger and
Holm (2007). Others include Pishghadam and Zabihi (2011), Chugh (2011), OH (2012), Shiuh-Tarng Cheng (2012), Dan Wei (2012), Gisladottir (2013) and Vijay (2014). Hence, the instruments used were identified to have high value and level of reliability and validity. Nevertheless, for the purpose of this research, the instruments used were translated adequately to fulfill the relevant local environment.

In this study back-translation method (Ozolins 2008) was used whereby the researcher translated the questionnaire and interview questions into Hausa, and then sends the translated Hausa version to two PhD holders who specialized in both English and Hausa language to cross-check and validate the translation. Translating the adapted questionnaire into Hausa was justified, with reference to Arsenault and Anderson (1998), since translating the items of the questionnaire into the respondents’ mother tongue i.e. Hausa will avoid the misunderstanding and the difficulties that the students may face while comprehending and answering the questions.

Eventually all the items in this research (questionnaire and interview questions) were translated from English Language to Hausa Language, while preserving the items in English Language by the utilization of ‘back to back translation’ technique with purpose of ensuring the actual meaning of the translation is not different from the original items. Moreover, the original items in English language were translated to Hausa Language through the assistance of few language translation experts. Thereafter, the translated version in Hausa language was retranslated to English language in order to evaluate the accuracy of the translation. All comments and recommendations from the translation experts were taken into consideration during the process of rectification and correction of research items.
The experts involved in the translation process were two experienced PhD holders’ language lecturers, who are experts in the field of translation.

Similarly, the same panel of expert in translation also checked the interview questions.

3.8.2 The Questionnaire

Using a questionnaire can easily be justified with the large number of (the 1,600 secondary school dropout students) who constitutes the population of the present study to be represented by 310 dropout students. In other words, using a questionnaire is most suitable for the big size of the sample that the researcher has chosen to elicit the data from, since interviews may be time-consuming. In this regard, Fithian, Iachello, Moghazy, Pousman, and Stasko (2003) reported that the questionnaire is an inexpensive method to collect data from a large number of participants. Fithian, et al. added that using the questionnaire is the only possible way to reach a large number of respondents to carry out statistical analysis of the results. In this respect, the present study used the self-administered questionnaires which were distributed among the selected students’ sample.

The researcher paid attention to other crucial issues while adapting his tool. First of all, almost all the items in the questionnaire required a multiple-choice response, based on Likert scale, so the respondents had to check the suitable answer for him/her. Choosing such kind of items also may help the researcher too, as it is easier for him to analyze the gained data by using the computer software for analysis i.e. SPSS (Cohen and Manion, 1980). On the other hand, the questionnaire does not contain complex structures or abbreviations that may frustrate the respondents. Furthermore, leading questions were excluded from the questionnaire items, as the
four scale responses for each item will guarantee a wide space of freedom and choice to the respondents.

3.8.2(a) The Content of the Questionnaire

This section presents the content of the two sections of the adapted questionnaire, namely sections A and B. Section A consists of demographic profile of respondents such as name of my school, sex, age, my father’s Educational background and my father’s occupation. Then Sections B was mainly devoted to identifying the factors contributing to dropout, which include parental factors and school factors. In this regard, the students were asked about parental factors (economic factors, social factors), school factors, and the differences of these factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria, which may have relationship on their education. In other words, students were required to respond to the items from 1 to 56 in Section B. Precisely, a four-option Likert-scale was intentionally used.

Based on the 56 items of the questionnaire which was divided into three domains (economic factors, social factors and school factors), the students were required to respond to three different domains. The first domain measured the economic factors in using 16 items. In this domain, the respondents were asked to rank their responses based on the four-point Likert scale i.e. 1 = Strongly Disagree (DS), 2 = Disagree (D) 3 = Agree (A), and 4 = strongly Agree (SA) Secondly, the respondents were asked to rank the social factors, based on their own perception using 18 items. So, they responded to four ratings scales in 1 = Strongly Disagree (DS), 2 = Disagree (D) 3 = Agree (A), and 4 = strongly Agree (SA). Lastly, the respondents were required to respond to the school factors which comprised of 18
items with four ratings scales 1 = Strongly Disagree (DS), 2 = Disagree (D) 3 = Agree (A), and 4 = strongly Agree (SA).

Accordingly, the researcher uses both questionnaires and interviews (Appendix E, F, I(i) & I(ii)) for data collection in the present investigation. The researcher selected the questionnaire instrument to collect the data from a large number of the sample to answer the questionnaire in a limited period of time. To sum up, the present study adapted a questionnaire and interview questions to collect the needed data for the current investigation. As said earlier, the questionnaire was adapted from the work of Pishghadam and Zabihi (2011), OH (2012), Shiuh-Tarng Cheng (2012), Jæger and Holm (2007) Dan Wei (2012), Nekatibeb (2002), Gisladottir (2013), Huang (2009), Vijay (2014) and Chugh (2011). However, for the items of the questionnaire, some changes and modifications were made by the researcher under the guidance of the supervisor in order for the questionnaire to suit the area of study. In this regard a total of 56 items were extracted from the instruments of different researchers and later modified by the researcher, the supervisors and other expert in the area of measurement and evaluation.
Besides using the questionnaire as a method of collecting the quantitative data from dropouts and non-dropout, the method of interview was also used. Interview as a method for gathering the qualitative data from the respondents can be opened, structured, or even semi-structured (Harrell & Bradley, 2009, Brinkmann, 2014). Whatever the type of the interview, it can be recorded or unrecorded, as it can be carried out with individuals or small groups (Harrell & Bradley, 2009). In the present study, semi-structured interview was conducted individually for the dropouts, parents of dropouts, school teachers and administrators. This was done before the final week of the second semester of the year 2015 at school’s premises, selling center, car and motor parks, houses and offices. In the same vein, all the interviews were recorded to facilitate transcribing the participants’ responses.

### Table 3.3
**Questionnaire items**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Adapted</th>
<th>No of items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic Factors</strong></td>
<td>Shiuh-Tarng Cheng (2012)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OH, O. (2012)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Jæger &amp; Holm (2007)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nekatibeb (2002)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Pishghadam &amp; Zabihi (2011)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social Factors</strong></td>
<td>OH, O. (2012)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Jæger &amp; Holm (2007)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dan Wei (2012)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Gisladottir (2013)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Huang (2009)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Pishghadam &amp; Zabihi (2011)</td>
<td>3</td>
</tr>
<tr>
<td><strong>School Factors</strong></td>
<td>Vijay, M. N. (2014)</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56</td>
</tr>
</tbody>
</table>

### 3.8.3 The Interview

Besides using the questionnaire as a method of collecting the quantitative data from dropouts and non-dropout, the method of interview was also used. Interview as a method for gathering the qualitative data from the respondents can be opened, structured, or even semi-structured (Harrell & Bradley, 2009, Brinkmann, 2014).
3.8.3(a) Parents’ Interview Sample

The present study uses purposive sampling technique to choose the respondents among the dropouts and their parents; this was done through selecting a total of 2 dropouts comprised of 1 male and 1 female student from the secondary schools under study. The same procedure was used for the parents of dropouts whereby a total of 2 parents were purposively selected for the interview (Tashakkori & Teddlie, 2003). The justification beyond adopting the purposive sampling is that many researchers (Palys, 2008; Tongco, 2007; Teddlie & Yu, 2007; Guarte & Barrios, 2006; Tashakkori & Teddlie, 2003) have recommended this technique to be the most appropriate method of sampling (Tashakkori & Teddlie, 2003). As noted above, purposive sampling techniques involve selecting certain units or cases “based on a specific purpose rather than randomly” (Borg, 1981; Cohen & Manion, 1980)

Moreover, it is worth mentioning that the dropouts and parents of dropouts that were purposively chosen to attend the semi-structured interview were 4 which comprises of 2 dropouts and 2 parents of dropouts who were selected to represent the students and parent’s study sample of the qualitative study.

3.8.3(b) Students’ Interview Sample

In this study, the researcher selected 2 dropouts that is one student from each school. The researcher then arranged a suitable time with the 2 selected dropouts to sit for the semi-structured interview. In this regard, 1 male and 1 female dropout were purposively interviewed individually. Before starting the interview, the researcher asked the students to orally confirm their acceptance to participate in the recorded interview of the current research. This procedure was adapted to motivate the students to answer all the questions honestly. As far as the content of the interview is
concerned, the researcher asked the students about the contributing factors of secondary school dropout from students’ perspectives and the social effects of dropout and its impact on the students. The students’ interview was conducted to warrant the confidentiality and frankness of the recorded responses, as each student consumed almost 45 minutes. Furthermore, to ensure the collection of sufficient information, the current study used semi-structured interview. In this regard, the researcher adapted the interview questions to verify the students’ responses by including the student’s perceptions about the contributing factors of secondary school dropout from students’ perspectives and the social effects of dropout and its impact on the students. Student’s interview questions included questions like: 1. What are the contributing factors of secondary school dropout from students’ perspectives? 2. What are the social effects of dropout and its impact on the students?

3.8.3(c) The Teachers and School Administrators Interview Sample

A total of 2 teachers, 1 principal and 1 senior education officers were the respondents of semi-structured interview. It is worth mentioning that the teachers, principals and senior education officers were only asked about the other contributing factors of secondary school dropouts, social effects of dropout and its impact on the students and suggestions that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria, which are research question 5, 6 and 7.

In addition, face-to-face interviews were conducted in the ten schools under study. According to Stake (1995), “the interview is the main road to multiple realities” therefore, interviews are used in qualitative research to obtain data from different sources to provide different perspective at the issue of concern. Thus, school teachers were interviewed for approximately 45 minutes in order to explore
their experiences with the problem of dropout from government secondary schools of Zamfara, Nigeria. Moreover, considering the crucial role of principals and other school administrators in secondary schools at the school level, the principals and other school administrators of the ten schools were interviewed for approximately half an hour to 45 minutes. The interviews were semi-structured in nature in order to guide the discussion without being limiting. Teachers and school administrators’ interview questions were on research question 5, 6, and 7 respectively which include “What are the other contributing factors of dropouts from the parents and students’ perspectives? What are the social effects of students’ dropout and its impact on the students? What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?”

### 3.9 Validity of the research instrument

Even though, the instrument was adapted from the work of Pishghadam and Zabihi (2011), OH (2012), Shiuh-Tarng Cheng (2012), Jæger and Holm (2007) Dan Wei (2012), Nekatibeb (2002), Gisladottir (2013), Huang (2009), Vijay (2014) and Chugh (2011), it is extremely important to subject the instruments to a validation process; one approach commonly used with the instruments is to give copies to panel of experts for validation (Ujo Lopes, & de Alencar, 2000). In this study, experts in sociology of education, measurement and evaluation, research methodology and English language were used in validating the instruments. The experts comprised of three professors and two PhD lecturers from Usman Danfodio University Sokoto, two PhD lecturers from federal college of education Katsina and one principal from government girl’s day secondary school Shinkafi all in Nigeria. Their observations, instructions and comments ensured the content validity of the research instrument.
Besides, this study derives the set of operational measures for concepts being studied from the review of the literature and instruments suggested for studying secondary school dropout’s issues in education in Sub-Saharan Africa (Odaga and Henenveld, 1995). The procedures and specific activities followed in the present study were designed and discussed with specialists. Based on their observations, instructions and comments, questionnaires were improved, discussion guides for interviews were focused and some unnecessary contents were removed.

3.10 Reliability of the research instrument

A Test-retest reliability method was adopted using a sample of 60 respondents comprised of 30 dropouts and 30 non-dropouts. A period of two weeks interval was given to enable the respondents not to remember their first responses during the pilot study. According to the Open University educational studies (1974) and Kimberlin and Almut (2008), Reliability estimates evaluate the stability of measures, internal consistency of measurement instruments, and inter-rater reliability of instrument scores. Reliability concerns the consistency or repeatability of a measure. A perfectly reliable measure is one, which if administered twice under the same conditions would provide identical results. In the test-retest reliability, method the same measure is administered to the same or similar group of respondents over time to ensure that the factors to be measured were relatively stable and constant. In this study, a pilot study using test-retest reliability was used to assess the adequacy of the measuring instrument and administration procedures. The instruments were validated. The result of reliability test is depicted in Table 3.4 in the pilot study section.
3.10.1 Pilot Study in Quantitative Study

The pilot study involved administering the questionnaires to 60 participants from among the dropout and non-dropout who were selected randomly and were not involved in the actual administration of the survey instruments. The purpose of this pilot test was to test the reliability and validity of the items of the research. Even though all the items in this research had been authenticated of its reliability and validity but still the test was necessary due to the difference in environment. The data gathered through the pilot study, provided related information about dropout and its social effects among secondary school students of Zamfara Nigeria. The collected data of the pilot study was utilized in improving the instruments (Axinn Pearce, 2006). According to Gay and Airasian (2003), employing a variety of research instruments and procedures would add to the reliability and validity of the conclusions that are drawn out from any particular research. Also, employing multiple methods in a research study gives an explicit conclusion and treats different aspects of the phenomenon comprehensively by increasing the internal validity and providing cross validation or triangulation (Jonsen et al., 2009). This view is shared by other researchers such as Creswell (2013) who state that a single research method in a research study is not useful enough to provide an explicit depiction to the study.

Piloting of the questionnaires and the research questions in this study was conducted with the aim of achieving information in connection to the following aspects:

i) Determining the time required for conducting the questionnaires.

ii) Removing ambiguities from the questionnaires or the research instruments.
iii) Measuring the reliability of the questionnaire items.

iv) Establishing the validity of the research instruments.

The pilot study also provided the researcher the chance to test the viability, validity, and reliability and to achieve some preliminary data that can help the researcher to improve his investigation schedule in a successful manner (Jolley & Mitchell, 2007). By piloting the questionnaires’ items, the researcher gathers information on whether the questionnaire items are easy, ambiguous or too difficult and whether the time provided for the questionnaires is appropriate or not, so that he can modify or change the questionnaire items or change the time allocated for both of them to avoid problems during the actual research process (Creswell, 2009).

In this study, the sample of the pilot study consisted of 60 participants from varied secondary schools in Zamfara Nigeria (Government Girls Comprehensive Secondary School Moriki and Government Day Secondary School Moriki). These schools are located at the study area; they have the same characteristics and environmental conditions as that of schools in which the main study was conducted in terms. The participants of the pilot study are not part of the sample of the main study. The result of reliability test, which include Cronbach alpha of the pilot study, is depicted in Table 3.5.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Alpha coefficient for the parents</th>
<th>No of item questions administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Factors</td>
<td>.758</td>
<td>18</td>
</tr>
<tr>
<td>Social Factors</td>
<td>.879</td>
<td>20</td>
</tr>
<tr>
<td>School Factors</td>
<td>.746</td>
<td>18</td>
</tr>
</tbody>
</table>
The result obtained from the pilot study, established the reliability of the instrument. The reliability of the instrument was calculated based on the pilot study result. Statistical reliability of the instrument was calculated using Cronbach’s Alpha Coefficient of internal consistency for the questionnaire. Cronbach’s Alpha Coefficient was used because it is the appropriate type of reliability that standardized items (Warmbrod 2001, Gliem & Rosemary, 2003). The variables of this study (economic factors, social factors and school factors) were tested separately as shown in table 3.4. Analysis produced .758 alpha coefficients for the economic factors and .879 alpha coefficients for the social factors, .746 alpha coefficients for the school factors. According to Muijs (2004), this questionnaire has high value coefficient alpha.

The values of Alpha coefficient suggest that the instrument is suitable to measure the parental factors and school factors on dropout among secondary school students of Zamfara using academic achievement as a moderator.

3.10.2 Goodness of Measures

Goodness of measures was gauged in this study using validity and reliability tests. Exploratory factor analysis was used to test the validity and uni-dimensionality of measures in all of the variables under study. The reliability or internal consistency of measures was tested using Cranach’s alpha test. The following subsections illustrate the results of factor and reliability tests.
3.10.3 Factor Analysis

Factor analysis and reliability test were used to determine the reliability and validity of the measures prior to testing the relationship of the model as suggested by Hair et al. (2010). Factor analysis was performed for all of the items. Kaiser–Mayer–Olkin (KMO) and Bartlett’s tests were conducted prior to performing factor analysis (Hair et al., 2010). These tests determined the appropriateness of factor analysis and degree of correlation among variables. Bartlett’s test of sphericity and the KMO measure of sampling adequacy (MSA) determined the factorability of the entire matrix. The KMO measure should be at least 0.6 and Bartlett’s test of sphericity should be significant (p < 0.05) (Hair et al., 2010). By inspecting the values in Table 4.3, the KMO measure of sampling adequacy is 0.81, and the Bartlett’s test of sphericity is significant (p < 0.001), indicating that the matrix meets the assumption of factor analysis and can be factorized. According to Igbaria, Gumaraes, and Gordon (1995), each item should load 0.50 or greater on one factor and the other factor should load 0.35 or lower as the rule used to identify and interpret unique factors. Based on this rule, five items were dropped.

There are two methods that can be implemented in the factor analysis procedure, namely Oblique and Orthogonol. The use of these methods relies on the researchers’ objective (Hair et al., 2006). If a researcher is interested to see the uncorrelated items among factors, then he/she might use Orthogonol method. Meanwhile, if the researcher wanted to see the factors are correlated between each other, then he/she might choose Oblique method (Hair et al., 2006). Therefore, in this study, the Exploratory Factor Analysis (EFA) method was chosen with orthogonal varimax rotation.
According to Arrindell and van der Ende (1985), Velicer and Fava (1998), and MacCallum, Widaman, Zhang and Hong (1999), there are two categories of general recommendations in terms of minimum sample size in factor analysis. One category says that the absolute number of cases (N) is important, while another says that the subject-to-variable ratio (p) is important. Moreover, Comrey and Lee (1992) thought that 100 = poor, 200 = fair, 300 = good, 500 = very good, 1,000 or more = excellent. They urged researchers to obtain samples of 500 or more observations whenever possible (MacCallum, Widaman, Zhang & Hong, 1999).

Meanwhile, in order to explain the output or result of factor analysis, a number of statistical indicators should be evaluated for an appropriate structure design. Commonly used indicators are Kaiser-Meyer-Olkin (KMO), Barletts's Test of Sphericity, the Eigen values, percentage of variance explained, the load factor (loading factor), and the number of items representing the factor. Based on these indicators, factor analysis for this study was conducted and the results of factor analysis are as follows:

### 3.10.4 Factor Analysis for Economic Factors

The factor analysis with the extraction was limited to 1 factor implemented for the purposes of this study. In the confirmatory analysis factor, only the eigen value exceeding or equal to 1.00 on the loading of the factor exceeding 0.50 are considered as appropriate and as relevant criteria in selecting and acceptance as instrument’s items for this study.

At the initial step, a total of 18 items were designed to measure the economic factor of parents. Then through the principle component analysis and varimax orthogonal and Kaiser Normalization, these items were extracted with limitation to
one factor. According to Igbaria, Gumaraes, and Gordon (1995), each item should load 0.50 or greater on one factor and the other factor should load 0.35 or lower as the rule used to identify and interpret unique factors. Based on this rule, 2 items were dropped. As shown in Table 3.5, PCA with Varimax Rotation revealed the presence of one component with eigenvalue exceeding 1.0, explaining the Factor (6.02). The KMO value of 0.853 is above the acceptable limit of 0.60 that is considered as significant loading (Field, 2009). The Bartlett’s Test which is a test to determine the presence of correlation was also highly significant (Chi-Square = 6912.453, \( p = 0.000 \)). As said earlier, only 2 items were deleted from this analysis and the remaining 16 items were retained for further analysis.

Table 3.5

*Results of Factor Analysis for Economic Factors*

<table>
<thead>
<tr>
<th>NO</th>
<th>Items</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Economic Factor of Parents 3</td>
<td>.787</td>
</tr>
<tr>
<td>2</td>
<td>Economic Factor of Parents 5</td>
<td>.780</td>
</tr>
<tr>
<td>3</td>
<td>Economic Factor of Parents 2</td>
<td>.767</td>
</tr>
<tr>
<td>4</td>
<td>Economic Factor of Parents 1</td>
<td>.763</td>
</tr>
<tr>
<td>5</td>
<td>Economic Factor of Parents 4</td>
<td>.761</td>
</tr>
<tr>
<td>6</td>
<td>Economic Factor of Parents 6</td>
<td>.748</td>
</tr>
<tr>
<td>7</td>
<td>Economic Factor of Parents 7</td>
<td>.711</td>
</tr>
<tr>
<td>8</td>
<td>Economic Factor of Parents 8</td>
<td>.666</td>
</tr>
<tr>
<td>9</td>
<td>Economic Factor of Parents 9</td>
<td>.586</td>
</tr>
<tr>
<td>10</td>
<td>Economic Factor of Parents 10</td>
<td>.560</td>
</tr>
<tr>
<td>11</td>
<td>Economic Factor of Parents 17</td>
<td>.401</td>
</tr>
<tr>
<td>12</td>
<td>Economic Factor of Parents 13</td>
<td>.390</td>
</tr>
<tr>
<td>13</td>
<td>Economic Factor of Parents 16</td>
<td>.359</td>
</tr>
<tr>
<td>14</td>
<td>Economic Factor of Parents 18</td>
<td>.336</td>
</tr>
<tr>
<td>15</td>
<td>Economic Factor of Parents 11</td>
<td>.332</td>
</tr>
<tr>
<td>16</td>
<td>Economic Factor of Parents 15</td>
<td>.322</td>
</tr>
<tr>
<td></td>
<td>Economic Factor of Parents 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economic Factor of Parents 14</td>
<td></td>
</tr>
</tbody>
</table>

*Measure of Sampling Adequacy (KMO)*

Bartlett’s Test of Sphericity \( .853 \)

% of Cumulative Variance \( 33.455 \)

*Significant at \( p < 0.05 \)

Extraction Method: Principal Component Analysis.

a. 1 component extracted.
3.10.5 Factor Analysis for Social Factors

The second construct tested for factor analysis was social factors of parent’s items. Factor analysis with limiting extraction to one factor was executed for the 20 items on social factors of parents. As the initial step, a total of 20 items were designed to measure the social factors of parents, then through the principle component analysis and followed by varimax orthogonal and Kaiser Normalization these items were extracted with limitation to one factor. According to Igbaria, Gumaraes, and Gordon (1995), each item should load 0.50 or greater on one factor and the other factor should load 0.35 or lower as the rule used to identify and interpret unique factors. Based on this rule, 2 items were dropped.

The analysis of the confirmatory analysis was carried out few times to ensure that the items selected for usage are really fit with Eigen value at least .30. As shown in Table 3.6, PCA with Varimax Rotation revealed the presence of one component with eigenvalue exceeding 1.0, explaining the Factor (7.46). The KMO value of 0.906 is above the acceptable limit of 0.60 that is considered as significant loading (Field, 2009). The Bartlett’s Test which is a test to determine the presence of correlation was also highly significant (Chi-Square = 6795.102, \( p = 0.000 \)). As said earlier, only 2 items were deleted from this analysis and the remaining 18 items were retained for further analysis.
Table 3.6

**Results of Factor Analysis for Social Factors**

<table>
<thead>
<tr>
<th>NO</th>
<th>Items</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Factors 34</td>
<td>.783</td>
</tr>
<tr>
<td>2</td>
<td>Social Factors 35</td>
<td>.781</td>
</tr>
<tr>
<td>3</td>
<td>Social Factors 33</td>
<td>.776</td>
</tr>
<tr>
<td>4</td>
<td>Social Factors 36</td>
<td>.737</td>
</tr>
<tr>
<td>5</td>
<td>Social Factors 37</td>
<td>.734</td>
</tr>
<tr>
<td>6</td>
<td>Social Factors 32</td>
<td>.722</td>
</tr>
<tr>
<td>7</td>
<td>Social Factors 31</td>
<td>.721</td>
</tr>
<tr>
<td>8</td>
<td>Social Factors 38</td>
<td>.683</td>
</tr>
<tr>
<td>9</td>
<td>Social Factors 25</td>
<td>.665</td>
</tr>
<tr>
<td>10</td>
<td>Social Factors 29</td>
<td>.665</td>
</tr>
<tr>
<td>11</td>
<td>Social Factors 26</td>
<td>.625</td>
</tr>
<tr>
<td>12</td>
<td>Social Factors 24</td>
<td>.602</td>
</tr>
<tr>
<td>13</td>
<td>Social Factors 23</td>
<td>.598</td>
</tr>
<tr>
<td>14</td>
<td>Social Factors 27</td>
<td>.594</td>
</tr>
<tr>
<td>15</td>
<td>Social Factors 22</td>
<td>.458</td>
</tr>
<tr>
<td>16</td>
<td>Social Factors 28</td>
<td>.385</td>
</tr>
<tr>
<td>17</td>
<td>Social Factors 30</td>
<td>.339</td>
</tr>
<tr>
<td>18</td>
<td>Social Factors 21</td>
<td>.307</td>
</tr>
<tr>
<td>19</td>
<td>Social Factors 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Factors 20</td>
<td></td>
</tr>
</tbody>
</table>

**Measure of Sampling Adequacy (KMO)**

*Significant at p < 0.05*

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

### 3.10.6 Factor Analysis for School Factors

Factor analysis was used to identify the construct underlying school factors. Principal Components Analysis (PCA) was used with varimax rotation. Using the eigenvalue equal or greater than 1.0 were considered significant and chosen for interpretation; a variable with factor loading equals to or greater than 0.5 was considered significant and included in the analysis (Hair et al., 2006). A sample size of 620 requires a factor loading of 0.30 to assess statistical significance. Hence, the minimum requirement for factor analysis was fulfilled. A reliability analysis was employed to test the internal consistency of factor.
Table 3.7
Results of Factor Analysis for School Factors

<table>
<thead>
<tr>
<th>NO</th>
<th>Items</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Factors 66</td>
<td>.817</td>
</tr>
<tr>
<td>2</td>
<td>School Factors 67</td>
<td>.813</td>
</tr>
<tr>
<td>3</td>
<td>School Factors 65</td>
<td>.797</td>
</tr>
<tr>
<td>4</td>
<td>School Factors 72</td>
<td>.794</td>
</tr>
<tr>
<td>5</td>
<td>School Factors 64</td>
<td>.793</td>
</tr>
<tr>
<td>6</td>
<td>School Factors 73</td>
<td>.768</td>
</tr>
<tr>
<td>7</td>
<td>School Factors 63</td>
<td>.763</td>
</tr>
<tr>
<td>8</td>
<td>School Factors 71</td>
<td>.755</td>
</tr>
<tr>
<td>9</td>
<td>School Factors 61</td>
<td>.746</td>
</tr>
<tr>
<td>10</td>
<td>School Factors 62</td>
<td>.737</td>
</tr>
<tr>
<td>11</td>
<td>School Factors 68</td>
<td>.727</td>
</tr>
<tr>
<td>12</td>
<td>School Factors 76</td>
<td>.723</td>
</tr>
<tr>
<td>13</td>
<td>School Factors 74</td>
<td>.719</td>
</tr>
<tr>
<td>14</td>
<td>School Factors 75</td>
<td>.696</td>
</tr>
<tr>
<td>15</td>
<td>School Factors 69</td>
<td>.669</td>
</tr>
<tr>
<td>16</td>
<td>School Factors 70</td>
<td>.644</td>
</tr>
<tr>
<td>17</td>
<td>School Factors 60</td>
<td>.439</td>
</tr>
<tr>
<td>18</td>
<td>School Factors 59</td>
<td>.422</td>
</tr>
</tbody>
</table>

Measure of Sampling Adequacy (KMO)
Bartlett’s Test of Sphericity: .869
% of Cumulative Variance: 75.056

*Significant at p < 0.05
Extraction Method: Principal Component Analysis.

a. 1 component extracted.

As shown in Table 3.8, PCA with Varimax Rotation revealed the presence of four components with eigenvalue exceeding 1.0, explaining the Factor (9.35). The KMO value of 0.869 is above the acceptable limit of 0.60 that is considered as significant loading (Field, 2009). The Bartlett’s Test which is a test to determine the presence of correlation was also highly significant (Chi-Square = 9502.236, p = 0.000). No items were deleted from this analysis and all 18 items were retained for further analysis.

3.10.7 Conclusion on Result of Factor Analysis

The results of factor analysis for economic factors identified inclusion of 18 items and 2 items were deleted from this analysis. As for Social Factors identified inclusion of 20 items and 2 items were deleted from this analysis. The result of factor
analysis for cultural and religious beliefs of parents identified inclusion of 20 items and 1 item was deleted from this analysis. As for the school factors factor analysis identified 18 items and no item was deleted from this analysis. All dimensions (economic factor of parents, social factors of parents, cultural and religious beliefs of parents and school factors) met the requirement as suggested by Hair et al. (2006).

3.10.8 Reliability Analysis

This study performed reliability analysis to ensure that the measures of variables have internal consistency across the various items that measure the same concept or variable (Sekaran & Bougie, 2010). Reliability was measured using Cronbach’s alpha coefficients. The measures with Cronbach’s alpha values equal to or greater than 0.70 have a sufficient level of reliability (Nunally, 1978).

Table 3.9 provides the values of Cronbach’s alpha for all of the variables. Cronbach’s alpha values ranged from 0.874 to 0.943. These values exceeded the minimum value of 0.70. Thus, the measures have an acceptable level of reliability.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Items</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic factors</td>
<td>16</td>
<td>.877</td>
</tr>
<tr>
<td>Social Factors of Parents</td>
<td>18</td>
<td>.874</td>
</tr>
<tr>
<td>School Factors</td>
<td>18</td>
<td>.906</td>
</tr>
</tbody>
</table>

3.10.9 Pilot Study in Qualitative Study

Another important element to the interview preparation is the implementation of a pilot test. The pilot test will assist the researcher in determining if there are flaws, limitations, or other weaknesses within the interview design and will allow him or her to make necessary revisions prior to the implementation of the study (Kvale, 2007). A pilot test should be conducted with participants that have similar interests.
as those that will participate in the implemented study (Turner, 2010). The pilot test will also assist the researchers with the refinement of research questions, which will be discussed in the next section. Interviewers can role-play practice interviews with each other. These simulation sessions should be reviewed and critiqued (Rubin & Babbie, 2014). Culturally insensitive data-gathering tools can generate unreliable information, offend participants, and lead to results that participants perceive as inimical to their community. Pilot testing the interview tool can help in fine-tuning it and forestall unanticipated problems (Danso, 2014).

In this study the researcher uses participants that have similar interests as those that participated in the actual study in order to conduct the pilot study of the interview questions. A sample of 3 participants was used pilot test the interview questions, this comprised of 1 dropout, 1 parent, 1 administrator. After conducting the pilot study, the interview questions and the result obtained from the pilot study were given to the panel of experts to check the reliability and validity of the interview questions.

3.10.9(a) Research Bias

Bias is a form of systematic error that can affect scientific investigations and distort the measurement process. A biased study loses validity with respect to the degree of the bias. While some study designs are more prone to bias, its presence is universal (Gregory & Sica, 2006). Bias can be defined as a systematic deviation from what would have been the most effective route to one goal because of commitment to another particular tendency or inclination, especially the one that prevents unprejudiced consideration of a question. A biased study loses validity with respect to the degree of the bias (Krishna, Maithreyi, & Surapaneni, 2010). Bias is a
universal problem, which is faced while designing the research study as well as during the execution of the designed research plan and it is well-established fact that no study design is exempted from bias (Krishna, Maithreyi, & Surapaneni, 2010).

One practical way to think about the issue of validity is to focus on error and bias. Research whether quantitative or qualitative, experimental or naturalistic, is a human activity subject to the same kinds of failings as other human activities. Researchers are fallible. They make mistakes and get things wrong. There is no paradigm solution to the elimination of error and bias. Different forms of research may be prone to different sources of error, but clearly none are immune. Although there are methodological strategies for handling validity (Miles & Huberman, 1984; Elliott, 1990; Phelan & Reynolds, 1996), less consideration has been given to researcher bias and to the personal and social strategies needed to address it.

3.10.9(b) Member Validation

Also called member check and respondent validation, member validation is a procedure largely associated with qualitative research whereby a researcher submits materials relevant to an investigation for checking by the people who were the source of those materials. The crucial issue for such an exercise is how far the researcher’s understanding of what was going on in a social setting corresponds with that of members of that setting. Probably the most common form of member validation occurs when the researcher submits an account of their findings (such as a short report or interview transcript) for checking (Bryman, 2003).

While member validation is clearly not an unproblematic procedure, as Lincoln and Guba (1985) observe, it can be crucial for establishing the credibility of one’s findings and can also serve to alleviate researchers’ anxieties about their capacity to
comprehend the social worlds of others. It can be employed in connection with most forms of qualitative research. However, it is crucial to be sensitive to the limits of member validation when seeking such reassurance. Furthermore, there it is difficult for the researcher in knowing how best to handle suggestions by members that there has been a failure to understand them. In many cases, if this occurs all that is needed is for the researcher to modify an interpretation.

In this study in order to understand whether what was going on in a social setting corresponds with that of members of that setting, the researcher submitted materials relevant to an investigation for checking by the people who were the source of those materials by submitting an account of the findings which are interview transcripts for checking (Creswell & Plano Clark, 2011, Guarte & Barrios, 2006).

3.11 Procedure for Measuring Academic Achievement

Academic achievement is defined as, student success engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance (Kuh, Kinzie, Buckley, Bridges & Hayek, 2006). Academic achievement represents performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. In this study, academic achievement was measured by student’s examinations results, which were obtained from the secondary schools under study. In Nigeria, the academic achievement of secondary school students was measured through the results of promotion examination conducted by each secondary school under state ministry of education. Before the promotion examination, which is usually conducted at the end
of every academic session, a series of test, assignments, and terminal examinations are conducted this will be cumulated under continuous assessment. The main purpose of conducting the continuous assessment (CA) was to make the students to be fully prepared for the promotion examination. The continuous assessment is usually marked over forty percent (40%) and result obtained is added to the promotion examination which is sixty percent (60%) of the total marks. Any student who obtained the recommended and required scores (51-69%) of both CA and promotion examination was identified as a high achiever and if the total score is 40-50% and below is classified as low achiever.

The following is the procedure by which the academic achievement of the participants in this study was measured:

- 90-95% Excellent = High achievers
- 70-89% Very good = High achievers
- 51-69% Good = High achievers
- 40-50% Fair = low achievers
- 30-39% Poor = low achievers
- 10-30% Very poor = low achievers

In this study, academic achievement is divided into two levels based on the procedure laid down by the secondary schools under study. The levels are: Level of high achievers which ranges from 51-95% and level of low achievers ranges from 49-10%.

### 3.12 Method of Data Collection

In this study data collection was carried out approximately over sixteen weeks that is four months after the pilot study. The actual study was conducted in three stages: first collecting the data via questionnaires, second processing the survey data and third collecting the data from the interviews. The data of this study comprises of
quantitative and qualitative data. The following sub-section reports the methods carried out in the actual study according to these three stages:

3.12.1 Quantitative Data (Questionnaire)

Questionnaires was administered to dropouts in their chosen places such as bus stations, selling centers and market places; whereby the non-dropouts in their respective schools. For the distribution and collecting back of the questionnaire, a research assistant was used where necessary. In order to achieve his aim, the researcher administers the Hausa translated questionnaires to the respondents. The choice of Hausa language is justified by the fact that it is understood by everybody in the study area.

The study was carried out in the second semester of the academic year 2015/2016 and the researcher ensures that each questionnaire was delivered to the target respondent in the 10 schools of the study area. The researcher spends a period of ten weeks for the administration of the questionnaire that is one week for each school. The initial stage of the actual study was carried out in late January 2016. The researcher requested for help from the school administrators of the study area to get the relevant documents of the respondents such as class register, register for admission, progress and withdrawal to trace the names and address of dropout and their parents, ensure that the students filled up the questionnaires and subsequently collected back the questionnaires. By involving the teachers and school administrators, the number of questionnaire returned and more information about the issue of dropout increases. Gay and Airasian (2000) claimed that it is more productive to send the questionnaire to a person of authority rather than directly to
the respondent. Meanwhile, the arrangement for the interviews was made with the students, parents, teachers and school administrators.

The distribution and collection of the questionnaires was carried out in different ways. In some schools that are quite far, the school administrators of those schools more especially principals and vice-principals were requested to collect the questionnaires and send them to the researcher in sealed and stamped envelopes, this was done after the researcher visited the schools physically during the distribution process of the questionnaires. In other schools which are easily accessible and did not entail much travelling time to reach, the researcher collected the questionnaires himself after specific deadline, usually one week for each school, as agreed to by the respondents.

3.12.2 Qualitative Data (Semi-Structured Interview)

In this stage, the researcher prepares a list of interviewees including the name of students, parents, teachers, principals and senior education officers, time and date of interview and place of interview. The researcher informs the respondents about the date of interview; for those who have mobile phones, the researcher takes their mobile number after which he calls and reminds them about the date of interview. The researcher also provides them with his mobile number and email, so that they could communicate with him. For the teachers and school administrators, the interviews were conducted after working hours at 01.00 p.m. The first visit was to introduce the researcher and explains the aim of the study to the intended respondents. The second visit was to conduct the interview in different places of the study areas, such as school’s premises, teachers’ room, principal’s offices, bus stations, selling centres and market places.
Before the interview started, the researcher explains the purpose of the interview questions, the purpose of the study, and clarified unclear questions; they were also being assured that the interviewee is of absolute confidentiality. The interviewees were told that the interviews would be used to explain the prevailing conditions. After each interview, the researcher carefully reads the interviews note several times to get a deeper understanding of what each interviewee said. The interviews were conducted in both English and Hausa languages. Before the formal questions are asked, some time was spent to establish rapport and to put interviewee at ease. Some interviewees appeared to be nervous in the beginning; however, this behaviour disappeared as the interviews progressed. Further, Eichelberger, (1989) points out that for person to answer questions honestly and accurately, the situation must be supportive, and the respondents must trust the researcher. Thus, a friendly and warm atmosphere were built before conducting the interviews besides explaining to the interviewees the purpose and significance of the study.

Semi-structured interview was used to collect data from the dropouts the parents, the teachers, school administrators and senior education officers. This was done after sending a consent letter (Appendix D) to each of the principals of the affected schools informing him about the coming of the researcher for the purpose of this work. The researcher handles the issue of interview personally with each of the respondents.

3.13 Method of Data Analysis

Data analysis was carried out on both quantitative and qualitative data. This study employed a descriptive survey, in doing so analytical methods were used to investigate dropout and its social effects among secondary school students of
Zamfara Nigeria. The quantitative data was gathered by a questionnaire, and the qualitative data was gathered by face-to-face interviews. Further elaboration on both quantitative and qualitative data is explained in the following sub-sections.

### 3.13.1 Quantitative Data Analysis

The quantitative data included the responses to the questionnaires. There were a number of methods for analyzing the survey data. In this study, the data was analyzed by SPSS version 22; the methods used for data analysis is:

1. Inferential statistics, which involved T-test and logistic regression (Klein, 2010, Kleinbaum & Klein, 2010).

The quantitative data analysis involves assigning a code number to each answer in questionnaires. The code numbers allocated to each questionnaire was devised in SPSS version 22 and all the responses obtained from the returned questionnaires were entered into the computer. All these tasks were done during the period of the actual study to minimize the work required in taking the hardcopy of the questionnaires back to Malaysia.

### 3.13.2 Qualitative Data Analysis

There is no single method of analysis in qualitative research (Dey, 1998; Denzin and Lincoln, 1994; Coffey and Atkinson, 1996). That is to say, qualitative research encompasses many ways of going about large corpuses of unstructured data, depending on the researcher's background, study purpose, research strategy and so on. The researcher uses qualitative data analysis introduced by Braun and Clarke (2006). After familiarising himself with the data, the researcher started by transcribing the data through reading and re-reading the data, and noting down initial
ideas. The initial codes were generated by coding interesting features of the data in a systematic fashion across the entire data set by collating data which is relevant to each code. The researcher proceeded with searching for themes by collating codes into potential themes through gathering all data relevant to each potential theme. The themes were reviewed by checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis. The identified themes were defined and named using ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, this was done by generating clear definitions and names for each theme. Finally, the researcher proceeded with producing the report which is the final opportunity for analysis by selection of vivid, compelling extract examples, final analysis of selected extracts and relating back of the analysis to the research.

Data was analysed initially through open coding moving into sorting the codes in groups through the use of axial coding (Strauss & Corbin, 1998). Strauss and Corbin identified this procedure as a way of putting information in order to create and connect groups for the sorting of data. Finally, selective coding was implemented. Using patterns and relationships in this category presents an overall theme concerning other contributing factors of secondary school dropouts from the parents and student’s perspectives, the social effects of dropout and its impact on the students and suggestions that could be applied to reduce the problem of dropout from the study area.

The qualitative data in this study comprised of responses from dropouts, parents of dropouts, teachers, school administrators’ and senior education officer’s responses during the interviews. In the interview, the interviewees were coded as dropout student = DS, parent of dropout student = PDS, school teachers= TC, school
administrators= SAD and senior education officers= SE respectively. After that, the themes were obtained by counting the number of times it occurred in the text by an analysis of discourse (Potter, 1997). In the subsequent step, these statements were used as specific exemplars of views of students, parents, teachers, school administrators and senior education officers. Responses were then being written down in details and some additional notes were included on the responses. A summary of the responses that was relevant to the research questions was also written. Thematization and categorization were used to make sense of the data collected during interviews. However, for the final discussion of findings, both quantitative results and qualitative findings were integrated in order to gain in-depth understanding (Creswell, 2003; Tashakkori et al., 1998) of dropout and its social effects among secondary school students of Zamfara Nigeria. The findings then were supported and compared with other studies.

Table 3.9
Research Questions, Sample, Instrument for Data Collection and Statistical Procedure

<table>
<thead>
<tr>
<th>S/N</th>
<th>RQS/Number</th>
<th>Research Questions</th>
<th>Sample</th>
<th>Instrument for Data Collection</th>
<th>Statistical Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RQ1</td>
<td>Is there difference of economic factors, social factors and school factors between dropouts and non-dropout from government secondary schools of Zamfara, Nigeria?</td>
<td>310 Dropouts</td>
<td>Questionnaire</td>
<td>T-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>310 Non-Dropouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RQ2</td>
<td>Is there difference of economic factors, social factors and school factors across gender among secondary school’s students of Zamfara, Nigeria?</td>
<td>310 Dropouts</td>
<td>Questionnaire</td>
<td>T-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>310 Non-Dropouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>RQ3</td>
<td>Is there difference of academic achievement between dropout and non-dropout among students from government secondary schools of Zamfara, Nigeria?</td>
<td>310 Dropouts</td>
<td>Questionnaire</td>
<td>T-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>310 Non-Dropouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>RQ4</td>
<td>Which of the factors (economic factors, social and school factors) would be the best predictor of dropouts from government secondary schools of Zamfara, Nigeria.</td>
<td>310 Dropouts</td>
<td>Questionnaire</td>
<td>Logistic Regression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>310 Non-Dropouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RQ5</td>
<td>What are the other contributing factors of secondary school dropouts from the parents and students’ perspectives?</td>
<td>Semi-structured Interview</td>
<td>Thematic Approach (Manual Qualitative Data Analysis)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RQ6</td>
<td>What are the social effects of dropout and its impact on the students?</td>
<td>Semi-structured Interview</td>
<td>Thematic Analysis (Manual Qualitative Data Analysis)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RQ7</td>
<td>What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?</td>
<td>Semi-structured Interview</td>
<td>Thematic Approach (Manual Qualitative Data Analysis)</td>
<td></td>
</tr>
</tbody>
</table>

### 3.14 Ethical Issues

Ethical protection of participants was assured in terms of confidentiality and anonymity. Approval to conduct the present study was obtained from University Sains Malaysia which is also called letter for data collection. Consent was sought from the principals for data that was collected at the research site. The Ministry of Education approval and principals’ approval were obtained prior to any data collection. All participants were asked to sign a consent form. The consent form discussed the aim of the study, the method in which the study was conducted. The consent form provides details pertaining to the study and time commitments for participation. Participants were assured their participation is strictly voluntary and that they could withdraw from the study at any time. They were assured that confidentiality of their identities would be maintained. Findings from all data...
analysis were reported anonymously in group form for the quantitative results and by
generic title (such as "parent") for the qualitative results. Participants were told that
the data and transcriptions would be stored in a locked file in the researcher's
custody, would be accessible only to him and his supervisor, and would be
demolished after study completion.

The researcher carries out the research by seeking the consent of the
participants from among the students before administering the questionnaires to
them. This was done by introducing himself and explaining the purpose of the study
and requesting their maximum cooperation towards the successful conduct of the
research.

Similarly consent letters were sent to the administrators of the affected
schools. In dealing with their responses, their social and psychological safety and
protection were ensured confidently. The researcher then approaches the principals
of the affected schools; introduce himself as a student of University Sains Malaysia
using the University Identity card and requests for information from the school
during the interview. To make the goal and objectives of the research clear to those
who chose to participate from among the teachers and administrators, the researcher
openly assures the principals that the research is purely academic. The students and
parents were also being assured of confidentiality of the information they provided.
This was intended to optimize the quality of responses and to ensure as much as
possible that the participants are treated respectfully.

3.15 Summary
The main purpose of this study sets out to investigate dropout and its social effects
among secondary school students of Zamfara Nigeria; the purpose of this chapter
was to describe the research methodology of this study, explain the sample selection, describe the procedure used in designing the instrument and collecting the data, and provide an explanation of the statistical procedures used to analyze the data. In summary, this chapter presents and justifies the research philosophy and design adapted in this study, and whether they meet the research aims and objectives stated in Chapter 1. The methodology used in this research can best be described a two-pronged approach (using both quantitative and qualitative methods). By using both questionnaires and interviews, the goals and the objectives of the study can be realized. A questionnaire was used as the main tool to collect data, whereas semi-structured interviews were used to get deeper explanation on the results that emerge from the questionnaire. Finally, the chapter discusses a logical description of the statistical methods that was applied in this study, in order to achieve its objectives based on solid social science principles and theories. The assumption as well as the findings was stated in the last section of chapter four.
CHAPTER FOUR
FINDINGS

4.0 Introduction
The previous chapter provides a detailed description of the methodology to be used to achieve the research objectives and answer the research questions, which are related to dropout and its social effects among secondary school students of Zamfara Nigeria. This chapter presents the results of both the quantitative and qualitative data analysis collected through the survey and interview.

The study uses both quantitative and qualitative methods of analysis. The quantitative study examines the significant differences of economic factors, social factors and school factors between dropouts and non-dropouts, examine the significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. The findings were also used to examine the significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria. Furthermore, the quantitative study was also used to determine which of the factors (economic factors, social school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria.

The qualitative study was used to identify other contributing factors of secondary school dropout from the parents and students’ perspectives. This section also investigated the social effects of dropout and its impact on the students. During the interview teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria provided suggestions. The chapter contains the report of the findings obtained from the responses of teachers and administrators of government secondary schools of Zamfara, Nigeria. It also
contains the transcription and analysis of the oral interview data. The questionnaires were distributed to 682 respondents. However, only 639 respondents returned the questionnaires, out of the questionnaires returned only 620 were completed. The remaining 19 Questionnaires were incomplete and therefore could not be used in the data collection. The results of the collected data are presented according to the research questions. The proceeding analysis of the literature has yielded the following research questions:

1. Are there significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

2. Are there significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria?

3. Is there significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

4. Which of the factors (economic factors, social and school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria?

5. What are the other contributing factors of secondary school dropout from the parents and students’ perspectives?

6. What are the social effects of dropout and its impact on the students?

7. What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?
4.1 Background Information

The quantitative and qualitative methods are employed for this study. The combination of both quantitative and qualitative methods provides a better understanding of the research problem than using one of them (Creswell, 2011). The rationale for using both quantitative and qualitative methods, which are considered to be the most popular forms in educational research, is that the quantitative data and results provide a general picture of the research problem; then more analysis, particularly through qualitative data collection, is needed to explain the general picture. In a word, quantitative and qualitative methods consist of collecting quantitative data and having it represents a major aspect of data collection, then collecting qualitative data to help explain or elaborate on the quantitative results (Creswell, 2011).

4.2 Quantitative Data Analysis and Results

The results of data analysis gathered from dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria are reported. The write-up of this section is concerns with responses of the respondents in relation to economic factors, social factors and school factors. The questionnaires answered by the study respondents were recorded, the data was analyzed, and the results were presented in the following sub-headings:
4.2.1 Hypotheses Testing

Research Question 1: Are there significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

Ha1. There are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

4.2.1(a) Differences of Economic Factors, Social Factors and School Factors between Dropouts and Non-Dropouts

In this section, the data obtained from the questionnaire related to RQ1 concerning significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria was analysed. Below is the data analysis of the study according to the research question: To answer RQ1a questionnaire known as the Parental Factors and School Factors Questionnaire (PFSFQ) on secondary school dropout, was administered to measure the significant difference of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria. The questionnaire consisted of 52 items using the 4-Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. Table 4.1, Table 4.2 and Table 4.3 depicted the t-test results for these analyses. This section presents the results for the analyses conducted to test the hypotheses proposed in chapter 1. For Research Question 1 which includes three sub-hypotheses (Ha1a, Ha1b and Ha1c), t-tests were used to analyze the data, as shown in Table 4.1, Table 4.2 and Table 4.3. The results for these analyses are as follows:
Ha1(a). There is significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

This part presented the result of t-test to examine the significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara; Nigeria. An independent sample t-test is the appropriate statistical test to examine the differences in the economic factors between the dropouts and non-dropout as shown in Table 4.1.

Table 4.1
T-test for Difference of Economic Factors between Dropouts and Non-Dropouts

<table>
<thead>
<tr>
<th>Economic Factors</th>
<th>Group of Respondent</th>
<th>N</th>
<th>M</th>
<th>Lt</th>
<th>MD</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dropouts</td>
<td>310</td>
<td>2.7901</td>
<td>26.9</td>
<td>-.12670</td>
<td>.02956</td>
<td>-4.286</td>
<td>618</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Non-dropouts</td>
<td>310</td>
<td>2.9168</td>
<td>- .12670</td>
<td>.02956</td>
<td>-4.286</td>
<td>581.234</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 shows that, for the economic factors, the dropouts group had (M=2.7901, SD=.02956) whereas the non-dropouts group had (M=2.9168, SD=.02956). A t-test between the means indicated that t (620) = -4.286, p = (.000). The results indicated that a statistically significant difference was present in the economic factors according to the mean among the group of respondents.

In other words, the means of the dropouts group and non-dropouts indicated that the differences in the means favoured the non-dropouts group, as shown in Table 4.1. The findings showed that differences among the respondents or participants were found in terms of economic factors. Moreover, the non-dropouts group had significantly higher means in terms of economic factors than the dropouts group. Based on this, the Ha1a was failed to be rejected.
Ha1(b). There is significant difference of social factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

This part presented the result of t-test to examine the significant difference of social factors between dropouts and non-dropouts from government secondary schools of Zamfara; Nigeria. An independent sample t-test is the appropriate statistical test to examine the differences in the social factors between the dropouts and non-dropout as shown in Table 4.2.

Table 4.2
T-test for Difference of Social Factors between Dropouts and Non-Dropouts

<table>
<thead>
<tr>
<th>Social Factors</th>
<th>Group of Respondent</th>
<th>N</th>
<th>M</th>
<th>Lt</th>
<th>MD</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropouts</td>
<td>310</td>
<td>2.4769</td>
<td>60.0</td>
<td>-.46613</td>
<td>.53842</td>
<td>-.12.677</td>
<td>618</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Non-dropouts</td>
<td>310</td>
<td>2.9431</td>
<td>-.46613</td>
<td>.35951</td>
<td>-.12.677</td>
<td>538.844</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2 shows that, for the social factors, the dropouts group had (M=2.4769, SD=.53842) whereas the non-dropouts group had (M=2.9431, SD=.35951). A t-test between the means indicated that t (620) = -12.677, p= (.000). The results indicated that a statistically significant difference was present in the social factors according to the mean among the group of respondents.

In other words, the means of the dropouts group and non-dropouts indicated that the differences in the means favoured the non-dropouts group, as shown in Table 4.2. The findings showed that differences among the respondents or participants were found in terms of social factors. Moreover, the non-dropouts group had significantly higher means in terms of social factors than the dropouts group. Based on this, the Ha1b was failed to be rejected.
Ha1(c). There is significant difference of school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

This part presented the result of t-test to examine the significant difference of school factors between dropouts and non-dropout from government secondary schools of Zamfara, Nigeria. An independent sample t-test is the appropriate statistical test to examine the differences in the school factors between the dropouts and non-dropout as shown in Table 4.3.

<table>
<thead>
<tr>
<th>School Factors</th>
<th>Group of Respondent</th>
<th>N</th>
<th>M</th>
<th>Lt</th>
<th>MD</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td>310</td>
<td>2.2771</td>
<td>.295178</td>
<td>-.57151</td>
<td>.63242</td>
<td>-14.392</td>
<td>618</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>Non-dropout</td>
<td>310</td>
<td>2.8486</td>
<td>-.57151</td>
<td>.29815</td>
<td>-14.392</td>
<td>439.890</td>
<td>.001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 shows that, for the school factors, the dropouts group had (M=2.2771, SD=.63242) whereas the non-dropouts group had (M=2.8486, SD=.29815). A t-test between the means indicated that t (620) = -14.392, p= .000. The results indicated that a statistically significant difference was present in the school factors according to the mean among the group of respondents.

In other words, the means of the dropouts group and non-dropouts indicated that the differences in the means favoured the non-dropouts group, as shown in Table 4.3. The findings showed that differences among the respondents or participants were found in terms of school factors. Moreover, the non-dropout group had significantly higher mean in terms of school factors than the dropout group. Based on this, the Ha1c was failed to be rejected.
**Research Question 2:** Are there significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria?

**Ha2. There are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.**

### 4.2.1(b) Differences of Economic Factors, Social Factors and School Factors Across Gender Among Dropouts from Government Secondary Schools of Zamfara, Nigeria.

In this section, the data obtained from the questionnaire related to RQ2 concerning significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria, was analysed. Below is the data analysis of the study according to the research question: To answer RQ2 a questionnaire known as the Parental Factors and School Factors Questionnaire (PFSFQ) on secondary school dropouts, was administered to measure the significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. The questionnaire consisted of 52 items using the 4-Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. Table 4.4, Table 4.5 and Table 4.6 depicted the t-test results for these analyses.

This section presents the results for the analyses conducted to test the hypotheses proposed in chapter 1. For Research Question 2 which includes three sub-hypotheses (Ha2a, Ha2b and Ha2c), t-tests were used to analyze the data, as shown in Table 4.4, Table 4.5 and Table 4.6. The results for these analyses are as follows:
**Ha2(a). There is significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.**

This part presented the result of t-test to examine the significant difference of economic across gender among dropouts from government secondary schools of Zamfara, Nigeria as independent sample t-test is the appropriate statistical test to determine the differences in the economic factors among dropouts from government secondary schools of Zamfara, Nigeria as shown in Table 4.4.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>Lt</th>
<th>MD</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>210</td>
<td>2.9574</td>
<td>.033</td>
<td>.12574</td>
<td>.31038</td>
<td>3.302</td>
<td>308</td>
<td>.001</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>2.8317</td>
<td></td>
<td>.12574</td>
<td>.31982</td>
<td>3.267</td>
<td>189.647</td>
<td>.001</td>
</tr>
</tbody>
</table>

Table 4.4 shows that, for the economic factors, the male students had (M= 2.9574, SD=.31038) whereas the female students had (M=2.8317, SD=.31982). A t-test between the means indicated that t (310) = 3.302, 3.267, p= (.001). The results indicated that a statistically significant difference was present in the economic factors according to the mean among the gender of respondents.

In other words, the means of the male students and female students indicated that the differences in the means favoured the male students, as shown in Table 4.4. The findings showed that differences among the respondents or participants were found in terms of economic factors. Moreover, the male students had significantly higher means in terms of economic factors than the female students did. Based on this, the Ha2a was failed to be rejected.

**Ha2(b). There is significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.**
This part presented the result of t-test to examine the significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. An independent sample t-test is the appropriate statistical test to examine the differences in the social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria as shown in Table 4.5.

Table 4.5

<table>
<thead>
<tr>
<th>Social Factors</th>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>Lt</th>
<th>MD</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>210</td>
<td>2.9826</td>
<td>1.25</td>
<td>.12262</td>
<td>.37320</td>
<td>2.839</td>
<td>618</td>
<td>.005</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>100</td>
<td>2.8600</td>
<td>.12262</td>
<td>.31479</td>
<td>3.015</td>
<td>227.581</td>
<td>.003</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 shows that, for the social factors, the male students had (M=2.9826, SD=.37320) whereas the female students had (M=2.8600, SD=.31479). A t-test between the means indicated that t (310) =2.839, 3.015, p= (.005, 003). The results indicated that a statistically significant difference was present in the social factors according to the mean among the gender of respondents.

In other words, the means of the male students and female students indicated that the differences in the means favoured the male students, as shown in Table 4.5. The findings showed that differences among the respondents or participants were found in terms of social factors. Moreover, the male students had significantly higher means in terms of social factors than the female students did. Based on this, the Ha2b was failed to be rejected.

**Ha2(c). There is significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.**

This part presented the result of t-test to examine the significant difference of school factors across gender among dropouts from government secondary schools of
Zamfara, Nigeria. An independent sample t-test is the appropriate statistical test to determine the differences in the school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria as shown in Table 4.6.

Table 4.6

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>Lt</th>
<th>MD</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Factors</td>
<td>Male</td>
<td>210</td>
<td>2.8280</td>
<td>.780</td>
<td>-.06362</td>
<td>.28901</td>
<td>-1.762</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>100</td>
<td>2.8917</td>
<td>-.06362</td>
<td>.31361</td>
<td>-1.712</td>
<td>181.225</td>
<td>.089</td>
</tr>
</tbody>
</table>

Table 4.6 shows that, for the school factors, the male students had (M=2.8280, SD=.28901) whereas the female students had (M=2.8917, SD=.31361). A t-test between the means indicated that t (310) = -1.762, p = (.079, 089). The results indicated that a statistically significant difference was not present in the school factors according to the mean among the gender of respondents.

In other words, the means of the male students and female students indicated that the differences in the means do not favour any of the male and female students, as shown in Table 4.6. The findings showed that differences among the respondents or participants were not found in terms of school factors; moreover, neither the male students nor the female students had significantly higher means than one another in terms of school factors. Based on this, the Ha2c was rejected.

Research Question 3: Is there significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

Ho3. There is no significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.
4.2.1(c) Difference of Academic Achievement between Dropouts and Non-Dropouts

In this section, the data obtained from the student’s promotion examinations results and continuous assessment (CA), which were obtained from the secondary schools under study was used to measure the significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria. The continuous assessment is usually marked over forty percent (40%) and result obtained is added to the promotion examination which is sixty percent (60%) of the total marks. Any student who obtained the recommended and required scores (51-69%) of both CA and promotion examination was identified as a high achiever and if the total score is 40-50% and below is classified as low achiever.

This part presented the result of t-test to examine the significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria. An independent sample t-test is the appropriate statistical test to examine the significant difference of academic achievement between dropouts and non-dropouts as shown in Table 4.7.

Table 4.7

| T-test for Difference of Academic Achievement between Dropout and Non-Dropout |
|----------------------------------|---|---|---|---|---|---|---|---|
| Group of Respondents          | N  | M   | Lt  | MD   | SD  | t     | df  | p value  |
| Academic Achievement          |    |     |     |      |     |       |     |          |
| Student Dropout               | 310| 1.3355 | .039 | .36774 | .47292 | -9.839 | 617.329 | .000     |
| Non- Dropout                  | 310| 1.7032 |        | .45757 | -9.839 | .000     |

Table 4.7 shows that, for the academic achievement, the dropout group had (M=1.3355, SD=.47292) whereas the non-dropout group had (M=1.7032, SD=.45757). A t-test between the means indicated that t (620) =-9.839, p= (.000). The results indicated that a statistically significant difference was present in the academic achievement according to the mean among the group of respondents.
In other words, the means of the dropout and non-dropout indicated that the differences in the means favoured the non-dropout group, as shown in Table 4.7. The findings showed that differences among the respondents or participants were found in terms of academic achievement, Moreover, the non-dropout group had significantly higher means in terms of academic achievement than the dropout group. Based on this, the Ha3 was rejected.

**Research Question 4:** Which of the factors (economic factors, social and school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria?

**4.2.1(d) Factors that Predict Dropout from Government Secondary Schools of Zamfara, Nigeria?**

In this section, the data obtained from the questionnaire related to RQ4 was analysed. The question talked on which of the factors (economic factors, social factors) and school factors would be the best predictor of dropouts from government secondary schools of Zamfara, Nigeria. During the analysis, logistic regression was used to answer this question. Below is the data analysis of the study according to the research question: To answer RQ4, a questionnaire known as the Parental Factors and School Factors Questionnaire (PFSFQ) on secondary school dropout, was used to measure which of the parental factors (economic factors, social factors) and school factors would be the best predictor of dropouts from government secondary schools of Zamfara, Nigeria. The questionnaire consisted of 71 items using the 4-Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. Table 4.8 depicted the logistic regression result for this analysis.
Table 4.8
**Result of Logistic Regression Predicting Dropouts (N=620)**

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Exp(B)</th>
<th>95% C.I.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic factors</td>
<td>1.711</td>
<td>.223</td>
<td>58.875</td>
<td>1</td>
<td>5.537</td>
<td>(3.576,8.572)</td>
<td>.000</td>
</tr>
<tr>
<td>Social Factors of Parents</td>
<td>.131</td>
<td>.297</td>
<td>.194</td>
<td>1</td>
<td>1.140</td>
<td>(.636, 2.042)</td>
<td>.660</td>
</tr>
<tr>
<td>School Factors</td>
<td>-.118</td>
<td>.319</td>
<td>.137</td>
<td>1</td>
<td>.888</td>
<td>(.475, 1.662)</td>
<td>.711</td>
</tr>
</tbody>
</table>

Note: The goodness of fit of the logistic regression model is mentioned by Nagelkerke (R Square=0.390)

In Table 4.8 the predictors of students’ dropout were examined in relation to the dropout and non-dropout’s groups. Logistic regression analysis was used to determine the probability of dropping out because the dependent variables were dichotomous. Economic factors were found to be significantly associated with dropping out (B= 1.711, p=.000), which increased with high incidence of dropping out by 5.537 times more than social factors and school factors. The goodness of fit of the logistic regression model is mentioned by Nagelkerke (R Square=0.390)

The result indicated that economic factors (5.537, B= 1.711, p=.000) are the best predictor of dropouts from government secondary schools of Zamfara, Nigeria. Social Factors (1.140, B= 0.131, p=.660) and school factors (.888, B= -.118, p= .711) are not significantly associated and have low incidence of dropping out compared to economic factors.

Table 4.9
**Summary of the Quantitative Results**

<table>
<thead>
<tr>
<th>Alternative Hypothesis</th>
<th>Analysis Methods</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha1. There are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.</td>
<td>T-test</td>
<td>Failed to be Rejected</td>
</tr>
<tr>
<td>Ha1a. There is significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ha1b. There is significant difference of social factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ha1c. There is significant difference of school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

172
between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

There are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

**Ha2.**

There is significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

**Ha2a.**

There is significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

**T-test**

Failed to be

**Rejected**

**Ha2b.**

There is significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

**T-test**

Failed to be

**Rejected**

**Ha2c.**

There is significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

**T-test**

**Rejected**

**Ho3.**

There is no significant difference of academic achievement between dropouts and non-dropouts among students from government secondary schools of Zamfara, Nigeria.

**T-test**

**Rejected**

**RQ4**

Which of the parental factors (economic factors and social factors) would be the best predictor of dropouts from government secondary schools of Zamfara, Nigeria?

**logistic regression**


### 4.3 Qualitative Results

The qualitative result in this study was divided into three sections according to the research questions; these include (1) Interview with dropouts (2) Interview with the parents of dropouts (3) Interview with teachers’ and administrators of the affected schools and senior education officers at state level. The interviews focused on identifying other contributing factors of secondary school dropouts from the parents and student’s perspectives, investigating the social effects of dropout and its impact on the students and providing suggestions from teachers and administrators that could be applied to lessen dropout from government secondary schools of Zamfara, Nigeria.
4.3.1 Characteristics of Participants

A total of 2 dropouts were selected for the interview; the same sample was used for their parent (2 parents of dropouts). For school teachers and administrators, the sample sizes were 2 teachers and 1 principal. Moreover, 1 senior education officers were interviewed to get more information about the problem of dropout. Total selected sample size for qualitative study is depicted in table 4.10.

Table 4.10
Total Selected Sample Size for Qualitative Study

<table>
<thead>
<tr>
<th>S/N</th>
<th>Respondents</th>
<th>Qualitative study Instruments (Interview schedule)</th>
<th>Subject Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dropout Students</td>
<td>2</td>
<td>DS1-DS2</td>
</tr>
<tr>
<td>2</td>
<td>Parents of dropouts</td>
<td>2</td>
<td>PDS1-PDS2</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>2</td>
<td>TC1-TC2</td>
</tr>
<tr>
<td>4</td>
<td>School administrator</td>
<td>1</td>
<td>SAD1</td>
</tr>
<tr>
<td>5</td>
<td>Senior Education officer</td>
<td>1</td>
<td>SEO1</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

This section presents the process of data analysis and the findings from the research study. The process of analysis involves initial analysis using thematic approach (Braun and Clarke 2006) to analyze the initial data. The process of generating codes and themes involved the six phases of thematic analysis, consisting of data familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and reporting. This produced initial findings using key themes and sub-themes, which helped, refine the research questions.

The process starts when the researcher begins to notice, and look for, patterns of meaning and issues of potential interest in the data made during data collection. Braun and Clarke (2006) specified the main phases of thematic analysis as follows:
Table 4.11
*Phases of thematic analysis (Braun and Clarke, 2006, p87)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Phase</th>
<th>Description of the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Familiarizing yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
</tr>
<tr>
<td>2.</td>
<td>Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collation data relevant to each code.</td>
</tr>
<tr>
<td>3.</td>
<td>Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4.</td>
<td>Reviewing themes:</td>
<td>Checking if the themes work in relation to the coded extracts (level 1) and the entire data set (level 2), generating a thematic ‘map’ of the analysis.</td>
</tr>
<tr>
<td>5.</td>
<td>Defining and naming themes:</td>
<td>Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.</td>
</tr>
<tr>
<td>6.</td>
<td>Producing the report:</td>
<td>The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.</td>
</tr>
</tbody>
</table>

**Research Question 5**: What are the other contributing factors of secondary school dropout from the parents and students’ perspectives?

4.3.2 **Other Contributing Factors of Secondary School Dropouts from the Parents and Student’s Perspectives**

In this section, a total of 2 dropouts and 2 parents of dropouts were interviewed to identify other contributing factors of secondary school dropouts. The interviewees were labeled as DS1, DS2, PDS1 and PDS2 respectively. Based on the opinions of the respondents during the interview some themes were identified. Below are some of the identified themes based on the transcripts of the interviews to answer research question 5:

4.3.3 **Identified Themes for Research Question Number Five**

In the following section, the researcher revealed the opinion of each participant in line with the research question number five of the study. Specific themes were identified as emergent from the interview data collected. Each theme also contained
some sub themes based on which the discussion was done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore, the section elaborates on each theme and concludes with thought from the participants directed to parents and students in relation to the other contributing factors of secondary school dropouts. Below are some of the major themes derived from the responses of the parents and students which were put in a tabular form and finally explained one after the other in the next chapter.

1. Socio-Economic Status.
2. Lack of encouragement from the parent.
3. Institutional Problems.
4. Traditional activities and negative religious beliefs of the parents.

Table 4.12
Themes on other Contributing Factors of Secondary School Dropouts from the Parents and Student’s Perspectives

<table>
<thead>
<tr>
<th>Selected Statements</th>
<th>Sub-Themes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Low educated and illiterate parents cannot struggle to provide educationally rich and stimulating home for their children and ……………. and may later on dropout” (PDS1).</td>
<td>Educational Level</td>
<td>Socio-Economic Status</td>
</tr>
<tr>
<td>“Low academic achievement can sometimes negatively affect children’s education; sometimes low achievers …….. be frustrated and drop out” (DS1).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Low occupational level of parents is another factor which sometimes negatively affects children’s education, mostly children that came from jobless parents may decide to drop out from school” (PDS2).</td>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>“Large family size is a contributory factor to dropping out by some secondary ………,</td>
<td>Family Size</td>
<td></td>
</tr>
</tbody>
</table>
as most of them do not receive all the attention ………. so many children are sharing only one man as a father” (DS1).

“Family size plays a crucial role in the education of secondary school students; the larger the family size ………lower economic class parents …..., the greater the problem of dropout” (DS2).

“Yes, some Nigerian parents and guardians abuse their adolescent girls through street hawking ………as a result they usually decide to withdraw their children from schooling” (PDS1).

“I am poor, I cannot feed my children, and business is not moving again. I stopped the business …......... the trade. The only choice was to withdraw my children …. school and buy little things for children to sell, or else, we will go to bed hungry” (PDS2).

“I was a trader before but now I could not continue the trade as a result of a terminal sickness that has rendered me unproductive. The only choice I made was to withdraw my little girl (13years) from ........... petty products” (PDS2).

“Now, I feed on whatever gains she brought home. She withdrew from school ............ hawking could bring as much gain required living. If she does not hawk these products, there is no money to eat and ........ So, what do you expect us to do?” (PDS2).

“My father is late and there are three other children to cater for by my mother, so being the oldest, my mother .............withdrawing me from school and engage in street hawking, without ...... could not take care of our needs and she is uneducated mother and has no jobs” (DS2)

<table>
<thead>
<tr>
<th>Street Hawking</th>
<th>Lack of Encouragement from the Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal Sickness</td>
<td></td>
</tr>
<tr>
<td>Single Parent as a Result of Death, Divorce or Separation of the Couple.</td>
<td></td>
</tr>
</tbody>
</table>
“My mother is not staying with my father now and there are three other children to cater for by my father, ............... my father decided to withdraw me from school to take care of my siblings and other domestic works” (DS1)

“My parents do not usually talk about education with the family. My parents do not spend time to discuss ............. not care to ask me about my test results from school, homework and projects. They ...... very interested in the schoolwork ........” (DS1)

“I only decided to drop out because of I don’t care attitude shown by my parents toward my study. My parents do not want ............ school hours on working days. My parents do not participate in school activities regularly and they do not participate in ............ to motivate them” (DS2)

“A great number of us are coming from very far away because we do not have access to any boarding secondary school ............... of us to drop out” (DS1)

“Distance from school has been another constraint to education especially for girls in this area. the long distances girls (particularly rural girls) travel to school has two major problems that relates to ............... the ...... for the sexual safety of their daughters” (PDS2).

“The problem of distance from school also has implications for the motivation of students especially girls to stay in school because close proximity of schools had a ............... from school and having to walk discourages most of the girls and made them to drop out” (PDS1).
"My parents do not encourage the children to attend western school, My parents intended to marry off daughters at an early stage; in ……… children at secondary school” (DS1)

"My parents believed that western education schools are corrupted. My parents believed that education for girls is not important in our custom. My parents believed that ……….. elders and traditions”. (DS2)

<table>
<thead>
<tr>
<th>Lack of Interest for Western Education Schools and Early Marriage</th>
<th>Traditional Activities and Negative Religious Beliefs of the Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Interest for Western Education Schools and Early Marriage</td>
<td>Traditional Activities and Negative Religious Beliefs of the Parents</td>
</tr>
</tbody>
</table>

"Fear of female-child immorality in western schools and premarital pregnancy discourages me from sending my daughters to school. Also avoidance of sexual harassment ………. to dropout of students especially ……….” (PDS1)

"Fear of female students’ abduction like what is happening nowadays in Nigeria discourages me from ……….. daughters to school. To me education for girls is not important in our custom and I believed that western education teaches ………..” (PDS2)

The interviewees from the parents were asked about the other factors apart from the economic, social and school factors that they think contribute to the drop out of students from schools. In answering the interview question, some interviewees related the problem of drop out to illiterate parents. Their answers varied; their responses are as follows:

"Low educated and illiterate parents cannot struggle to provide educationally rich and stimulating home for their children and this will prevent them from continuing their study and may later on dropout” (PDS1).
During the interview, the interviewees were asked based on their opinion, the question reads: “What are the other factors apart from the economic, social and school factors do you think contribute to the drop out of students from schools?” In answering this question, the interviewees attributed the problem of dropout to low educational background of parents, parent’s occupation and low academic achievement.

“Low educational background of parents can sometimes negatively affect children’s education, mostly children that came from illiterate may decide to drop out from school” (PDS1).

“Low occupational level of parents is another factor which sometimes negatively affects children’s education, mostly children that came from jobless parents may decide to drop out from school” (PDS2).

“Low academic achievement can sometimes negatively affect children’s education; sometimes low achievers also used to be frustrated and drop out” (DS1).

Several reasons have been put forward as predisposing and other contributing factors to secondary school dropout. These factors include large family size as indicated by other interviewees during the interview. The interviewees were asked: From your experience, tell us the main home related factors that contribute to the dropout of students from school? There answers are as follows:

“Large family size is a contributory factor to dropping out by some secondary school students, as most of them do not receive all the attention they need due to the fact that so many children are sharing only one man as a father” (DS1).
“Family size plays a crucial role in the education of secondary school students; the larger the family size among the lower economic class parents in Nigeria, the greater the problem of dropout” (DS2).

“Children must be raised to be responsible members of society with appropriate values, beliefs and training. The ability of the family to function effectively is therefore a factor in preventing the involvement of secondary school students in the problem of dropout” (PDS2).

Another interviewee from the dropout who was a female student added that:

“We are many in our house including brother’s sisters and siblings and my parents have no sufficient money to cater for the whole children’s’ education, as a result they developed the idea of preference for boy’s children education than female children’s’ as a result of this they asked me to withdraw (DS2)

In identifying other contributing factors of secondary school dropouts from the parents and student’s perspectives, other interviewee from dropout students and their parents also related the problem of dropout to street hawking which is a form of child abuse. They said:

“Yes some Nigerian parents and guardians abuse their adolescent girls through street hawking in order to support family income as a result they usually decide to withdraw their children from schooling” (PDS1).

“I am poor, I cannot feed my children, and business is not moving again. I stopped the business when there was no money to continue the trade. The only choice was to withdraw my children from school and buy little things for children to sell, or else, we will go to bed hungry” (PDS2).

The interviewees were asked: “what are the other contributing factors do you think contribute to the drop out of students from schools?” Responding to this
question, other interviewee from dropout students and their parents also related the problem of dropout to terminal sickness that cannot allow them to continue their trade. They said:

“I was a trader before but now I could not continue the trade as a result of a terminal sickness that has rendered me unproductive. The only choice I made was to withdraw my little girl (13 years) from school and send her with me to hawk some petty products” (PDS2).

“Now, I feed on whatever gains she brought home. She withdrew from school when we discovered that hawking could bring as much gain required living. If she does not hawk these products, there is no money to eat and we shall all die. So, what do you expect us to do?” (PDS2).

The interviewees were asked based on their opinion, the question reads: “From your experience, tell us the main home related factors that contribute to the dropout of students from school?” In response to this question, other interviewee from dropout students related the problem of dropout to single parent, which comes because of death, divorce or separation of the couple. They mentioned this as home related factors that contribute to the dropout of students from school. They said:

“My dad is late and there are three other children to cater for by my mother, so being the oldest, my mother decided she would take care of our needs and that can only be done only by withdrawing me from school and engage in street hawking, without which the mother could not take care of our needs and she is uneducated mother and has no jobs”(DS2)

“My mother is not staying with my father now and there are three other children to cater for by my father, so being the oldest, my father decided to
withdraw me from school to take care of my siblings and other domestic works” (DS1)

During the interview, other interviewees from the dropout students related their dropping out to the negligence and lukewarm attitudes of their parents towards their education and this among the main home related factors that contribute to the dropout of students from school. They were quoted saying:

“My parents do not usually talk about education with the family. My parents do not spend time to discuss anything with me during the weekends; they do not care to ask me about my test results from school, homework and projects. They are not even very interested in the schoolwork of the children” (DS1)

“I only decided to drop out because of I don’t care attitude shown by my parents toward my study. My parents do not want to spend time with me outside school hours on working days. My parents do not participate in school activities regularly and they do not participate in extracurricular activities of the children to motivate them” (DS2)

In identifying other contributing factors of secondary school dropouts from the parents and student’s perspectives, other interviewee from the parents also related the dropping out of students to the negligence and lukewarm attitudes of some parents towards the education of their children. They said:

“Some parents do not care to appraise or assess their children about their schoolwork; some parents do not usually know about the children’s activities in school (PDS1)
“Some parents do not usually attend Parents Teacher’s Association (PTA) and School Based Management Committee (SBMC) meetings for the benefit of their children” (PDS1)

Other interviewees added that:

“Some parents do not often help their children with their schoolwork, some parents do not often ask their children how they are doing in school, some parents do not believe that a friend can be contacted for advice for the future education plan of their children, some parents do not usually encourage their children to seek help from teachers for schoolwork. All these can lead a student to dropout,” (PDS1)

The interviewees were asked based on their opinion, the question reads: “In your opinion what are the problems related to schools which may hinder students to complete their education? Other interviewees from dropout students and their parents related the problem of dropout to distance from school. They said:

“A great number of us are coming from very far away because we do not have any boarding secondary school nearby and this made some of us to drop out” (DS1)

“Distance from school has been another constraint to education especially for girls in this area. The long distances girls (particularly rural girls) travel to school has two major problems that relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, and the concern and fear parents have for the sexual safety of their daughters” (PDS2).

“The problem of distance from school also has implications for the motivation of students especially girls to stay in school because close
proximity of schools had a positive motivating impact on girls’ participation in schools, living far away from school and having to walk discourages most of the girls and made them to drop out” (PDS1).

The interviewees from the students were asked: In your own opinion what are the major factors responsible for dropping out of students from your school? In answering the interview question, some interviewees related the problem of drop out to cultural and religious beliefs of parents. Their answers varied. Their responses are as follows:

“*My parents do not encourage the children to attend western school. My parents intended to marry off daughters at an early stage; in shot the tradition of my parents is to stop formal education of children at secondary school*” (DS1)

“*My parents believed that western education schools are corrupted. My parents believed that education for girls is not important in our custom. My parents believed that educated female-child show little respect for elders and traditions*. (DS2)

The interviewees from the parents also related the problem of drop out to cultural and religious beliefs of parents. Their answers varied. Their responses are as follows:

“The fear of female-child immorality in western schools and premarital pregnancy discourages me from sending my daughters to school. Also, avoidance of sexual harassment in most cases leads to dropout of students especially female students”. (PDS1)

“The fear of female students’ abduction like what is happening nowadays in Nigeria discourages me from sending my daughters to school. To me
education for girls is not important in our custom and I believed that western education teaches Christian ethics” (PDS2)

On the relationship exists between students and their parents, interviewees were asked “Are children important to parent in this area? If so, please tell us in what major ways. The views of the respondents were lamented, and their answers are as follows:

“In this area, children are important to parent in many ways more especially in the issue of domestic work which include fetching water, fetching fire wood, caring of siblings and cooking meals for children and helping parents in the home for male children”. (PDS1)

“We served as economic pillars of our family because our parents are poor; our life depends on the production and sale of local drinks (fura da nono). As these jobs require longer time and lots of labor, we used to spend our time preparing and producing ‘fura da nono’ and other drinks. In addition to this, Thursday is a local market day and we have to go to the market to buy corn and other ingredients for this business. Given these circumstances, we do not have time even to properly sleep let alone go to school. We know also that most girls face the same situation and that it is only the strongest that could complete their schooling”. (DS1)

In relation to the community issues interviewees were asked “Do you think that the community in this area believes that girls require education as much as boys? If your answer is yeas, tell the reasons? Their responses to these questions include:

“In some instances, the community does not discriminate between boys and girls. It might be that a girl may not succeed in her education. But if she does
so the community knows that she is very useful. If the family has the (economic) capacity, it does not keep its daughters at home....” (PDS2)

**Research Question 6:** What are the social effects of dropout and its impact on the students?

### 4.3.4 The Social Effects of Dropout and Its Impact on the Students

In this section, all the interviewees comprised of dropouts, parents, teachers, administrators and senior education officers were asked to explain the social effects of dropout and its impact on the students. Based on the opinions of the respondents during the interview some themes were identified. Below are some of the identified Themes based on the transcripts of the interviews to answer research question 6:

**4.3.5 Identified Themes for Research Question Number Six**

In the following section, the researcher revealed the opinion of each participant in line with the research question number six of the study. Specific themes were identified as emergent from the interview data collected. Each theme also contained some sub themes based on which the discussion will be done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore, the section elaborates on each theme and concludes with thought from the participants directed to parents, student’s school teachers, administrator and senior education officer in relation to the social effects of dropout and its impact on the students. Below are some of the major themes derived from the responses of the parents, students school teachers, administrators and senior education officers which were put in a tabular form and to be finally explained one after the other in the next chapter.
1. Missing all the different opportunities.

2. High rate of insecurity in the country and high level of social crimes and atrocities.

3. Engagement in prostitution and poor health outcomes.

4. High level of child abuse.

Table 4.13
Themes on the social effects of dropout and its impact on the students

<table>
<thead>
<tr>
<th>Selected Statements</th>
<th>Sub-Themes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Dropouts are much more likely than their counter part who graduated to be <strong>unemployed and inability of going on to a post-secondary school</strong>, who live in poverty, receive public assistance, imprisonment……..., divorce., and ultimately single parents with …….. dropout from …….. school themselves” (SAD)</td>
<td>Unemployment and inability of going on to a post-secondary school.</td>
<td>Missing all the different opportunities.</td>
</tr>
<tr>
<td>“One of the consequences of dropping out of school is that school dropouts ….......... of nation’s prisons” (SEO)</td>
<td>Inability to complete secondary school</td>
<td></td>
</tr>
<tr>
<td>“One of the consequences of dropping out of school is <strong>inability to complete secondary school</strong>; that school dropouts make ….……. prisons” (SEO)</td>
<td>Activities of militant group in the south-south part of Nigeria</td>
<td>High rate of insecurity in the country and high level of social crimes and atrocities.</td>
</tr>
<tr>
<td>“Activities of militant group in the south-south part of Nigeria which brought about a very high level of robbery, theft, assassination and kidnapping associated with ….......... school dropouts” (TC2)</td>
<td>Activities of militant group in the south-south part of Nigeria</td>
<td></td>
</tr>
<tr>
<td>“Really, today Nigeria is among the most insecure country because of <strong>criminal activities of the youths</strong>. Almost over 80% of criminal activities committed in Nigeria …..........who dropped out of school”. (SEO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“In the south-south part of Nigeria, there are different <strong>militant youth groups</strong> for example a militant group called “Niger Delta Avengers””</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
who were used by politicians to advocate for resource control in Niger-Delta which is ........... are dropout”. (TC2)

“In the Northern part of Nigeria, there ............. the youth **popularly known as “area boys”** who are used by politicians in the North to protest political issues and policies most of whom are dropout” (SEO)

“The high rate of prostitution existing in both inside and outside Nigeria can be linked to school dropouts ...........: drop out female students indulged in **exchanging their sex for money in order to satisfy their personnel desires,**” (DS1)

“There is reasonable percentage of girls who left school to **engage in prostitution** not for sexual satisfaction but because of financial problems ........source of income ”(DS2)

“Student who drop out especially female confront a number of problems ................., the harsh economic situation in the region increases the number of dropouts who are at **risk of contracting HIV / AIDS** (TC1)

“Some parents usually engage their children in selling after school ................; they believe that **hawking children provide additional income** to the family and this is negatively affecting the continuation of their study” (PDS1).

“In this area, children are important to parents in many ways more ............domestic work which include fetching water, fetching fire wood, caring of siblings ............ in the homeland **going to the farm for male children**” (PDS1)

| south-south part of Nigeria and area boys in the Northern part of Nigeria |
| Exchanging their sex for money in order to satisfy their personnel desires, |
| Engagement in prostitution, poor health outcomes |
| Contracting HIV/AIDS. |
| Street hawking, High level of child abuses |
| Going to the farm |
“Yes, some parents and guardians abuse their children especially girls through street hawking and other sexual abuses ………. them to drop out” (TC1)

Sexual abuses

During the interview, interviewees were asked: What are the social effects of dropout and its impact on the students? Other interviewees from the parents, school teachers, administrators and senior education officers, related the unemployment, living in poverty, receiving public assistance, imprisonment and divorce to the social effects of dropout and its impact on the students by making the following assertions:

“The social effects and consequences of dropout and its impact on both students and the society are considerable and very significant” (PDS1).

“The choice to drop out is a dangerous one for the student, particularly in this era of technologically controlled economy in which workers needs a lot of skills to compete in the workforce” (TC2)

“Dropouts are much more likely than their counter part who graduated to be unemployed and inability of going on to a post-secondary school who live in poverty, receive public assistance, imprisonment on death row, divorce, and ultimately single parents with children who will dropout from high school themselves” (SAD)

“One of the consequences of dropping out of school is that school dropouts make up unjustified number of nation’s prisons” (SEO)

The interviewees were asked: What risks do dropouts face in their future life? The interviewees related the high level of robbery, theft, assassination, kidnapping and unemployment to the social effects of dropout and its impact on the students as
well as the risks that dropouts may face in their future life. They made the following assertions:

“There is very high level of robbery, theft, assassination and kidnapping associated with youths most of whom are school dropouts” (TC2)

“Really, today Nigeria is among the most insecure country because of criminal activities of the youths. Almost over 80% of criminal activities committed in Nigeria are done by youths who dropped out of school”. (SEO)

Another interview with dropout indicates that lack of access to higher education and poor health outcomes are some of the social effects of dropout and may have impact on the students. An opinion from two of the participants clearly reflects this point:

“Lack of access to higher education is one of the social effects of dropout and may have impact on the students because, without a secondary school certificate, a person will have difficulties in gaining admission into to higher education in colleges or universities” (DS2)

“Poor health condition can be another social effect because due to low income and job insecurity, high school dropouts may face poorer health outcomes” (DS1)

The interviewees were asked: What are the consequences of dropping out from secondary school of Zamfara Nigeria? Some of the consequences of dropping out as mentioned by other participants during the interview are missing opportunities which include missing all the different opportunities that come about as a result of finishing high school.

“The other less successful results of secondary school dropout is losing all the different opportunities that come as a result of finishing secondary school (SEO).
“Secondary school is a good place to find educational needs, play group sports and meet with friends. Through completion students can also go to the post-Secondary and continue to expand in many of those opportunities. Even if they choose not to, they leave this option open later in life. “(SAD)

The interviewees were asked: What risks do dropouts face in their future life? Replying to this, other school teachers, administrators and senior education officers from the interviewees related the high rate of insecurity in Nigeria as a result of criminal activities committed by dropout. Five interviewees said:

“There is a high level of insecurity in the country as a result of criminal activities and more than 80% of criminal activities in Nigeria are committed by young and out of school youth” (SEO)

“Currently, there is a high level of insecurity in the country which may be attributable to the problem of dropout and this has become a cause of serious concern to the government and all Nigerians. (SAD)

Other interviewees from the same category (school teachers, administrators and senior education officers) made the following assertions:

"The high level of social crimes and atrocities committed by young people can be linked to the very high drop-out rate of school, because members of various armed and militant groups throughout the country are young people aged between 15 and 20 many who have dropped out of school” (TC1)

“In the south-south part of Nigeria, there are different militant youth groups for example a militant group called “Niger Delta Avengers” who were used by politicians to advocate for resource control in Niger-Delta which is very rich in oil and most of them are dropout”. (TC2)
“In the Northern part of Nigeria, there are certain categories of people particularly the youth popularly known as “area boys” who are used by politicians in the North to protest political issues and policies most of whom are dropout” (SEO)

“There is rampant killing, kidnapping and burning down of properties by the youth known as “area boys” they usually do all these evils without any regret. Most if not all of the “area boys” do not have access to western education or dropout from schools” (TC2).

“The entire militant groups whether in the North or South bring about different evil out of ignorance because of not having the right education which would have moderated their behaviors” (SAD)

An interview with dropouts further support the increased likelihood of legal trouble such as the increased likelihood of poverty, along with the decreased access to higher education and career opportunities which usually makes high school dropouts susceptible to crime and possibly substance abuse. Two participants add:

“There is a growing likelihood of legal problems such as poverty, with low access to higher education and employment opportunities for secondary school dropouts vulnerable to crime and drug abuse." (DS2)

“The high level of child abuse prevailing throughout the country can be attributed to a high dropout rate, including street hawking and going to farm” (DS1)

Similar to the previous assertions from the students, a quotation from 2 female dropouts related the high rate of prostitution to the problem of dropout more especially female; they stated that:
"The high rate of prostitution existing in both inside and outside Nigeria can be linked to school dropouts from the category of female involved; drop out female students indulged in exchanging their sex for money in order to satisfy their personnel desires,” (DS1)

“There is reasonable percentage of girls who left school to engage in prostitution not for sexual satisfaction but because of financial problems since then they are not employable, and have no any source of income ”(DS2)

The interviewees were asked: What risks do dropouts face in their future life?

During the interview with students, other interviewees added that:

"The student who dropout are more likely to face the challenge of sexual harassment; sexual harassment causes teenage pregnancies at an early age and single parents who cannot take care of themselves and their children (DS1)

“Students who drop out of school are unable to support themselves, and are likely to fall in poverty from year to year compared to their counter parts who are the secondary school leavers” (DS2)

During the interview, interviewees were asked: What risks do dropouts face in their future life? In other words what are the social effects of dropout and its impact on the students? They answered according to their own opinions. This can be indicated in the following statement as mentioned by some respondents during the interview:

“Students who drop out particularly female are more likely to become pregnant, creating an additional economic challenge for the young mother and risking continuation of the cycle of poverty for the child”.(TC2)
“When student dropout from school more especially female students, they often suffer from a wide range of labor market, earnings, social and income problems that increase their ability to transition to careers and stable marriages from their mid-20s onward” (SAD)

“Student who drop out especially female confront a number of problems in their late teens and early 20s; however, the harsh economic situation in the region increases the number of dropouts who are at risk of contracting HIV / AIDS (TC1)

“Some parents usually engage their children in selling after school and most of the times during school hours; they believe that hawking children provide additional income to the family and this is negatively affecting the continuation of their study” (PDS1).

“In this area, children are important to parents in many ways more especially in the issue of domestic work which include fetching water, fetching fire wood, caring of siblings and cooking meals for children and helping parents in the homeland going to the farm for male children” (PDS1)

“Yes, some parents and guardians abuse their children especially girls through street hawking and other sexual abuses this has direct link with their school and can lead them to drop out (TC1)

“There is an increase in the number of older men known as "sugar daddies" and professional prostitutes who sexually exploit students and exchange sex for money to meet their personnel desires” (SEO)
Research Question 7: What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?

4.3.6 Suggestions from Teachers and Administrators that could be applied to Reduce Dropout from Government Secondary Schools of Zamfara, Nigeria

In this section, a total of 2 teachers, 1 school administrator and 1 senior education officer were interviewed to explain how serious student’s dropout problem in their school is. Based on the opinions of the respondents during the interview some themes were identified. Below are some of the identified Themes based on the transcripts of the interviews to answer research question 7:

4.3.7 Identified Themes for Research Question Number Seven

In the following section, the researcher revealed the opinion of each participant in line with the research question number seven of the study. Specific themes were identified as emergent from the interview data collected. Each theme also contained some sub themes base on which the discussion will be done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore, the section elaborates on each theme and concludes with thought from the participants directed to school teachers, administrators and senior education officers in relation to the suggestions from teachers and administrators that could be applied to lessen dropout from government secondary schools of Zamfara, Nigeria. Below are some of the major themes derived from the responses of the school teachers, administrators and senior education
officers which were put in a tabular form and finally explained one after the other in the next chapter.

1. Upgrading the socio-economic status of the inhabitants of the study area
2. Upgrading schools of the study area
3. Sensitizing the community on female education

Table 4.14
Themes on Suggestions from Teachers and Administrators that could be applied to Reduce Dropout

<table>
<thead>
<tr>
<th>Selected Statements</th>
<th>Sub-Themes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Provision of education to the community ……..; parents should be educated about the values of modern ………… children” (SAD).</td>
<td>Provision of education to the community,</td>
<td>Upgrading the socio-economic status of the inhabitants of the study area</td>
</tr>
<tr>
<td>“Government at all levels; non-governmental organizations (NGOs) and ..........be involved in the education program on children’s education ” (TC2).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“These children should be made aware of the importance of education for .......... their rights”(SE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Government and society should focus on how to alleviate .......... earning occupations by creating some sources of income to the masses and how to help students of all backgrounds thrive in school”(TC2).</td>
<td>Creating some sources of income to the masses,</td>
<td></td>
</tr>
<tr>
<td>“Since the economic factors affect children’s education, the government must Figureht for poverty .......... by Introducing the masses to different occupations, Otherwise, no educational goal .......... rather than go to school” (SE)</td>
<td>Introducing the masses to different occupations.</td>
<td></td>
</tr>
<tr>
<td>“Considering that the effectiveness of an educational system is illustrated by the quality of its academic standard, .......................” (SAD)</td>
<td>Provision of qualified teachers</td>
<td>Upgrading the schools of the study area</td>
</tr>
<tr>
<td>“The government should focus attention on <strong>provision of qualified teachers</strong> and better supervision of teachers and ...................... effective” (SE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“It is urgent to <strong>provide instructional materials</strong> and improve facilities in schools such as classrooms, desks, provision of relevant ...................... teaching materials” (TC2).</td>
<td>Provision of instructional materials</td>
<td></td>
</tr>
<tr>
<td><strong>Provision of infrastructural facilities in schools is very important such as ...................... the serious shortest of facilities in schools</strong>” (TC2).</td>
<td>Provision of infrastructural facilities</td>
<td></td>
</tr>
<tr>
<td><strong>Enlighten the society on female education</strong> is very importance in this area. There should be public awareness ...................... education including the promotion of other co-curricular activities (SAD)</td>
<td>Enlighten the society on female education</td>
<td></td>
</tr>
<tr>
<td>“The parents should be <strong>enlighten on the importance of female education</strong>, they should also be taught that female ......................” (SEO)</td>
<td>Sensitizing the community on female education</td>
<td></td>
</tr>
<tr>
<td><strong>Women’s groups, Governmental and Non-Governmental Organizations (NGO) should be organizing seminars and workshops on female education</strong> and stretch their ...................... education but also ensure that, female students remain in it” (TC1)</td>
<td>Organizing seminars and workshops on female education</td>
<td></td>
</tr>
<tr>
<td>“Teachers, should motivate and give more attention to female students, ...................... be avoided” (TC1).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Female children hawking should be stopped through public enlightenment and legislation, ...................... take advantage of the UBE programme and educate their female children”(SAD)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The interviewees were asked: How serious is student’ dropout problem in your school? Their answers varied. Their responses are as follows:

"The dropout rate in this region, especially girls, has risen, and the problem is much higher, and the situation seems to have been less severely approached." (SAD)

“In this school, the dropout rate more especially of girls is rising” (TC1)

Responding to the question that says: which students are most likely to drop out of school? The interviewees gave the following responses:

“Usually students from low educational background, occupation and happen to have low academic achievement are most likely to drop out of school”. (SAD)

The interviewees were asked for suggestions that could be adopted to solve the problem of dropout, the interview question reads: “what are your recommendations as regards to solving the problem?” they came with the following recommendations:

Providing suggestions to lessen the problem of students’ dropout, 3 respondents from the interviewees suggested that parents should be educated, as shown in the verbatim of the interview below:

“Provision of education to the community should be given priority; parents should be educated about the values of modern education for their children” (SAD).

“Government at all levels; non-governmental organizations (NGOs) and the media should be involved in the education program on children's education” (TC2).
“These children should be made aware of the importance of education for the struggle of their rights” (SE)

From among the interviewees 2 teachers also added some suggestions in relation to educational background of the parents. The verbatim of their suggestions reads:

“As parent’s education affects educational achievement of students, government and all stakeholders in the education sector should implement and monitor policies on basic education for all (TC1).

“The government should create an alert society where both parents have enough education to have a positive impact on their children especially in their attitude towards education which in turn will lead to more success against them by reducing students’ dropout problem “(TC2).

With regard to parents’ occupation, parents should be introduced to certain occupations to improve their standard of living in order to lessen the problem of dropout as suggested by 1teacher and the school administrator. Their suggestions were reported in the following verbatim statement:

“Government and society should focus on how to alleviate some of the stress in the lives of people by introducing them to some related income earning occupations by creating some sources of income to the masses and how to help students of all backgrounds thrive in school”(TC2).

Another teacher and the school administrator suggested the establishment of institution of loan scheme and provision of instructional materials at moderate price or free. Below are their suggestions as quoted verbatim by the researcher:
"The government should develop a plan to provide loans to farmers to help them get some income so that they can take care of their children, who in turn will be good citizens” (TC2).

“The government (especially in villages) where parents have made up their minds that they will not teach their children; government should provide items such as books and uniforms at moderate prices or if possible free of charge” (SAD).

In relation to economic factors of the parents, the school administrator and senior education officer during the interview suggested that the government should figure out poverty and improve the living condition of parents. Their suggestions were quoted verbatim and read thus:

"Since the economic factors affect children's education, the government must Figure out for poverty reduction and improve the lives of the population. by Introducing the masses to different occupations, Otherwise, no educational goal will be achieved because children will continue to work to help parents rather than go to school” (SE)

“Programs to enhance income earning opportunities outside agriculture should be devised through banks loans and the help of donors in rural areas”. (SAD)

A question was asked by the researcher where he asks the interview that “what are the problems or reasons for students to drop out of schools in this area? Their responses are as follows:

"Failure is hardly personal, and some factors such as changing classes and family commitments have been the leaders of other factors often make students drop out.” (TC1)
"In many cases, dropouts closely related to the social and economic situation, students who come from low-income areas are more likely to drop out than middle-income students.” (SAD)

“Students from wealthy families, whose school is usually the first focus poorer students must focus on other responsibilities. School becomes secondary, if it's a priority at all”. (SE1)

The interviewees were asked to identify the consequences of dropping out from secondary school of Zamfara Nigeria. They gave different views as regard to this question which includes:

“The consequences of dropping out from secondary school of this area are many; school dropouts attend a number of labor market problems in childhood, at early twenties, and are less likely to be active labor forces than their better-educated peers” (SE)

“Dropout frequently experience considerably higher unemployment rates when they do seek work. As a result, they are much less likely to be employed than their better educated peers across the nation,”(SAD)

“Due to higher incidence of dropout, gaps typically widen as national labor markets get worse such as during the current recession”. (SE)

The interviewees gave different responses when they were asked about the major steps that were taken to promote the successful completion of schooling among secondary school’s students? Among their responses are as follows:

"The main focus of female education in this area (Zamfara state) is to limits the gender gap between males and females; so, all educational institutions in the region are engaged in counseling and follow-up services, including female education support.” (SE1)
“Female education support was seriously embarked upon by the present government (SAD2 SE1)

On the other hand, interviewees were asked thus: “what should be done in the future to promote secondary education in your area?” When expressing their views about this question, they were quoted to have said that:

“Enlighten the society on female education is very importance in this area. There should be public awareness campaign to parents so that they can give their female children the best they can in terms of education including the promotion of other co-curricular activities (SAD)

“The parents should be enlightening on the importance of female education, they should also be taught that female education is never in line with their suspicious belief it contradicted all their negative assumptions” (SEO)

“Women’s groups, Governmental and Non-Governmental Organizations (NGO) should be organizing seminars and workshops on female education and stretch their efforts to not only create the right environment for enhancing female education but also ensure that, female students remain in it” (TC1).

“Teachers, should motivate and give more attention to female students, and also counsel them on pre-marital sex leading to teenage pregnancy, and how it could be avoided” (TC1).

“Female children hawking should be stopped through public enlightenment and legislation, the government at all levels should legislate the rights of the female children. Parents should take advantage of the UBE programme and educate their female children” (SAD)
Parents’ should be introduced to certain occupations to improve their standard of living in order to lessen the problem of dropout as suggested by 2 teachers. Their suggestions were reported in the following verbatim statement:

“The government and society must focus on how to reduce and alleviate some of the stress in people's lives by introducing them to other income-earning works and occupations” (TC2).

“The government and society must also focus on how to help their students from all backgrounds thrive in school” (TC1).

Other suggestions given by other respondents are about the upgrading the schools of the study area by providing both instructional materials and infrastructural facilities. The administrators and senior education officer gave these suggestions. They were quoted in the following verbatim:

“Considering that the effectiveness of an educational system is illustrated by the quality of its academic standard, it is advisable and urgent for the government to focus on the recruitment of more trained teachers” (SAD)

“The government should focus attention on better supervision of teachers and improvement in the welfare of teachers, in order to make them more dedicated and effective” (SE)

When the researcher asked the interviewees to tell him what has to be done to tackle the problem of dropout? The interviewee’s responses were reported in the following paragraphs:

Other parents suggested for the adjustment of the school time-table to avoid clashing with Islamiyyah schools time:

“There is a need for adjustment of school time table because many times parents were complaining that Western education time is conflicting with
religious education time more especially for those attending Islamiyyah schools”. (PDS1)

Another parent also suggested for the separation of female children from male children to avoid mix-education, they said:

“The core education should also be discouraged by establishing additional schools purely for female children as it happens in the year 2000 during Shari’a implementation of the previous administration. More female staff should be employed to improve gender representation”. (PDS2)

4.4 Conclusion

This chapter adopts two approaches to tackling the influence of studied parameters that include issues relating to dropout and its social effects among secondary school students of Zamfara Nigeria. The first part was mainly the analysis and interpretation of the responses while the second part is the report of the interview conducted with the various teachers and administrators, dropouts and parents of dropouts. From the analysis of the first part the result of t-test showed the significant differences of economic factors, social factors and school factors between dropouts and non-dropouts; the significant difference of economic factors and social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. But there is no significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. There result also showed the significant difference of academic achievement between dropouts and non-dropouts among students from government secondary schools of Zamfara, Nigeria. With these results, the hypotheses (Ha1a, b c, Ha2a and Ha2b) were therefore failed to be rejected whereby Ha2c and Ho3 were rejected. The result of logistic regression
determined which of the parental factors (economic factors and social factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria.

From the second part of this study, the responses of the parents, dropouts, school teachers, administrator and senior education officer, were used to answer research questions which bothered on the other contributing factors of secondary school dropouts from the parents and student’s perspectives, the social effects of dropout and its impact on the students and suggestions from teachers and administrators that could be applied to reduce the number of dropouts from government secondary schools of Zamfara, Nigeria.

Various themes emerged from the interviews conducted with students, parents, teachers, administrators and senior education officers; the themes include the socio-economic status, lack of encouragement from the parent, institutional problems, traditional activities and negative religious beliefs of the parents. Other themes include missing all the different opportunities, high rate of insecurity in the country and high level of social crimes and atrocities and involvement in prostitution and poor health outcomes and high level of child abuses. Upgrading the socio-economic status of the inhabitants of the study area, upgrading schools of the study area, sensitizing the community on female education are other themes evolved from the interview responses of this study.
CHAPTER FIVE

DISCUSSION, IMPLICATIONS FOR FURTHER RESEARCH, RECOMMENDATIONS, SUMMARY, AND CONCLUSION

5.0 Introduction

This research aims to examine dropout and its social effects among secondary school students of Zamfara Nigeria. Based on the findings discussed in the previous chapter, this chapter elaborates on the findings, implications, recommendations, and conclusion.

5.1 Discussion of the Findings

Consistent with the objectives of the study and research questions to determine the factors contributing to dropout and its social effects among secondary school students of Zamfara, Nigeria, the responses from questionnaires and interviews were analyzed. The discussion highlighted on dropout and its social effects among secondary school students of Zamfara Nigeria. The discussion used sub-headings based on the research questions.

5.1.1 Research Question 1:

Are there significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

To answer this question, the following hypothesis was tested:
Ha1(a). There is significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Difference of Economic Factors, Social Factors and School Factors between Dropouts and Non-Dropouts from Government Secondary Schools of Zamfara, Nigeria

5.1.1(a) Difference of Economic Factors between Dropouts and Non-Dropouts from Government Secondary Schools of Zamfara, Nigeria.

The results do not reject the alternative hypothesis and indicate that a statistically significant difference is present between dropouts and non-dropouts in the economic factors. The study proved that there is a statistically significant difference between dropouts and non-dropouts in the economic factors. The findings showed that differences among the respondents or participants were found in terms of economic factors. This indicated that, almost all the students that dropout from secondary schools of the study area came from the low economic background whereby those students that continue their education and retained in these schools are from the families of high economic background. In fact, the incidence of poverty in the area under investigation is very high, which affects children’s education in general, and in particular that of secondary school students. In consequence, students from low-income families are more likely not to be attending or drop out from schools compared to their counterparts. Sabates, Akyeampong, Westbrook and Hunt (2011), who said that poverty, jeopardize meaningful access to education for many children supported the findings of this study. As a result, many children are registered in schools but fail to attend, participate but fail to learn, are enrolled for several years
but fail to progress and drop out from school. The same view was asserted by Birdsall et al (2005) in support of this study.

The findings of this study are in line with Shiuh-Tarng Cheng (2012); the finding has tracked the impact of family income and wealth, which has to do with economic factors on secondary school student’s education. According to Shiuh-Tarng Cheng (2012); students from higher socioeconomic backgrounds generally achieve better school outcomes and are more likely to be free from the problem of dropout than their less well-off counterparts. Studies conducted in the U.S, Canada, and U.K. (Duncan & Murnane, 2011; Patrick, 2008; Martin & Halperin, 2006; Blanden & Gregg, 2004) supported this study where they repeatedly showed that economic factors have a substantial and persistent influence on secondary school student’s education in terms of retention and dropping out.

The findings of this study indicated that absence of the amount of economic resources the parents should have to support the education of their children more especially during their secondary school period is among the reasons of dropping out of their children. The findings of this study corroborated with (Philips, 2011; Reardon, 2011) who maintained that a body of published studies indicates a growing gap as well as disparities in retention and dropping out between the poor students who do not have economic resources and their more affluent peers in the U.S.

Reardon (2011) and Ferguson et al. (2007) supported this study where they mentioned that children from low-income households leave school for work earlier and sometimes dropout and generally have less attendance rate than their more affluent peers; in addition, Shiuh-Tarng Cheng (2012) found that low-income students in Taiwan are less likely to attend college than are high income. Ferguson et al., (2007) also supported this study where his study demonstrates that economic
factors and financial constraints affect parents ‘investment in their children ‘s secondary education; in addition, scarcity of resources (both of money and of time) in larger families has adverse effects on the education of children and was attributed to their dropping out of school.

The findings of this study corroborate with the findings of Hung and Marjoribanks, (2005) Lin (2007) who investigated and found that students from higher income families have an advantage over those from lower income backgrounds more especially in the issue of dropout and economic factors exerts profound effects on students’ education when compared with various resources provided by the school which explained only 4% of the variance.

The findings of this study is like that of Ajaja, (2012), Al-Fadhli and Kersen (2010), Akyeampong (2009), Atayi (2008), Sanda and Garba (2007) and World Bank (2004) who documented the links between secondary school students’ dropout and economic factors.

The result of t-test in this study was supported by previous studies (Birdsall, et al 2005; Bruneforth, 2006; Cardoso & Verner, 2007) who showed that students ‘enrolment, retention and completion can seriously be affected by the poverty of the parents and can also be encouraged by financial situation of the parents which are related to economic factors such as monthly family income, financial situation, cost of transportation, cost of text books to mention but a few.

5.1.1(b) Difference of Social Factors between Dropouts and Non-Dropouts from Government Secondary Schools of Zamfara, Nigeria.

The study assumed that, there is a statistically significant difference between dropouts and non-dropouts in the social factors. The findings showed that differences among the respondents or participants were found in terms of social factors. This
indicated that, almost all the students that dropout from secondary schools of the study area came from the families who do not care with any social issue regarding the education of their children such as meeting from time-to-time with teachers, having regular connection with children’s school, spending time with children outside school hours among others whereby those students that continue their education and retained in these schools are from the families who care with any social issue regarding the education of their children. Israel, Beaulieu, and Hartless (2001) study aligns with this study proving that Social Factors influenced secondary school students’ educational achievement. The results of this study confirmed the hypothesis of Israel and Beaulieu (2004) which stated that social factors of parents, families, schools, and communities play important roles in students’ academic success and, as a result, their staying in school.

The results of this study is in concurrence with a study conducted by Kim and Schneider (2005) who indicated that the conception of Social Factors increased students’ chances of attending a secondary institution in the year after primary school graduation. Bassani (2006) supported this study where he surveyed students of three countries from three different continents and found significant associations between Social Factors and students’ math scores. Moreover, Robert (2003) findings are in support of this study; the results showed that social factors of parents, parental academic interest and teacher-student relationship were significantly related to students’ reading performance. In another study, Wells (2008) found that Social Factors had positive associations with student persistence.

The findings of this study indicated that some parents are always participating in extracurricular activities of children to motivate them, attending parent’s teachers association (PTA) and school based management committee (SBMC) meeting for the
benefit of children and this was found to affect their academic achievement. In a similar vein, Eng (2009) conducted a study which is in support of this study. Eng (2009) found that both family and school social factors were significantly associated with students’ academic achievement. The findings of this study are supported in another study by Khodadady and Zabihi (2011). The results of their study indicated that only Social Factors showed a significant relationship with the GPA.

5.1.1(c) Difference of School Factors between Dropouts and Non-Dropouts from Government Secondary Schools of Zamfara, Nigeria

The results do not reject the alternative hypothesis and indicated that a statistically significant difference is present between between dropouts and non-dropouts in the school factors. The study assumed that, there is a statistically significant difference between dropouts and non-dropouts in the school factors. The findings showed that differences among the respondents or participants were found in terms of school factors. Studies conducted by Lehr, Johnson, Bremer, Cosio and Thompson (2004) and Jordan, McPartland and Lara (1999) supported this study where they typically identified reasons students, parents and school administrators give for leaving school; these reasons have been characterized as “push” effects and “pull” effects. Push effects are sometimes called school factors which include situations or experiences within the school environment that intensify feelings of alienation, failure, and the desire to drop out.

The findings of this study agree with the research conducted by Shahidul and Karim (2015) who said school factors in secondary school do matter; according to the authors, students are less likely to drop out if they attend schools with a stronger academic climate and students are more likely to drop out in schools with a poor disciplinary climate, as measured by student disruptions in class or in school. Doll,
Eslami and Walters (2013) was in support of this study in a comparative analysis study of seven nationally representative studies found and emphasized that school factors which they also called push factors were seen at their highest rates of dropout among secondary school students.

Burrus and Roberts (2012) supported this study in their studies title “Dropping out of high school: Prevalence, risk factors, and remediation strategies” the authors mentioned that many participants in the Bridgeland et al. study (2006) also said that they felt insufficiently challenged by their teachers and that classes were not motivating. The findings of this study resemble Rumberger and Lim’s (2008) findings, which indicated that institutional predictors such as school factors account for most of the variability in dropout rates, relatively few studies found significant effects of school resources on dropout and graduation rates, at least in high school. Rumberger (2000) found school factors among the causes of dropout, which comprised of student composition, school resources, school structure, school policies and practices.

5.1.2 Research Question 2:

Are there significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria?

Difference of Economic Factors, Social Factors and School Factors across Gender among Dropouts from Government Secondary Schools of Zamfara, Nigeria
5.1.2(a) Difference of Economic Factors across Gender among Dropouts from Government Secondary Schools of Zamfara, Nigeria

The results do not reject the alternative hypothesis and indicate that a statistically significant difference is present across gender among dropouts in the aspect of economic factors. The study shows that there is statistically significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. The findings showed that differences among the respondents or participants were found in terms of economic factors between the male and female dropout’s students. The study revealed that, lack of financial support prevents parents from sending their female children to school. As said earlier, in most communities, particularly in rural areas, female children were introduced to household duties and minor income generating task from a very early age. In nutshell, better living conditions in families enhanced female children participation in schools. The findings of this study is supported by User fees (DHS, 2008) which indicated that girls from the poorest wealth quintile are most likely to be out of school, and parents say that cost is a major reason for withdrawing girls from education. For both girls and boys, there is a strong correlation between income level and school attendance.

The study also found out that, some of the parents also are interested in sending their female children to school, but they were discouraged by economic problems. In fact, the incidence of poverty in the area under investigation is very high, which affects children’s education in general, and in particular that of female children. In consequence, female children from low income and low financial support families are more likely not to be attending or drop out from schools.

The finding of the present study is similar to the research conducted by Ahmad Sanda and Tukur Garba (2007) based on data collected from 600 rural households of Sokoto State, Nigeria. The results confirmed significant gender
disparity in educational attainment, school attendance, dropout and non-dropout with female children at a serious disadvantage. The study is in line with a study conducted by Usman (2009) who observed that in northern Nigeria, there were over 80% of the unskilled and uneducated adolescent street boys and girls, majority of them are dropout and out of school children. They depend on street begging and menial jobs for daily survival.

Similarly, studies from Kenya, Mali, Malawi, Democratic Republic of Congo and Uganda matched the findings of this study where it was found that female children from poor households were less likely to be enrolled and stay in schools because of school fees, text books, school uniforms etc., (UNESCO’s EDI, 2006; UNESCO Global Monitor, 2006).

Another issue related to gender and dropout in Zamfara is preference for boy’s children education than female children’s’ education which is related to low income of the parents, because some parents were reported to have no sufficient money to cater for the whole children’s’ education as a result they prefer to send boys and withdraw their daughters from school.

5.1.2(b) Difference of Social Factors across Gender among Dropouts from Government Secondary Schools of Zamfara, Nigeria

The results do not reject the alternative hypothesis and indicate that a statistically significant difference is present across gender among dropouts in the aspect of economic factors. The study shows that there a statistically significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. The findings showed that differences among the respondents or participants were found in terms of social factors between the male and female dropout’s students. The findings of this study is similar to that of Ogonor and Osunde
(2007) who investigated the impact of the Universal Basic Education (UBE) program on the phenomenon of female trafficking which is among the causes of dropout in South-South Nigeria. The findings and the conclusion that were drawn from the study is that the Universal Basic Education program has not made significant impact on the community in the issue of female trafficking. Onwuameze (2013) conducted a study and investigated educational stratification in Nigeria to determine how socioeconomic status, gender, and regional differences influence achievement in education and reduce problem of dropout using the nationally representative 2010 Nigeria Education Data Survey (NEDS). The findings in the study suggest no significant differences in reading and numeracy achievement for boys and girls. The findings in the study also provide the foundation for making further investigations on the association of Social Factors to assess inequality in education in Nigeria across gender.

5.1.2(c) Difference of School Factors across Gender among Dropouts from Government Secondary Schools of Zamfara, Nigeria

The results rejected the alternative hypothesis and indicate that a statistically significant difference is not present across gender among dropouts in the aspect of school factors. The study shows that there is no statistically significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria. The findings showed that differences among the respondents or participants were not found in terms of school factors between the male and female dropout’s students. The findings of this study agree with the research conducted by Abdullahi (2008), according to Abdullahi (2008), factors commonly identified as being responsible for the inequality between male and female enrollments in educational attainment and dropping out include among others: The school learning
environment which disfavors female because of cultural expectations by teachers and learners and the setting up of different levels of academic expectations for male and female learners, primary socialization process which made males to have educational advantage over females as a result of type of socialization, teaching methods curriculum content, employment opportunity in school which tends to favor more males because of their educational advantages.

The findings of this study coincided with Unterhalter and Heslop (2011) who conducted a study titled “Transforming education for girls in Nigeria and Tanzania (TEGINT). It was evident in the findings of Unterhalter and Heslop (2011) that girls living in more remote areas with the highest poverty levels, poorest facilities, longest distances to school and more entrenched practices of early marriage are the least likely to articulate those problems of dropout.

5.1.3 Research Question 3:

Is there significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

5.1.3(a) Difference of Academic Achievement between Dropouts and Non-Dropouts from Government Secondary Schools of Zamfara, Nigeria.

The results rejected the null hypothesis and indicate that a statistically significant difference is present in the aspect of academic achievement between dropouts and non-dropouts among students from government secondary schools of Zamfara, Nigeria. The study found that, there is a significant difference of academic achievement between dropout and non-dropout among students from government secondary schools of Zamfara, Nigeria. The findings showed that, differences among the respondents or participants were found in terms of academic achievement, The
findings of this study coincided with some previous studies (Battin-Pearson et al., 2000; Gleason & Dynarski, 2002; Goldschmidt & Wang, 1999; Hardre & Reeve, 2003; Janosz et al., 1997) who stated that among the many factors that contribute to dropout, poor academic achievement is one of the most frequently studied factors. Battin-Pearson et al. (2000) also supported this study where they found that academic performance and academic achievement, had the highest correlation with dropout. Janosz et al. (1997) also supported this study when he found that grades in school were also one of the strongest predictors of dropout in two different cohorts of students. Furthermore, Hardre and Reeve (2003) supported this study when they examined the relationship between performance in school and intention to persist in school. Their findings suggested that, although it was not the only direct contributor to the decision to drop out, academic performance does significantly predict the decision to drop out. The findings is similar to that of Gleason and Dynarski (2002) who found that out of 15% dropout rate among those with high absenteeism, there was an 8% dropout rate among those with low academic achievement. Moreover, the findings of Goldschmidt and Wang (1999) show evidence that students with low academic performance were more likely to drop out.

Hoge, Robert, and Theodore Coladarci (1989) conducted a study titled “Teacher-based judgments of academic achievement: A review of literature”. On the whole, the results revealed high levels of validity for the teacher-judgment measures. The studies revealed, however, some variability across teachers in accuracy levels and suggested the operation of certain other moderator variables.

DuCette and Wolk (1972) investigated the relationship between student academic attitudes and achievement as well as teachers’ ability to estimate such attitudes constituted the dual focus of the study. Simple co relational analyses
revealed small but significant relationships between attitudes and achievement and student attitudes and teacher estimates. Partialling and moderator analyses indicated more complex relationships between these variables as well as future directions of related research.

In a similar vein, Eng (2009) found that both family and school social factors were significantly associated with students’ academic achievement. In a another study, Khodadady and Zabihi (2011) investigated the relationship between social and cultural capital and Social Factors and Iranian students’ school achievement as measured by learners’ self-reports on diploma GPA. The results of their study indicated that only Social Factors showed a significant relationship with the GPA. Similarly, among the ten factors studied, parent-school encouragement and facility, parental consultation, family relationship, and family support, correlated significantly with the diploma GPA.

5.1.4 Research Question 4:

Which of the factors (economic factors, social and school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria?

5.1.4(a) Factors (Economic Factors, Social School Factors) that would be the best Predictor of Dropout from Government Secondary Schools of Zamfara, Nigeria.

The research result indicated that economic factors were significantly associated with dropping out, which increased with dropping out by 5.537 times more than social factors of parents, cultural and religious beliefs and school factors. A significant association was found between cultural, religious beliefs and students’
dropout with a higher incidence of dropping out, 4.201 times more than Social Factors and school factors.

The result indicated that economic factors are the best predictors of dropouts from government secondary schools of Zamfara, Nigeria, followed by cultural and religious beliefs. Social Factors and school factors are not significantly associated and have low incidence of dropping out compared to economic factors and cultural and religious beliefs. The findings of this study is in conformity with the research conducted by Jæger and Holm (2007) where they found in one empirical analysis that economic factors are predictors of secondary education, in terms of attainment, retention and dropping out of school. Previous researches (Shiuh-Tarng Cheng, 2012, Dan Wei, 2012) have established the independent effect of economic resources (which have to do with economic factors) on secondary school student’s education in different social, cultural, and national contexts.

The findings of this study are in line with the study conducted in the United States by Balfanz and Letgers (2004) as in Burrus and Roberts (2012); they found a strong relationship between poverty and the dropout rate. The authors found that the higher the percentage of a school’s students living in poverty, the higher the dropout rate. Poverty seems to be one of the strongest, if not the strongest, predictor of a school’s dropout rate.

The findings of this study agree with the research conducted by Collins (2009) who conducted a study on the variables associated with higher dropout rates in secondary schools in a large metropolitan area in the south-eastern U.S. The study identified variables most useful in predicting high-school dropout rates and found that dropout rates are higher for students of lower socioeconomic status.
5.1.5 Research Question 5:
What are the other contributing factors of secondary school dropout from the parents and students’ perspectives?

5.1.5(a) Contributing Factors of Secondary School Dropout from the Parents and Students’ Perspectives.

During the analysis of the interview responses from parents and students, four themes were derived, these include economic conditions of the parents, lack of encouragement from the parent, traditional activities and negative religious beliefs of the parents and lack of school materials and fairness of judgments.

1. Economic conditions of the parents.

In determining access to education by students, economic conditions of the parents are found to be important factors; this is because there are many costs associated with schooling ranging from school fees, uniform PTA fees and the opportunity costs of sending a child to school. The findings of this study is in line with Bruneforth (2006) who found that economic conditions of the parents are linked to a range of issues among which is the issue of dropout and non-dropouts. Bruneforth (2006) said that when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out. The link between poverty and dropping out from school had been highlighted by number of studies (Porteus, 200; Ranasinghe & Hartog, 2002; Vavrus, 2002; Hunter &May, 2003; Dachi & Garrett, 2003; Birdsall, 2005; Bruneforth, 2006; Cardoso & Verner, 2007) in support of this study. This is seen in looking at the interaction between the student’s dropout in particular and the economic conditions of the parents. All the studies agreed that students ‘enrolment, retention and completion can seriously be affected by the
poverty and economic conditions of the parents. Poverty could be regarded as ‘the most common primary and contributory reason for students to be out of school’. According to Dachi and Garrett (2003) a series of questions were asked to parent and guardians about the financial circumstances surrounding children’s school enrolment in Tanzania their answers was no more than economic conditions of the parents militating against sending their children to school. Hunt (2008) also mentioned poverty as a contributing factor of dropout in rural areas of China.

Looking at patterns of access and non-access in slums in Bangalore, India Seetharamu (1984 cited in Chugh, 2004) indicated that the income of the father was linked to the continuity or discontinuity of the child in school; this means that if the parents’ income levels are low, children may be called on to supplement the household’s income, either through wage-earning employment themselves or taking on additional tasks to free up other household members for work.

In summary, the major reasons parents offer for not educating their children or for removing them from the school are no more than the fees for registration and admission, examination, Parent Teachers Association (PTA) fees, the cost of books and uniforms, the provision of other daily monetary demands to their children, and the cost of transportation to and from the school on daily basis. These reasons have been discussed from several perspectives.

2. **Lack of encouragement from the parents.**

The study assumed that in solving the problem of dropout, encouragement from the parents in the education of children is very vital. Samples, (1985) supported this by saying that parents have an essential responsibility toward their children as the first and ‘primary’ guides for the betterment of education. Their vital role may guarantee
the optimal and possible educational attainment of their children. Encouragement from the parents in children’s education is necessary for the children’s success. The study is supported by Bakker et al, (2007) research which has demonstrated that encouragement from the parents in their children’s learning activities, positively affects the children’s achievement. It also boosts their academic self-confidence (Gonzalez-Pienda et al, 2002; Edwards, 2003; Hung, 2005), increases their intrinsic and extrinsic motivation and directs them towards mastery goal orientation (Gonzalez-DeHass et al, 2005). It was also reported to help in facilitating their literacy development (Saracho, 1997; Berger, 1998) as well as positively influencing their school competence because parents’ instruction is likely to remain deeply rooted in their memories even after they leave school (Miedel & Reynolds, 1999).

The findings of this study have demonstrated that, encouragement from the parents in children’s education generally has a positive impact on children’s academic performance and retention, it therefore minimises the problem of dropout. This point was also emphasized by Shonkoff and Phillips (2000). Children’s achievement in school is also determined by the encouragement from the parents in their education. The importance of encouragement from the parents has been recognized by researchers and educators. Various studies in the last few decades demonstrated positive effects of encouragement from the parents to children as mentioned by Arnold et al, (2008).

Researchers like Cordry and Wilson (2004) supported this study by concluding that a strong networking and cooperation between the school and family helps to enrich learning and character in the development for the child. Hawes and Plourde (2005) observed that encouragement from the parents has a positive
correlation to academic success, retention and seriously reduce the problem of dropout and vice-versa.


The findings of this study showed that withdrawal and dropping out of secondary school students from school is attributed to many parental factors towards the education of their children, the study is supported by UNESCO (2002) report which mentioned the prominent among these factors such as socio-cultural beliefs, customs, early marriage, pregnancy, insecurity, harassment, employment in domestic markets, personal engagement, parental services and other traditions practiced by the parents; and also the students’ own decisions to drop-out of schools.

The findings of this study are supported by Odaga and Heneveld (1995) who indicated that fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy.

In rural and poor families, the education of girls is often seen as worthy of consideration only up to marriageable levels. One study from Kenya supported this study where it found that, compared with boys, more girls are made to repeat so that they are at least educated enough to find a husband (Kirui, 1982). Surveys of parents of dropouts in India indicate that they withdraw daughters from school when they see education as conflicting with marriage (Nayana, 1985).

The low participation and presence of Muslim girls in primary and secondary levels of education is further reflected at the tertiary level. In Nigeria, a country where both Muslim and Catholic religions coexist, there is a much greater
participation of female Christians than female Muslims. A study, based on a survey of all female students in a northern Nigerian university (Beckett & Connell, 1976) in Finke (2008), found that Muslim female students reported that their parents were "afraid that education would spoil them" and that as many as 90% of the girls reported pressure to marry young.

4. **Lack of school materials and fairness of judgments.**

Lack of school materials as mentioned above is one of the findings of this study that causes some students to dropout; the inability to provide materials for their students is an issue that many schools nationwide faced and Zamfara state in particular. Funding for the schools is an essential issue. In spite of the fact that government pushes the importance of education, they don’t do nearly enough to make sure that the education they so value is actually received. With Zamfara state government cutting budgets and schools lacking the necessary materials, no amount of effort that the students and teachers put in will get them to where the nation expects them to be.

Material resources include textbooks, charts, and maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Atkinson 2000). Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more resources performed better than schools that are less endowed. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and
learning resources. Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Fuller (1986) suggested that the quality of instructional processes experienced by a learner determines quality of education. Mwiria (1985) also supports that student’s performance is affected by the quality and quantity of teaching and learning resources. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones.

A study conducted by Gogo (2002) on the input of cost sharing on access, equity and quality of secondary education in Rachuonyo district found that the performance could be attributed to inadequate teaching and learning materials and equipment. In addition, Gogo recommended that in order to provide quality education the availability of relevant teaching /learning materials and facilities is crucial.

Lack of fairness of judgments is another found in this study which made some students to drop out. One approach which would allow a teacher to maintain discipline often mentioned has stressed "being fair" to students. The premise here is that if students feel they are being treated fairly, they will respond to teachers in a disciplined manner. Pratt (1974) underscored this viewpoint when he stated: One of the cornerstones supporting a good learning environment is the teacher's use of fair rather than unfair verbal behavior. Students are acutely sensitive to the concept of teacher fairness, and its violation is central to many of the disorders that occur in the classroom. Fair verbal behavior on the part of the teacher is a prerequisite if optimum
student learning is to take place. Spady (1974) has also commented on the importance of fairness: The implications for the classroom teacher are explicit: if the dominant mode of classroom organization is to be legitimate rather than persuasive or coercive, the teacher must earn the respect and trust of each student. Unless other fortuitous conditions are met, this will only be accomplished by treating him fairly and compassionately over a sustained period of time.

In Broussard’s (2014) article, she mentions that teachers have to take out an average of $300 to $1,000 of their own money in order to enhance their annual $100 budget, and purchase some of the basic classroom needs for their students. Sometimes, they even have to resort to buying and using books and other materials that were used by another school, even if the books are not on the school’s curriculum. After building a program to look at each Philadelphia public school to see whether the number of books at the school matched the number of students, Broussard’s (2014) found out that the average school only had 27 percent of the required books in the 2012-2013 year, and at least 10 schools had no books at all.

5.1.6 Research Question 6:

*What are the social effects of dropout and its impact on the students?*

5.1.6(a) The Social Effects of Dropout and its Impact on the Students.

Dropping out from secondary schools in Zamfara state has resulted to many social problems which negatively impacted the social lives of dropouts. Some of the social effects mentioned by the interviews include unemployment, inability of going on to a post-secondary school, imprisonment on death row, divorce, ultimately single parents and unjustified number of nation’s prisons. The interviewees related the high
level of robbery, theft; assassination and kidnapping to the social effects of dropout and its impact on the students as well as the risks those dropouts may face in their future life. They made the assertions that almost over 80% of criminal activities committed in Nigeria are done by youths who dropped out of school. Other social effects are lack of access to higher education and poor health outcomes. An opinion from two of the participants clearly reflects missing all the different opportunities that come about as a result of finishing secondary school. High level of social crimes and atrocities committed by young people has been linked to the very high drop-out rate of school in Zamfara and Nigeria at large. This is because members of various armed and militant groups throughout the country are young people aged between 15 and 20 many who have dropped out of school. In the south-west, south-east and south-south part of Nigeria, for example, there are different militant youth groups such as Niger Delta Avengers, Indigenous People of Biafra (IPOP) and Oodua People’s Congress (OPC) as mentioned by TC2. In the Northern part of Nigeria, there are certain categories of youth popularly known as “area boys. All this youth are used by politicians to protest political issues and policies most of whom are dropout as mentioned by SEO. There is rampant killing, kidnapping and burning down of properties by these youths. The high level of child abuse prevailing throughout the country can also be attributed to a high dropout rate, including street hawking and going to farm. High rate of prostitution was also attributed to problem of dropout more especially female dropout.

Social effects of dropout can also be related to financial effects which included poverty. This is a major effect because when someone dropout of school they are more likely to live in poverty. This also affects their income and their chances to get a job. “Dropouts pay a high price, too. They are twice as likely to be
unemployed and more than twice as likely as others to be in poverty.” This implies that dropping puts those people in risk of not having a job and depending on the government a lot for things like food stamps (Magesa, 2014). Dropping out of school not only affect the individual, but also society. “Dropping out of school can result in long financial losses not just for the individual, but for society.” This shows that when students’ dropout of school they’re not just affecting themselves they’re also affecting the economy (Burrus & Roberts, 2012). In the United states of America dropouts contribute disproportionately to the unemployment rate. In 2001, 55 percent of young adult dropouts were employed, compared to 74 percent of high-school graduates and 87 percent of college graduates. This shows that college graduates and high school graduates have a better chance of being employed then dropouts (Burrus & Roberts, 2012).

Perhaps the most widely discussed consequence of not finishing high school is its impact on income potential. Students who drop out of high school earn significantly less than their peers who graduated from high school (Buenstorf, Nielsen & Timmermans, 2017). According to an Alliance for Excellent Education report, high school dropouts only earned $19,540 in 2009, compared to $27,380 for a person who finished high school but did not continue to college. Worse, the trends for dropouts are not promising. Since 1971, the incomes of male dropouts have decreased by over 35 percent, and there is no sign that this trend is reversing (Pepper, 2014).

During the analysis of the interview responses from students, parents, teachers, administrators and senior education officers, several themes were identified, including engagement in prostitution and poor health outcomes, missing
all the different opportunities, high rate of insecurity in the country and high level of social crimes and atrocities and high level of child abuses.

1. **Engagement in prostitution and poor health outcomes.**

One of the findings of this study during the interview was that the high rate of prostitution in the country practiced both within and outside Nigeria was found to be associated to school dropout because of the category of females involved. The study reveals that a reasonable percentage of females who dropped out of school engage in prostitution not for the sake of sexual satisfaction but because of financial difficulties since they are not employable. Because of high rate of dropout commercial sex work and human trafficking continues to thrive in Nigeria. Based on the estimates of the United Nations Interregional Crime and Justice Research Institute, about 8,000 – 10,000 women of Nigerian descent practiced prostitution in Italy between years 2000–2009 most of whom are secondary school dropout (Aluko-Daniels, 2015). Moreover, cross-border commercial work also resorted to re-instatting child trafficking for sex. A Nigerian envoy in Côte d'Ivoire noted the frequency of adolescent girls among Nigerian commercial workers in Abidjan (Terfa, Ahom, 2001). Within the country, the most common form of sex work is found within brothels or residences of sex workers but then a steady rise in young students and unemployed graduates who use sex to earn income and acting as part-time prostitutes or call girls (Amadiume, 2000). These young students who are mostly dropouts use the services of pimps and call-ups as modus of operation while some like their past counterpart’s frequent bars and restaurants (Amadiume, 2000). In some cases, porters or hotel staff acts as pimps and links between upper class Nigerians and the call girls. In 2003, the Trafficking in Person Prohibition Act was passed into law and an
Agency, National Agency for the Prohibition of Trafficked Persons was formed to handle human trafficking in the country.

A different form of prostitution known as corporate prostitution, a relatively new phenomenon in Nigeria and mostly limited to financial institutions began to gain notability in the 2000s. In 2010, hearings were held on the floor of the House of Representative about the Bill for an Act to Prohibit Corporate Prostitution and Exploitation of Women and for Other Matters Connected Therewith (Nzeshi, Onwuka, 2010).

In discussing age at entry into prostitution, Nnabugwu-Otesanya, Bernadette (2005) noted that 7% of Nigerian prostitutes started the profession at younger than 14 years; which are the secondary school period while 55% started at older than 15 years but less than 19 years. 19.4% of respondents started sex work when they were more than 20 years (Nnabugwu-Otesanya, Bernadette, 2005). An analysis of the average age of sexual contact and average age of starting prostitution by site of study, suggests that for the respondents aged above 25 years old in northern Nigeria and Zamfara is part of the region, the average age of first sexual contact is 12 years old especially after dropping out from secondary school and the average age at start of prostitution is between 18 years and 21 years. Similarly, respondents less than 25 years started their first sexual contact at ages ranging between 10 and 18 years and commenced prostitution at ages between 15-19 years of age (Nnabugwu-Otesanya, Bernadette, 2005).

The prostitutes in this research were mostly young, single and divorced persons. Most prostitutes in Nigeria work in brothels while others work on the street. Over 60% of prostitutes do not have other jobs; while some are contractors and others are petty traders due to lack of any certificate (Nnabugwu-Otesanya,
Bernadette, 2005). While some prostitutes started their first sexual contact at less than 10 years of age (Nnabugwu-Otesanya, Bernadette, 2005); whereby the majority however started their first sexual contact at above 10 years, but less than 18 years of age. On the average, some prostitutes began the act of prostitution between the ages of 14 to 19 years of age (Nnabugwu-Otesanya, Bernadette, 2005).

The findings of this study are in line with Schulze (2014) who investigated the sexual exploitation and prostitution and its impact on gender equality in a study published by European Parliament. Schulze (2014) observed that women and girls most of whom were school dropout selling their body, either by coercion or consent, to men or boys who pay for this service. Accordingly, the majority of those trafficked for sexual exploitation is women and girls. Schulze (2014) found that there is consensus that sexual exploitation should be eradicated, the concept is gaining ground that prostitution cannot be supported as a legitimate business because it is contrary to the principles enshrined in the Charter of Fundamental Rights, among which is gender equality. This concept was also at the basis of the Swedish law which criminalized the purchase of sexual services. As far as physical health is concerned and on a worldwide scale, Farley (2004) and UNAIDS (2012) supported this study by stating that, the risk of becoming infected by HIV is 13.5 times higher for women selling sex than for the general population. In addition, there are other serious health problems that often affect women selling sex such as major risks of other sexually transmitted diseases (STDs), cervical cancer, unwanted pregnancies, reproductive and genital problems, insomnia, and eating disorders.

A survey carried out by the German government in 2007 showed a range of mental health problems among women selling sex or engaging in prostitution supported this study by stating that. “Around half of the interviewees showed
symptoms of depression; a quarter had frequent or occasional thoughts of suicide; almost one third had anxiety and panic attacks, and about 1 in 7 had had the intention of self-injuring in the last 12 months”. These symptoms could be related to the working conditions and the high level of violence (Schulze, 2014).

2. **Missing all the different opportunities.**

During the interview the study found that another, less tangible consequence of dropping out of secondary school is missing all the different opportunities that come about as a result of finishing high school. The result further stated that by completing secondary school, students can also go on to a post-secondary school and further expand on those opportunities. The findings of this study agree with the research report conducted by Amos (2009) and a research report written by the U.S. Census Bureau (2016). The data from the Bureau of Labor Statistics

According to data from the Bureau of Labor Statistics, high school dropouts are having a harder time finding and keeping jobs than individuals with higher levels of education. In fact, the national unemployment rate for high school dropouts in July 2009 was 15.4 percent, compared to 9.4 percent for high school graduates, 7.9 percent for individuals with some college credits or an associate’s degree, and 4.7 percent for individuals with a bachelor’s degree or higher.

However, a new report from the Center for Labor Market Studies at Northeastern University finds that young adult high school dropouts-individuals aged sixteen to twenty-four-face even more difficulty in the labor market. The report, The Consequences of Dropping out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers, also examines other problems such as lower earnings and higher incarceration rates that affect young adult dropouts
more disproportionately than their better-educated peers. It concludes that the average high school dropout will have a negative net fiscal contribution to society of nearly $5,200, while the average high school graduate generates a positive lifetime net fiscal contribution of $287,000 from age eighteen to sixty-four.

According to the report, young high school dropouts are much less likely to be active labor force participants than their higher-educated peers and frequently experience considerably higher unemployment rates when they do seek work. As noted in the chart below, on average, approximately 54 percent of the nation’s young high school dropouts were unemployed in 2008, compared to nearly 32 percent of young high school graduates—a difference of more than 22 percentage points.

3. **High rate of insecurity in the country and high level of social crimes and atrocities.**

The findings of this study have investigated that, there is high rate of insecurity in Nigeria more especially in the study area as a result of criminal activities and most of the criminal activities are done by youths who dropped out of school. The high level of social crimes and atrocities committed by the youth may also be related to the very high prevalence of dropout from school. The findings of this study corroborated with the findings of Ajaja (2012) which says that there is also very high level of robbery, assassination and kidnapping associated with youths most of whom are school dropouts. This insinuation agrees with the position held by both the electronic and print media from a survey that over 85% of criminal activities perpetuated in Nigeria are done by youths who dropped out of school. This again agrees with the position held by the National Centre for Education Statistics (1998) on the consequences of dropping out of school that school dropouts make up a disproportionate percentage of the nation’s prisons and death roll imamates.
4. **High level of child abuses.**

The study shows that the high incidence of dropout in Nigeria may also be linked to the high level of child abuses prevalent throughout the country. The findings of this study were supported by Ajaja (2012) who mentioned some of the child abuses which range from children being made to hawk when their mates are in school through going to the farm, to sexual abuses. The sexual abuses result in teenage pregnancies, early parenthood, and single parents who are unable to take care of themselves and their children. Stressing the inability of dropouts to take care of themselves, Bridgeland et al (2006) supported this study where he noted that students who drop out of school are often unable to support themselves and are twice as likely as high school graduates to slip into poverty from one year to the next.

5.1.7 **Research Question 7**

5.1.7(a) **Suggestions from Teachers and Administrators that could be applied to Reduce the Number of Dropouts from Government Secondary Schools of Zamfara, Nigeria.**

The final results of the study in relation to research question seven provided suggestions from teachers and administrators that could be applied to reduce dropout. The following themes were derived from responses to the interview. The themes include upgrading the socio-economic status of the inhabitants of the study area, upgrading the schools of the study area and sensitizing the community on female education.
1. **Upgrading the Socio-Economic Status of the Inhabitants of the Study Area**

One of the main themes derived from this study is upgrading the socio-economic status of people of the study area. Socioeconomic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. It is believed that the solutions to all nation' social, economic and technological problems could be unraveled and solved through the process of education (Eneji 2013). Family income and other indicators of home possessions and resources, parental educational attainment, and parental occupational status should therefore be considered and should be the subject of immediate focus.

Other aspects under this theme are investment in human resource development, promotion of sustained economic growth, elimination of existing inequities and barriers to women in the workforce, women's participation in all policy-making and implementation, by the governments, non-governmental and the private organizations, given high priority to meeting the needs, and increasing the opportunities for information, education, jobs, skill development and relevant reproductive health services, of all members of study area taking measures to strengthen food, nutrition and agricultural policies and programs, and fair trade relations, creating job in the industrial, agricultural and service sectors, development of democratic institutions and good governance. Special efforts should be made to create productive jobs through policies promoting efficient and, where required, labor-intensive industries, and transfer of modern technologies (Samal, 2012).
2. **Upgrading the Schools of the Study Area**

It is urgent to improve facilities in schools such as classrooms, desks, provision of relevant and adequate text-books, teaching materials, recruitment of more trained teachers, better supervision of teachers and improvement in the welfare of teachers, in order to make them more dedicated and effective. Creating an attractive and gender sensitive school environment in addition to providing for instructional materials, is necessary in order to invest in school structures including classrooms, libraries, gender sensitive facilities, and water supply as well as in teachers so that they come regularly to work. Increasing the number of teachers and administrators and providing them with encouragements creates a reassuring environment and also brings role models very close to students.

Previous research studies also established positive impact of distance on students’ dropout and retention rate. Rumberger & Lim (2008) found that having a school one kilometer away from home had a positive and significant effect on the primary school attendance. The schools therefore should be established in such a way that they can be accessible to the people of the study area for their children. As mentioned by one respondent providing safe schools nearby is very important because common sense suggests that distance matters for any child but matters more especially for female children. This implies that building schools close to homes of the students helps boost their enrolment and retention.

3. **Sensitizing the Community on Female Education**

The parents and the community should be sensitized on the importance of female education. The parents should be enlightened on the importance of giving proper parental guidance to their female children and to be more involved in the education
of their female children. To create more time for the girls while at home for their studies, the parents need to be sensitized on the importance of proper monitoring of the girls and assign them less domestic chores. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.

Overall, the value of female children to both their family and society must be expanded beyond their definition as potential child-bearers and caretakers and reinforced through the adoption and implementation of educational and social policies that encourage their full participation in the development of the societies in which they live. Leaders at all levels of the society must speak out and act forcefully against patterns of gender discrimination within the family, based on preference for sons. One of the aims should be to eliminate excess mortality of female children, wherever such a pattern exists. Special education and public information efforts are needed to promote equal treatment of girls and boys with respect to nutrition, health care, education and social, economic and political activity, as well as equitable inheritance rights (UNPF, 2009).

Theoretically, the study established concrete connection and mutual relationship between parental factors which include economic factors, social factors and cultural and religious beliefs, school factors and also academic achievement with dropouts from government secondary schools of Zamfara, Nigeria. The findings of this study are in line with the social capital theory (SCT) that focuses attention on the positive consequences of social networks and the essential importance of relationships. By making social connections, and keeping them going over time, people achieve things that they either would not be able to achieve by themselves, or could only achieve with great difficulty (Gisladottir, 2013, Field, 2003).
Social capital theory Therefore as an institution schools tend to value, recognize, as well as teach the norms that are also valued by many middle-class families; it is the place where middle-class dispositions are nurtured (Schutz, 2008). The nature of schooling will always bring some individuals, particularly parents, into close contact with one another as they volunteer or seek to support a school in fund-raising or in other collaborative activities.

The findings of this study are in line with the Human capital which refers to the stock of competencies, knowledge, habits, social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labor so as to produce economic value. It is an aggregate economic view of the human being acting within economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and economic transactions (Becker 1993) Kelly and Petrazzini (1997) also suggest that academic institutions such as secondary school often play an important role in educating their students since they are often among the institutions in a nation to educate its citizens. This provides another reason for considering the education level of a nation in understanding the necessary and sufficient conditions for imparting knowledge. Higher scores on the education measure are likely to reflect a higher number of academic institutions because the scores reflect gross enrollment ratios.

The findings of this study are also in line with the Self-Determination Theory which is a theory of motivation that posits that all behaviors lie along a continuum of relative autonomy (i.e. self-determination), reflecting the extent to which a person endorses what he or she is doing. According to self-determination theory, students’ motivation for academic performance varies in both strength (amount) and quality (nature), and both variations predict learning, achievement, and continuation to
Self-determined, intrinsic motivation emerges from the learner’s own needs and desires rather than from outside pressures (Deci & Ryan, 1987).

According to the views of Self-Determination Theory, Classroom and school environment can either support or reduce students’ intrinsic and internalized motivation, through students’ perceptions of teachers’ and peers’ influences and social cues (Deci & Ryan, 2002; Reeve, 1996; Reeve et al., 2004). The positive effects of supporting self-determination have been demonstrated in at least one study in Hong Kong (Kember, Jenkins, & Ng, 2003).

In a nutshell, the findings of this study are in line with the social capital, human capital and self-determination theories. Within these theoretical structures, there is interconnectedness both within and between the settings. This is to say there is greater influence of theories on students’ dropout and non-dropout.

5.2 Recommendations to Reduce the Number of Dropouts

Considering the extent to which parent’s educational background, parent’s occupation, parental factors (economic factors and social factors) as well as school factors and academic achievement are affecting secondary school student’s education, the following recommendations might be helpful to authorities and the whole community to solve and tackle adequately the problem of dropout. Education is the weapon that breaks the bond of ignorance and poverty, if this is understood by the parents and guardian, and then it will encourage them to do all within their powers to send their children to school despite all odds. Providing suggestions to lessen the problem of students’ dropout, other teachers and administrators from the respondents suggested that parents should be educated. Community development
programs like adult education programs need to be encouraged in order to systematically reduce the prevalence of secondary school dropouts. As mentioned by other respondents, there should be public awareness campaign to parents so that they can give their children the best they can in terms of education including the promotion of other co-curricular activities. Government at all levels, NGOs, media houses should be involved in awareness program on the education of secondary school, and similarly the children should be sensitized as to the importance of their being educated so as to Figureht for their rights.

During the interview, teachers, administrators and senior education officers from among the respondents suggested that government and society should focus on how to alleviate some of the stress in the lives of people by introducing them to some related income earning occupations, and how to help students of all backgrounds thrive in school in order to lessen the problem of dropout. Other parents, teachers, administrators and senior education officers also add that the government should institute a scheme of giving loans to farmers to help them make some income so that they can look after their children, who in turn will be good citizens of the country. The government should (especially in the villages) where the parents have made up their minds that they aren't going to educate their female children provide items such as books and uniforms at moderate prices or if possible free of charge. Experience from Zamfara state tells that institutional and legal actions are required to reduce the incidence of dropouts both in Zamfara and elsewhere. It is also needed to strictly follow the policy of’ automatic promotion so that those who come to school are encouraged.

Considering the general poverty of families in Nigeria, the government, at all levels should give priority to the funding of education and equip the schools with
relevant teaching text books and learning materials. The government should also provide financial or material incentives by adopting a poverty-alleviation strategy, particularly for households headed by women and low financial support families is essential in the long run. Unless some income generating activities involving women parents are set in motion, the problem seems likely to continue to affect children for a long time to come. In the short run, it is required that providing students with financial support to buy pens, pencils, books or materials for clothing will help to solve some of the barriers to stay in schools. A policy strategy and action have to be adopted by the government and donors to assist in providing these grants and there should be control mechanism to ensure that these materials have been distributed and used properly. This was suggested by other interviewees during the interview in relation to economic factors of the parents. They suggested the establishing of the institution of loan scheme and provision of instructional materials at moderate price or free.

Feeding system practiced by Zamfara state government should go along with the provision of adequate instructional material and also teachers’ incentives (eg. implementing 18,000 Naira minimum wages, yearly increment, promotion etc) in order to motivate the teachers to double their effort in discharging their duty. Education as human right, should be made compulsory up to some minimum age to 14 where by parents should be compelled to keep their children in school, existing laws should be enforced. There should be public awareness campaign to parents so that they can give their children the best they can in terms of education including the promotion of other co-curricular activities.

Due to the fact that education in any country is a matter of national interest and sovereignty, the cost and the financing of the school as written in National policy
on Education (2004) is to be shared between the government and the community. A compulsory education tax fund must be instituted for all national and foreign private companies operating in Nigeria. Also, wealthy Nigerian people should be sensitized to contribute in the educating their children for the benefit of the nation as whole.

Community development programs like adult education programs need to be encouraged in order to systematically reduce the prevalence of dropouts. Community based childcare services may help female children to get time to continue attending schools. Labor saving technologies and water close to homes may free female children from spending long hours in domestic work. More female teachers and administrators should be employed in government secondary schools. This brings successful role models very close to female students particularly in rural areas.

As suggested by interviewees during the interview, there is need to form a joint consultative committee as for the development of female education program and engage all stakeholders and providers of universal basic education at all levels through advocacy meetings and dialogue for the smooth implementation of the best and appropriate practices identified and replicate them to various states in the Northern part of Nigeria. This can be achieved through parent teachers association (PTA) meeting and school base management committee (SBMC) currently taking place in most Nigeria school. This will increase the possibility of effective implementation of the adopted national policy on female education where sensitization of communities on pertinent issues in female education should be considered as an important component of the policy implementation.
5.3 The Rigor and Strength of the Research Compared to the Rate of Dropouts in Other Countries

The study of dropout and its social effects among secondary school students is one of the recent studies and also very timely and significant in Zamfara Nigeria because of the absence of its kind in Zamfara particularly in the area of study. Unlike other African countries, UK and USA whereby the highest dropout rates are in America's central cities (Crowder, 1993), the majority of dropouts come from the at-risk segment of the population in Zamfara Nigeria. Regardless of which rate is used, the highest dropout rates are in the northern states of Nigeria with Zamfara state having the high rates, and in rural areas of Zamfara having the highest rates (Kainuwa, 2014). The Zamfara Society is changing more rapidly than at any other time in its history. The perpetuation of this society depends upon those who take the leadership roles in the future. The growing number of at-risk children and the increasing dropout rate is creating a burden on present and future society. To solve this problem will require identification of the reasons students become dropouts so that proper suggestions and prevention strategies can be developed to minimize the problem.

It is important that better methods be implemented to reduce the percentage of dropout rate in Zamfara Nigeria. Even though, the Millennium Development Goals (MDGs) and National Policy on Education stipulated that all citizens have the legal right to receive the most appropriate education; a large number of young people in Zamfara state are not taking advantage of their right to a secondary school education (UNMG, 2008, NPE, 2004). The findings of this study showed that students from one-parent homes or single parent drop out more often than those with both parents present. Early marriage also served as the most important factor which leads to dropping out of many students as mentioned by the interviewees. According to save the children (2015) the prevalence of child marriage increases as one move from
South to North of Nigeria which caused many secondary school students to dropout especially female children. The prevalence of child marriage above the national average is virtually the norm in the northern part as 1 in 3 women of reproductive age (WRA) married before the age 15 in Borno, Kaduna, Kebbi and Gombe States; 2 in every 5 marry in Jigawa, Kano, Yobe, Bauchi and Sokoto States; and 1 in every 2 marries in Katsina and Zamfara States (save the children, 2015). In almost all the States in the southern part of the country less than 20 percent (that is 1 in every 5) married before age 15. These are some of the reasons that made Nigeria and Zamfara in particular to be specially chosen for this research.

The same report indicated that the prevalence of child marriage before age 18 among WRA exhibited the same pattern as those that got married before age 15. The States in the North had prevalence above the national average. About 4 in every 5 women married before age 18 in Jigawa, Bauchi, Yobe, Sokoto, Katsina and Zamfara States while less than 1 in every 5 women married before age 18 in Abia, Lagos, Ogun, Osun, Imo, Oyo and Anambra States. This indicate a wide gap between Northern and southern part and between Nigeria and other countries.

The link between child labor and dropout from school has been studied from different perspectives. It is thought that children drop out of school due to a need to supplement family income through work (Kishore & Shaji, 2012; Basu, 1998). In Zamfara, children prefer less arduous work and choose ones they believe will get them some skills such as mining, diamond polishing or gold smithy. Thus, this “reason” for dropout is more complex than a direct connection between child labour and school dropout.

According to a report by Medecins Sans Frontieres (Frontieres, 2012) Zamfara state contains many areas with significant concentrations of heavy metals in
the soil and rocks. There has been gold mining in Zamfara state, northern Nigeria, for decades, but until recently it was not widespread or profitable. Since 2009, the price of gold has appreciated substantially, from around US$800 per ounce, to US$1653 (May 2012). This has resulted in a renewed interest in mining in Zamfara state more especially by the youth who are mostly dropouts. An increasingly active artisanal mining industry digs up rocks by hand, breaks them into pebbles with hammers, grinds the pebbles to sand with flour mills, and extracts gold from the sand using sluicing, panning, and mercury amalgamation (and in some cases, cyanidation).

Usually the health problems associated with artisanal mining are related to mercury and/or cyanide use. In Zamfara where the gold bearing deposits contain unusually problematic concentrations of lead these are overwhelmed by the enormous effects of lead poisoning (Frontieres, 2012). The crushing of pebbles into sand in dry-running flour mills produces enormous amounts of dust which in some places is highly contaminated with lead. Lead can enter the body through the lungs or the digestive tract.

In March 2010, MSF was alerted to a high number of child fatalities in Zamfara state, northern Nigeria – an estimated 400 children died (Frontieres, 2012). Laboratory testing later confirmed high levels of lead in the blood of the surviving children. The root cause of the lead poisoning crisis is unsafe mining and ore processing. People who engage in mining and ore processing must be given access to facilities and programmes to allow them to safely mine and process ore, without exposing themselves or others to toxic lead.

There is relatively little research into determining the reasons why, so many children drop out of schools in Zamfara. This in turn leads to a tendency to highlight single causes or explanations. According to save the children (2015) nationally, 17%
of school age children in Nigeria (6 years and above) were not currently in school during the school year of 2010-2011. The variation across the states ranges from 9% in Niger State to 23% in Yobe State. In all, 18 States exhibited prevalence rates above the national average. Unlike previous indicators, the States above the national prevalence of 17% cut across both the northern and southern parts of the country. In fact, 10 of these States are in the South and 8 in the North. These States include Yobe, Katsina, Borno, Zamfara, Bauchi, Nasarawa, Plateau and Sokoto in the North; and Lagos, Rivers, Akwa Ibom, Cross River, Abia, Bayelsa, Imo, Enugu, Ebonyi and Delta in the South. The prevalence rate of male children and female children 6 years and above not attending primary school by State showed that male children pattern is similar to that exhibited by both gender, except that national average is lower at about 15%, and 16 States instead of 18 had incidence of children not in primary school above the national male children average; and 9 of the States are in the North and 7 in the South.

The prevalence of female children aged 6 years and above not in primary school is slightly different from both the aggregate and the male children patterns. The national female children average not in primary school is 19.9% with 21 States having prevalence above the national female average; and 11 of the States are in the North and 10 in the South. As suggested by save the children (2015), the present study also suggested that there is need for more targeted effort on both primary and secondary education in the States lagging points from the national average.

5.4 Implications for Further Research

The study on dropout and its social effects among secondary school students is among the recent investigations conducted in Zamfara, Nigeria. These findings are
considered basic and require further research and discussion in this area. The findings of this study highlighted the significant differences between parental factors (economic factors and social factors), as well as school factors and academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria. Further studies should investigate other variables among other categories of students to make the research more general in nature. Given that this study was conducted in only ten secondary schools of Zamfara state Nigeria, using more than ten schools to comprehensively investigate the problem of dropouts is necessary. The findings of this study suggested that parental factors (economic factors and social factors) as well as school factors and academic achievement influence the dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria. Further research can examine the strategies for improving secondary school’s education of Zamfara, Nigeria. Purely qualitative research methodology should be used to thoroughly investigate the phenomenon on dropouts and non-dropouts. This can be justified considering the level of the problem in Zamfara state particularly in the study area where a significant number of students drop out from schools at different levels of learning.

5.5 Summary and Conclusion

This study attempted to reveal dropout and its social effects among secondary school students of Zamfara Nigeria. The findings explored the problem of dropout and its social effects among secondary school students, which is a meaningful change in the Nigerian education system in general. The summary of the t-test results showed the significant difference of economic factors, social factors and school factors between dropouts and non-dropouts; the significant difference of economic factors and social
factors across gender among dropouts from government secondary schools of
Zamfara, Nigeria. But there is no significant difference of school factors across
gender among dropouts from government secondary schools of Zamfara, Nigeria.
The result also showed the significant difference of academic achievement between
dropouts and non-dropouts among students from government secondary schools of
Zamfara, Nigeria. The result of logistic regression determined the parental factors
(economic factors and social factors) that would be the best predictor of dropouts
from government secondary schools of Zamfara, Nigeria.

During the analysis and interpretation of the responses gathered from
students, parents, teachers, administrators and senior education officers, manual
qualitative data analysis was performed to identify other contributing factors of
secondary school dropouts from the parents and student’s perspectives, investigate
the social effects of dropout and its impact on the students and provide suggestions
from teachers and administrators that could be applied to lessen dropout from
government secondary schools of Zamfara, Nigeria. The findings of the qualitative
investigation were organized according to different themes. Analysis of the
interviews conducted with students, parents, teachers, administrators and senior
education officers provided significant insights into the socio-economic status, lack
of encouragement from the parent, institutional problems, traditional activities and
negative religious beliefs of the parents. Other themes include missing all the
different opportunities, high rate of insecurity in the country and high level of social
crimes and atrocities and involvement in prostitution and poor health outcomes and
high level of child abuses. Upgrading the socio-economic status of the inhabitants of
the study area, upgrading schools of the study area, sensitizing the community on
female education are other themes evolved from the interview responses of this study.
REFERENCES


Agbomeji, Ayinda Mojeed Oladele (2010) An investigation into factors that shape secondary school female retention in two rural public schools, Alimosho Region, Lagos State, Nigeria

Ajaja, O. P. (2012). School Dropout Pattern among Senior Secondary Schools in Delta state, Nigeria. International Education Studies Vol. 5, No. 2; Published by Canadian Center of Science and Education 145


Alisa G & Gregg P. (2010). Poorer children’s educational attainment: how important are attitudes and behavior.

Aluko-Daniels, O. (2015). At the Margins of Consent: Sex Trafficking from Nigeria to Italy. In *Eurafrican Migration: Legal, Economic and Social Responses to Irregular Migration* (pp. 74-87). Palgrave Macmillan UK.


Bhatty, Kiran Educational deprivation in India: A survey of field investigations. Economic Political Weekly, 4 July and 10 July


Bunce, D. M., & Hutchinson, K. D. (1993). The use of the GALT (Group Assessment of Logical Thinking) as a predictor of academic success in college chemistry.

Bunce, D. M., & Hutchinson, K. D. (1993). The use of the GALT (Group Assessment of Logical Thinking) as a predictor of academic success in college chemistry.


Crowder, R. E. (1993). A study of selected variables affecting the secondary public-school dropout rate in the state of Arkansas University of Arkansas


Dafur, M. J., Parcel, T. L., & Troutman, K. P. (2013). Does capital at home matter more than capital at school? Social capital effects on academic achievement. Research in Social Stratification and Mobility.


Elliott, B. J. (2005). Using narrative in social research: Qualitative and quantitative


Farley, M. (2004), «Bad for the Body, Bad for the Heart»


Filmer D and Pritchett L (2004). Educational Attainment and Enrollment around the World

Finke R. (2008) cross-national moral beliefs: the influence of national religious context the Pennsylvania state university The Sociological Quarterly ISSN 0038-0253


Gay, L. R., & Airasian, P. (2000). Educational research: Competencies for Analysis


Hari P. (2010). Parents’ and community attitudes towards girls’ participation in and access to education and science, mathematics and technology


Jæger, M. M., & Holm, A. (2007). Does parents’ economic, cultural, and social capital explain the social class effect on educational attainment in the Scandinavian mobility regime? Social Science Research, 36(2).


Kimberlin L C and Almut G. W (2008) Validity and reliability of measurement instruments used in research


Leech, N. L. And Onwuegbuzie, A. J (2009) A typology of mixed methods research


Lin, C.-Y. (2007). The impact of individual-family and school factors on students' academic achievement: To analyze the educational equality and the relevant issues of junior high school levels in terms of SEM: National Kaohsiuing Normal University.


Mary Clare Reim (2014) Barriers to High School Completion Create Barriers to Economic Mobility


National Centre for Education Statistics (1998)


National School Census [(NSC) (2005)]


Nzeshi, Onwuka (May 14, 2010). "Banks Kick Against Corporate Prostitution Bill". This Day. Lagos.

Nzeshi, Onwuka (May 14, 2010). "Banks Kick Against Corporate Prostitution Bill". This Day. Lagos.


OECD, (2011). *Women's economic empowerment*. The OECD DAC Network on Gender Equality (GENDERNET)


Oladele M and Ayinde A (2010) An investigation into factors that shape secondary school female retention in two rural public schools, Alimosho Region, Lagos State, Nigeria


Rani, P. G. (2011) Financing Elementary Education for Achieving Universal Elementary Education in India: Does it Induce or Reduce Inter-State Disparity?


Samples, G. J. (1985). Mother, teacher, and principal perceptions of parental involvement in kindergarten programs. 46, ProQuest Information & Learning, US. Available from EBSCOhost psyh database.


Shiuh-Tarng Cheng (2012) Cultural Capital, Economic Capital, and Academic Achievement: Some Evidence from Taiwan


Sipple, J. W. (2008), National Rural School-Based Health Symposium, "Schools, Communities, and the Need for Collaboration", Basset Hospital, Cooperstown, NY.


UN (2013) Accelerating Progress to 2015 Nigeria A Report Series to the UN Special Envoy for Global Education APRIL 2013 • WORKING PAPER


UNESCO EDI (2006). The Education for All Development Index


Universal Basic Education Act (UBE Act 2000-2004)


Verspoor AM ed. (2005). The challenge of learning: Improving the quality of basic education


Warou, M. (2006), Attitude of Parents towards Girls Education and its implication for enrolment of Girls in Primary Schools in Niger Republic- being Dissertation submitted to the Department of Education, Faculty of Education and extension services, Usmanu Danfodio University, Sokoto Nigeria, in partial fulfillment of requirements for the award of Masters Degree in Education. (Unpublished)


Zamfara state Ministry of education (ZMOE, 2013). Statistical Data

Zamfara state Ministry of education (ZMOE, 2015). Statistical Data

DATE: ……………………………
Dear Professor/Ass.Prof./Dr./Mr./Ms ……………………………………………………………
I am Ahmad Kainuwa (P-PD0042/14(R)) a full time PhD student in the School of Educational Studies (Department of Sociology of Education) University Sains Malaysia. I am conducting my research entitled “Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria”. My study is mixed mode design and the following are the research objectives, research questions and hypotheses guiding the study.

**Research Objectives**

The study aims to achieve the following objectives:

1. To examine if there are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

2. To examine if there are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

3. To examine if there is a significant difference in academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.
4. To determine which of the factors (economic factors, social school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria.

5. To identify other contributing factors of secondary school dropout from the parents and students’ perspectives.

6. To investigate the social effects of dropout and its impact on the students.

7. To provide suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria.

**Research Questions**

1. Are there significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

2. Are there significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria?

3. Is there significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?

4. Which of the factors (economic factors, social and school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria?

5. What are the other contributing factors of secondary school dropout from the parents and students’ perspectives?

6. What are the social effects of dropout and its impact on the students?

7. What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?
Research Hypotheses

Ha1. There are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha1(a). There is significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha1(b). There is significant difference of social factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha1(c). There is significant difference of school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha2. There are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2 (a). There is significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2(b). There is significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2(c). There is significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.
Ho3. There is no significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

*I am very please if you can kindly validate my questions so as to facilitate my data collection. Once again, I solicit your kind cooperation and necessary assistance.*

*Attached herewith are the items of the questionnaire.*

Thank you for your attention and assistance.

Yours faithfully

..........................................

Ahmad Kainuwa
Structured Questionnaire (PhD, Sociology of Education).

Parental Factors and School Factors Questionnaire (PFSFQ)

**Information:** This is a Students’ Dropout and Non-Dropout Questionnaire, purely for academic research work and responses given will be treated confidentially for academic purpose only.

**Instruction:** This is “A” Four Likert Rating Scale Questionnaire; please tick appropriately only ONE response for each question to the answer of your interest.

**Section A:** Student’s personal information.

- **Name of My School:**
- **Sex:** (a) Male [1] (b) Female [2]
- **Age:** 15-16

**My Parent’s Educational background:** Degree [ ] Nigeria Certificate in Education (NCE) [ ] Diploma [ ] Senior Secondary Certificate Examination (SSCE) [ ] Adult Education [ ] Primary Education [ ] Traditional Qur’an School [ ] Non [ ]

**My Parent’s Occupation:** Civil servant [ ] Business [ ] Private organization [ ] Others [ ]

**Section B:** Identified Dropout and Non-Dropouts Questionnaire (IDNSQ)

**Responses:**

<table>
<thead>
<tr>
<th>Strongly Disagree (DS)</th>
<th>Disagree (D)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S/N</th>
<th>PARENTAL FACTORS</th>
<th>ECONOMIC FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My parent’s total monthly family income cannot cater for our education</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My parent’s family’s financial situation during the past ten years hinders our education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My parents use to seek my assistance on farm</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My parents usually engage me in selling after school</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My parent’s gross monthly income cannot cater for the family needs</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My parents frequently buy books for the benefit of my study.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My parents usually subscribe to English language journals or magazines.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>My parents have Internet connection at home for my education</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My parents usually organize extra lesson for our study.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cost of transportation to and from school on daily basis is a burden to my parents.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Provision of other daily monetary demands, is a burden to my parents.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Cost of text books is a burden to my parents.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>My parents have no sufficient money to cater for the whole children’s’ education.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Preference for boy’s children education than female children’s’ education is related to low income of my parents.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Cost of other school materials is a burden to my parents.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Hawking children provide additional income to the family.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My parents prefer me to be employed in domestic markets than schooling.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>My parents pay our utility bills frequently at a time</td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL FACTORS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>My parents used to meet from time-to-time with my teachers to discuss about my progress</td>
</tr>
<tr>
<td>20</td>
<td>My parents used to have a regular connection with my school</td>
</tr>
<tr>
<td>21</td>
<td>My parents spend time with me outside school hours on working days, even though they are working</td>
</tr>
<tr>
<td>22</td>
<td>My parents used to participate in school</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>23</td>
<td>My parents used to participate in extracurricular activities of the children to motivate them.</td>
</tr>
<tr>
<td>24</td>
<td>My parents usually talk about education with the family.</td>
</tr>
<tr>
<td>25</td>
<td>My parents spend time discussing with the children during the weekends.</td>
</tr>
<tr>
<td>26</td>
<td>My parents always ask me about my test results from school.</td>
</tr>
<tr>
<td>27</td>
<td>My parents do ask me about homework and projects.</td>
</tr>
<tr>
<td>28</td>
<td>My parents are very interested in the schoolwork of the children.</td>
</tr>
<tr>
<td>29</td>
<td>My parents appraise me often about my schoolwork.</td>
</tr>
<tr>
<td>30</td>
<td>My parents usually know about the children’s activities in school.</td>
</tr>
<tr>
<td>31</td>
<td>My parents usually attend Parents Teacher’s Association (PTA) meeting for the benefit of their children.</td>
</tr>
<tr>
<td>32</td>
<td>My parents usually attend School Based Management Committee (SBMC) meeting for the betterment of my education.</td>
</tr>
<tr>
<td>33</td>
<td>My parents often help their children with their schoolwork.</td>
</tr>
<tr>
<td>34</td>
<td>My parents often ask their children how they are doing in school.</td>
</tr>
<tr>
<td>35</td>
<td>My parents believed that a friend can be contacted for advice for my future education plan.</td>
</tr>
<tr>
<td>36</td>
<td>My parents usually encourage me to seek help from their friends in relation to schoolwork.</td>
</tr>
<tr>
<td>37</td>
<td>My parents usually encourage me to talk with teachers for my future education plan.</td>
</tr>
<tr>
<td>38</td>
<td>My parents usually encourage me to seek help from teachers for schoolwork.</td>
</tr>
<tr>
<td></td>
<td><strong>SCHOOL FACTORS</strong></td>
</tr>
<tr>
<td>39</td>
<td>Differential treatment by teachers discourages me to continue my study.</td>
</tr>
<tr>
<td>40</td>
<td>Lack of understanding of subjects taught discourages me to continue my study.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>41</td>
<td>Sexual harassment by teachers and non–teaching staff discourages me to continue my study.</td>
</tr>
<tr>
<td>42</td>
<td>Lack of free hostel facilities discourages me to continue my study</td>
</tr>
<tr>
<td>43</td>
<td>Lack of basic facilities in schools discourages me to continue my study</td>
</tr>
<tr>
<td>44</td>
<td>Lack of basic facilities in hostels discourages me to continue my study</td>
</tr>
<tr>
<td>45</td>
<td>Lack of basic facilities in classroom discourages me to continue my study.</td>
</tr>
<tr>
<td>46</td>
<td>Inadequate scholarship paid discourages me to continue my study</td>
</tr>
<tr>
<td>47</td>
<td>Inability to get scholarship discourages me to continue my study</td>
</tr>
<tr>
<td>48</td>
<td>Absence of free textbooks in the school discourages me to continue my study</td>
</tr>
<tr>
<td>49</td>
<td>Indifferent attitude towards children by teachers encourages me to drop out.</td>
</tr>
<tr>
<td>50</td>
<td>Lack of Discipline encourages me to dropout</td>
</tr>
<tr>
<td>51</td>
<td>Collecting too much money from the students for school activities encourages me to drop out.</td>
</tr>
<tr>
<td>52</td>
<td>Collecting too much money from the students for classroom maintenance encourages me to drop out.</td>
</tr>
<tr>
<td>53</td>
<td>Going on leave very frequently by teachers encourages me to dropout.</td>
</tr>
<tr>
<td>54</td>
<td>Discriminatory treatment by the teachers inside the classroom encourages me to dropout.</td>
</tr>
<tr>
<td>55</td>
<td>Misuse of students for personal reasons by the teachers during regular working hours discourages me to continue my schooling</td>
</tr>
<tr>
<td>56</td>
<td>Insufficient place to study at home encourages me to dropout.</td>
</tr>
</tbody>
</table>
General comment for the panel:

Name : ………………………………………
Signature : ………………………………………
Date : ………………………………………

Thank you very much for taking your time to validate my instruments. You have been very helpful, and your insight will add a great deal to my research.
DATE: …………………………….

Dear Professor/Ass.Prof. /Dr./Mr./Ms ……………………………………………………………

I am Ahmad Kainuwa (P-PD0042/14(R)) a full time PhD student in the School of Educational Studies (Department of Sociology of Education) University Sains Malaysia. I am conducting my research entitled “Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria”. My study is mixed mode design and the following are the research objectives, research questions and hypothesis guiding the study.

**Research Objectives**

The study aims to achieve the following objectives:

1. To examine if there are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

2. To examine if there are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

3. To examine if there is a significant difference in academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.
4. To determine which of the factors (economic factors, social school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria.
5. To identify other contributing factors of secondary school dropout from the parents and students’ perspectives.
6. To investigate the social effects of dropout and its impact on the students.
7. To provide suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria.

**Research Questions**

1. Are there significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?
2. Are there significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria?
3. Is there significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria?
4. Which of the factors (economic factors, social and school factors) would be the best predictor of dropout from government secondary schools of Zamfara, Nigeria?
5. What are the other contributing factors of secondary school dropout from the parents and students’ perspectives?
6. What are the social effects of dropout and its impact on the students?
7. What are the suggestions from teachers and administrators that could be applied to reduce dropout from government secondary schools of Zamfara, Nigeria?
Research Hypotheses

Ha1. There are significant differences of economic factors, social factors and school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha1(a). There is significant difference of economic factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha1(b). There is significant difference of social factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha1(c). There is significant difference of school factors between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

Ha2. There are significant differences of economic factors, social factors and school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2(a). There is significant difference of economic factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2(b). There is significant difference of social factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.

Ha2(c). There is significant difference of school factors across gender among dropouts from government secondary schools of Zamfara, Nigeria.
Ho3. There is no significant difference of academic achievement between dropouts and non-dropouts from government secondary schools of Zamfara, Nigeria.

I am very please if you can kindly translate my questions in Hausa so as to facilitate my data collection. Once again I solicit your kind cooperation and necessary assistance. Attached herewith are the items of the questionnaire.

Thank you for your attention and assistance.

Yours faithfully

..........................................

Ahmad Kainuwa
English Version of Students’ Questionnaire
Dropout and its Social Effects among Secondary School Students of Zamfara
Nigeria

School of Educational Studies.
Universiti Sains Malaysia, 11800, Pulau Penang Malaysia.

Structured Questionnaire (PhD, Sociology of Education).

Parental Factors and School Factors Questionnaire (PFSFQ)

Information: This is a Dropout and Non-Dropout Questionnaire, purely for academic research work and responses given will be treated confidentially for academic purpose only.

Instruction: This is “A” Four Likert Rating Scale Questionnaire; please tick appropriately only ONE response for each question to the answer of your interest.

Section A: Student’s personal information.

Name of My School :
Sex : (a) Male [1] (b) Female [2]
Age : 15-16
My Parent’s Educational background : Degree [ ] Nigeria Certificate in Education (NCE) [ ] Diploma [ ] Senior Secondary Certificate Examination (SSCE) [ ] Adult Education [ ] Primary Education [ ] Traditional Qur’an School [ ] Non [ ]
My Parent’s Occupation : Civil servant [ ] Business [ ] Private organization [ ] Others [ ]

Section B: Identified Dropout and Non-dropouts Questionnaire (IDNSQ)

Responses:

<table>
<thead>
<tr>
<th>Strongly Disagree (DS)</th>
<th>Disagree (D)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>S/N</td>
<td>PARENTAL FACTORS</td>
<td>(DS)</td>
<td>(D)</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>My parent’s total monthly family income cannot cater for our education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My parent’s family’s financial situation during the past ten years hinders our education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My parents use to seek my assistance on farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My parents usually engage me in selling after school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My parent’s gross monthly income cannot cater for the family needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My parents frequently buy books for the benefit of my study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My parents usually subscribe to English language journals or magazines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>My parents have Internet connection at home for my education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My parents usually organize extra lesson for our study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cost of transportation to and from school on daily basis is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Provision of other daily monetary demands, is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Cost of text books is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>My parents have no sufficient money to cater for the whole children’s’ education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Preference for boy’s children education than female children’s’ education is related to low income of my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Cost of other school materials is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Hawking children provide additional income to the family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My parents prefer me to be employed in domestic markets than schooling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>My parents pay our utility bills frequently at a time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL FACTORS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>My parents used to meet from time-to-time with my teachers to discuss about my progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>My parents used to have a regular connection with my school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>My parents spend time with me outside school hours on working days, even though they are working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>My parents used to participate in school activities regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>My parents used to participate in extracurricular activities of the children to motivate them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>My parents usually talk about education with the family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>My parents spend time discussing with the children during the weekends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>My parents always ask me about my test results from school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>My parents do ask me about homework and projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>My parents are very interested in the schoolwork of the children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>My parents appraise me often about my schoolwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>My parents usually know about the children’s activities in school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>My parents usually attend Parents Teacher’s Association (PTA) meeting for the benefit of their children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>My parents usually attend School Based Management Committee (SBMC) meeting for the betterment of my education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>My parents often help their children with their schoolwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>My parents often ask their children how they are doing in school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>My parents believed that a friend can be contacted for advice for my future education plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>My parents usually encourage me to seek help from their friends in relation to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>My parents usually encourage me to talk with teachers for my future education plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>My parents usually encourage me to seek help from teachers for schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Differential treatment by teachers discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Lack of understanding of subjects taught discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Sexual harassment by teachers and non-teaching staff discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Lack of free hostel facilities discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Lack of basic facilities in schools discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Lack of basic facilities in hostels discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Lack of basic facilities in classroom discourages me to continue my study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Inadequate scholarship paid discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Inability to get scholarship discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Absence of free textbooks in the school discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Indifferent attitude towards children by teachers encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Lack of Discipline encourages me to dropout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Collecting too much money from the students for school activities encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Collecting too much money from the students for classroom maintenance encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Going on leave very frequently by teachers encourages me to dropout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Discriminatory treatment by the teachers inside the classroom encourages me to dropout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Misuse of students for personal reasons by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Comment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Insufficient place to study at home encourages me to dropout.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General comment for the panel:**

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Name : ...........................................
Signature : ....................................
Date : .........................................

Thank you very much for taking your time to translate my instruments. You have been very helpful, and your insight will add a great deal to my research.
APPENDIX C

Hausa Version of Consent Letter for the Parents of Dropouts
Sashen ilimin Tarbiyya Na Jamiar Kimiya da Fasaha ta Maleshiya

Ni dalibin wannan Makaranta ne mai suna a Sama bangaren fannin ilimin hulda da zamantakewa dake karatu a Digiri na ukku. Ina bincike mai taken “Ficewar Dalibbai daga Makaranta kafin lokacin karewa a Makarantun Sakandare na Jihar Zamfara Najeriya”. Babban makasudin wannan aiki shine bincike gameda fidda dalibbai daga makaranta kafin su kare da kuma dalillanda ke kawo yawan aukuwar hakan a cikin wannan yanki naku.


Na gode.
Naka

……………………
Suna………………
APPENDIX D

Consent letter for teachers and administrators of the affected schools
School of Educational Studies
University Sains Malaysia

I’m a post graduate student (Phd Sociology of education) of the above-mentioned School currently undertaking a research project titled: “Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria”. The main purpose of the study is to investigate the drop out of students in your school and the situations that contribute to its prevalence.

Your school is among those chosen to participate in the study. Thus, I request you and your teachers for information and I appreciate your willingness to support this effort. And I believe that you will find the interview interesting and I look forward to receiving your reply. All information obtained from you will be used only for the purpose of this research.

Thank you
Your’s faithfully

........................................

Name..............................
APPENDIX E

English Version of Students’ Questionnaire (For Actual Study)
Dropout and its Social Effects among Secondary School Students of Zamfara
Nigeria

School of Educational Studies.
Universiti Sains Malaysia, 11800, Pulau Penang Malaysia.
Structured Questionnaire (PhD, Sociology of Education).

The Parental Factors and School Factors Questionnaire (PFSFAQ)

Information: This is a Students’ Dropout and Non-Dropout Questionnaire, purely for academic research work and responses given will be treated confidentially for academic purpose only.

Instruction: This is “A” Four Likert Rating Scale Questionnaire; please tick appropriately only ONE response for each question to the answer of your interest.

Section A: Student’s personal information.
Name of My School : 
Sex : (a) Male [1] (b) Female [2]
Age : 15-16
My Parent’s Educational background : Degree [ ] Nigeria Certificate in Education (NCE) [ ] Diploma [ ] Senior Secondary Certificate Examination (SSCE) [ ] Adult Education [ ] Primary Education [ ] Traditional Qur’an School [ ] Non [ ]
My Parent’s Occupation: Civil servant [ ] Business [ ] Private organization [ ] Others [ ]

Section B: Identified Dropout and Non- Dropouts Questionnaire (IDNSQ)

Responses:

<table>
<thead>
<tr>
<th>Strongly Disagree (DS)</th>
<th>Disagree (D)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>S/N</td>
<td>PARENTAL FACTORS</td>
<td>ECONOMIC FACTORS</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>My parent’s total monthly family income cannot cater for our education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My parent’s family’s financial situation during the past ten years hinders our education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My parents use to seek my assistance on farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My parents usually engage me in selling after school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My parent’s gross monthly income cannot cater for the family needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My parents frequently buy books for the benefit of my study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My parents usually subscribe to English language journals or magazines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>My parents have Internet connection at home for my education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My parents usually organize extra lesson for our study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cost of transportation to and from school on daily basis is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Provision of other daily monetary demands, is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My parents have no sufficient money to cater for the whole children’s’ education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Cost of other school materials is a burden to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Hawking children provide additional income to the family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>My parents prefer me to be employed in domestic markets than schooling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>My parents pay our utility bills frequently at a time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My parents spend time with me outside school hours on working days, even though they are working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>My parents used to participate in school activities regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>My parents used to participate in extracurricular activities of the children to motivate them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>My parents usually talk about education with the family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>My parents spend time discussing with the children during the weekends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>My parents always ask me about my test results from school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>My parents do ask me about homework and projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>My parents are very interested in the schoolwork of the children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>My parents appraise me often about my schoolwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>My parents usually know about the children’s activities in school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>My parents usually attend Parents Teacher’s Association (PTA) meeting for the benefit of their children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>My parents usually attend School Based Management Committee (SBMC) meeting for the betterment of my education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>My parents often help their children with their schoolwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>My parents often ask their children how they are doing in school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>My parents believed that a friend can be contacted for advice for my future education plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>My parents usually encourage me to seek help from their friends in relation to schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>My parents usually encourage me to talk with teachers for my future education plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>My parents usually encourage me to seek help from teachers for schoolwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL FACTORS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Differential treatment by teachers discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Lack of understanding of subjects taught discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Issue</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Sexual harassment by teachers and non-teaching staff discourages me to continue my study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Lack of free hostel facilities discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Lack of basic facilities in schools discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Lack of basic facilities in hostels discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Lack of basic facilities in classroom discourages me to continue my study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Inadequate scholarship paid discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Inability to get scholarship discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Absence of free textbooks in the school discourages me to continue my study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Indifferent attitude towards children by teachers encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Lack of Discipline encourages me to dropout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Collecting too much money from the students for school activities encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Collecting too much money from the students for classroom maintenance encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Going on leave very frequently by teachers encourages me to dropout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Discriminatory treatment by the teachers inside the classroom encourages me to drop out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Misuse of students for personal reasons by the teachers during regular working hours discourages me to continue my schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Insufficient place to study at home encourages me to dropout.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

Hausa Version of Students’ Questionnaire
Ficewar Dalibbai daga Makaranta kafin lokacin karewa a Makarantun
Sakandare Na Jahar Zamfara Najeriya
Sashen Ilimin Tarbiyya Na Jamiar Kimiyya da Fasaha ta Maleshiya, 11800,
Tsibirin Penan
Takardar Tambayoyin Neman Bayani (Digiri Na Ukku Sashen Ilimin
Mu’amala da Zamantakewa)
Tambayoyin da Suka Shafi Uwaye da Abubuwan da Suka Shafi Makaranta

Fadakarwa: Wannan takardar tambayoyi ne ga dalibbai da suka fice daga makaranta
kafin lokacin karewa da wadanda ke cikin makaranta. An shirya ta ne domin bincike
game da wannan matsala kawai. Sannan za a yi amfani da amsoshin domin wannan
bincike kawai.

Kaidar Cikewa: Wannan takardar, tambayoyi ne mai gida hudu don bayyanar da
ra’ayi; sai a zabi akwati guda a yi mai alama daidai ra’ayin maicikawa.
Sashe Na A: Bayanan da suka shafi yara kadai.

Sunan Makarantar da Nike Karatu:
Jinsi : (a) Maza [1] (b) Mata [2]
Shekaru : 15-16
1. Matsayin Ilmin Mahaifina: Digiri [   ] Babbar Takardar Shaidar Malanta ta Kasa
(NCE) [   ] Difiloma [   ] Takardar Sakandare [   ] Takardar yaki da jahilci [   ]
Takardar firamare [   ] karatun Makantar Alqurani [   ] Ba ko daya [   ]
2. Sana’a ta: Aikin Gwamnati [   ] Kasuwanci [   ] Kungiya mai zaman kanta [   ]
Wasu Ayyuka [   ]
Sashe Na B: Tambayoyin dalibbai da suka fice daga makaranta kafin lokacin karewa
da Wadanda ke cikin Makaranta.
Karbawa:

<table>
<thead>
<tr>
<th>Rashin yarda kwarai (RYK)</th>
<th>Rashin yarda (RY)</th>
<th>Yarda (Y)</th>
<th>Yarda kwarai (YK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Lambar Tambaya</td>
<td>Tambayoyi</td>
<td>(RYK) 1.</td>
<td>(RY) 2.</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>ABUBUWAN DA SUKA SHAFI UWAYE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABUBUWAN DA SUKA SHAFI STATTALIN ARZIKI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Abinda ke shigo ma uwayena (na kudi) ga wata ba ya daukar nauyin karatunmu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Yanayin samun kudin uwayena na shekaru goma da suka wuce ya kawo tangarda ga karatunmu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Uwayena sukan nemi taimakona wurin aikin gona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Uwayena sukan tsunduma ni wurin tallace-tallace bayan an tashi daga makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Jimlar abinda ke shigo ma uwayena ga wata (na kudi) ba ya isar bukutan iyalinsa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Uwayena kan sai littafai domin amfanin karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Uwayena kan saukar da Mujallun Turanci da Jaridu daga yanar Gizo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Uwayena na da manhajar yanar Gizo domin karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Uwayena sukan shirya wasu darussa na musamman domin karatummu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tsadar kudin zirga-zirga zuwa da dawowa daga makaranta duk safe nauyi ne ga uwayena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Kudin da za a ba yara na matsalolin yau da gobe nauyi ne ga uwayena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Uwayena ba su da isassun kudin da za su daukar nauyin karatun dukkan yaransu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tsadar sauran kayan makaranta nauyi ne ga uwayena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Yara masu talla na samar da kudaden shiga ga gida.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Uwayena sun fi zabin in shiga harakar kasuwannin gida fiye da makaranta.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Uwayena kan biya kudin ruwa da wuta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Uwayena kan dauki lokaci tare da ni bayan lokutan makaranta a ranakkun aiki</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Uwayena kan shiga a dama da su a cikin ayyukan makaranta akai-akai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Uwayena kan shiga a dama da su a cikin ayyukan makaranta na daban wadanda suka shafi yara domin su zaburad da su</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Uwayena kan tattauna da iyali game da abin da ya shafi ilimi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Uwayena kan dauki lokaci tare da yara lokacin hutun karshen sati</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Kullun uwayena kan tambaye ni game da sakamakon jarrabawata daga makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Uwayena kan tambaye ni game da aikin gida da kuma ayyukan bincike (da akan ba mu a makaranta)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Uwayena na da matukar sha’awa game da aikin makarantar yaransu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Uwayena kan auna fahimtata game da aikinmu na makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Uwayena kan san ayyukan yaransu na makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Uwayena kan halarci taron kungiyar uwayen yara da malammai don amfanin yaransu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Uwayena kan halarci taron kwamittin gudanarwa na makarantarmu saboda kyautatuwar karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Uwayena kan taimaki yaransu wajen ayukkansu na makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Uwayena kan tambayi yaransu gameda kokiinda suka a makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Uwayena sun yi imain cewa gameda shirin neman ilimina na nan gaba, abokina shine wanda ya kamata in tattauna da shi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Uwayena kan karfafani da in nemi taimakon abukan karatuna ga abun da</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Arabic Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Uwayena kan karafani da in tattau da malamaina game da shirina na ilimin gaba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Uwayena kan karafani na da in nemi taimako ga malamaina game da aikin makaranta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>ABUBUWAN DA SUKA SHAFI MAKARANTA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Banbancin da malaman makarantu ke nuna wa (tsakanin dalibbai) shi ya kare mini gwiwa cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Rashin fahimtar darussan da ake karantarwa shi ya hana min cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Tursasawar malammai masu karantarwa da wadanda ba su karantarwa shi ya kare man karfin gwiwar cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Rashin kayan aiki na gidajen kwana shi yakkare man gafin cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Rashin kayan aiki na makaranta shi ya kare man karfin cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Rashin kayan aiki na wajibi a cikin gidajen kwana shi ya dakuhe cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Rashin cikakken tallafin karatu shi ya kawo komabaya ga cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Rashin samun tallafin karatu kwata-kwata shi ya han min cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Rashin samun littafai kyauta shi ya kare man karfin gwiwar cigaba da karatuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Rashin tarbiyya ne sanadin barin makaranta a gare ni.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Karbar kudi da yawa ga dalibbai domin ayyukan makaranta shi yakkarfafa man barin makaranta.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

313
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Karbar kudi da yawa daga dalibbai domin ayyukan kulawa da azuzuwa shi ya sa ni barin makaranta.</td>
</tr>
<tr>
<td>49</td>
<td>Yawan zuwa hutu da malamai ke yi shi ya sa na bar makaranta.</td>
</tr>
<tr>
<td>50</td>
<td>Babancin hukunci da malamai keyi cikin aji shi yakkarfafa man barin makaranta.</td>
</tr>
<tr>
<td>51</td>
<td>Amfani da yara da malamai ke yi domin wasu dalillai na kashin kansu shi ya hana ni cigaba da karatuna</td>
</tr>
<tr>
<td>52</td>
<td>Rashin cikakken wurin karatu a gida shi ya sa na bar makaranta.</td>
</tr>
</tbody>
</table>
DATE:  …………………………….

Dear Professor/Ass.Prof. /Dr./Mr./Ms …..............................................................

I am Ahmad Kainuwa (P-PD0042/14(R)) a full time PhD student in the School of Educational Studies (Department of Sociology of Education) University Sains Malaysia. I am conducting my research entitled “Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria”. My study is mixed mode design and the following are the interview questions guiding the study. I want you to validate the interview questions; go through them and make your comments and corrections where necessary.

I am very please if you can kindly validate my interview questions so as to facilitate my data collection. Once again I solicit your kind cooperation and necessary assistance. Attached herewith are the items of the interview questions.

Thank you for your attention and assistance.
Yours faithfully

..........................................................

Ahmad Kainuwa
DATE: …………………………….

Dear Professor/Ass.Prof. /Dr./Mr./Ms ……………………………………………………………

I am Ahmad Kainuwa (P-PD0042/14(R)) a full time PhD student in the School of Educational Studies (Department of Sociology of Education) University Sains Malaysia. I am conducting my research entitled “Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria”. My study is mixed mode design and the following are the interview questions guiding the study. I want you to translate the interview questions in Hausa. After the translation, you can go through the questions and make your comments and corrections where necessary.

I am very please if you can kindly translate my interview questions so as to facilitate my data collection. Once again I solicit your kind cooperation and necessary assistance. Attached herewith are the items of the interview questions.

Thank you for your attention and assistance.
Yours faithfully

……………………………………..

Ahmad Kainuwa
APPENDIX I

Interview Protocol for Students’ Dropout, Teachers, School Administrators and Senior Education Officer among Secondary Schools of Zamfara Nigeria

Data Collection Tool for Qualitative Interview

Plain Language Statement

For Qualitative Interview Participants

Date:

**Study Title:** Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria.

**Student Researcher:** Ahmad Kainuwa

Dear Respondent,

Thank you for expressing an interest in participating in my research.

I am Ahmad Kainuwa (P-PD0042/14(R)) a full time PhD student in the School of Educational Studies (Department of Sociology of Education) University Sains Malaysia. I am conducting my research entitled “Dropout and its Social Effects among Secondary School Students of Zamfara Nigeria”.

I hope the information which you give me would be crucial to complete the study successfully. I would like to ask you some questions about dropout and its social effects among secondary school students of Zamfara Nigeria. The interview will take about 30-45 minutes of your time and will be audio taped with your permission in order to avoid potential errors arising from the challenges of memorization.

There are no any anticipated risks or potential or adverse effects to any participants taking part as I am seeking your voluntarily expressed opinions and views about Dropout and its social effects among secondary school students of Zamfara Nigeria. The findings of this research will be helpful in enhancing the
participation of students in secondary schools and reducing the problem of students’ dropout. If you have any concerns or displeasure, please let me know but I believe you will be cooperative with me. The information which is given by you will be remained confidential (just between you and me) and will be utilized only for study purposes. I am thankful to you having extended your cooperation for my study.
APPENDIX I (i)

English Version of the Interview Questions

*Parent’s Interview Questions*

1. What are the other factors apart from the economic, social and school factors do you think contribute to the drop out of students from schools?
2. What are the social effects of dropout and its impact on the students?
3. Are children important to parent in this area? If so, please tell us in what major ways.
4. Do you think that the community in this area believes that girls require education as much as boys? If your answer is no or yes, tell us the reasons?
5. Tell us what has to be done to tackle the problem of dropout?

*Student’s Interview Questions*

1. What are the other contributing factors of secondary school dropout apart from the economic, social and school factors?
2. From your experience, tell us the main home related factors that contribute to the dropout of students from school?
3. In your opinion does the community believe that children are important? If your answer is no or yes, tell us in what major ways they are perceived important?
4. In your own opinion what are the major factors responsible for dropping out of students from your school?
5. What risks do dropouts face in their future life?
6. What are the social effects of dropout and its impact on the students?
Teacher and School Administrators Interview Questions

1. How serious is student’s dropout problem in your school?
2. Which students are most likely to drop out of school?
3. What are your recommendations as regards to solving the problem?
4. What are the problems or reasons for students to drop out of schools in this area?
5. What are the consequences of dropping out from secondary school of Zamfara Nigeria?
6. What major steps were taken to promote the successful completion of schooling among secondary school’s students?
7. What should be done in the future to promote completion of secondary education in your area?
APPENDIX I (ii)
Hausa Version of the Interview Questions

Tambayoyin Intabiyun Uwayen Dalibbai

1. Wadanne Karin matsaloli ne da kake tunane sun taimakama fitar da yara daga makaranta; banda matsalolin tattalin arziki da muamala da wadanda suka shafi makaranta?

2. Wadanne matsaloli ne na zamantakewa ke tattare da ficewa daga makaranta kafin lokaci sannan ta yaya suke shafar rayuwar dalibbai?

3. Shin yara Na da amfani wajen iyayen su a wannan yankin? idan haka ne, ta wadanna hanyoyi ne?

4. Kana tsammanin al’umar wannan yanki sun yarda cewa diya mata na bukatar ilimi kamar diya maza? idan ka yarda da hakan fadi dalillan hakan?

5. Ka fada mana me aka taba yi don a magance matsalar fitarda yara daga makaranta kafin lokacin fita?

Tambayoyin Intabiyun Dalibbai

1. Wadanne Karin matsaloli ne da kake tunane sun taimakama fitar da yara daga makaranta?

2. Daga cikin abunda kassani fada mana abubuwanda suka shafi gida wadanda ke taimawa ga cire dalibbai daga makaranta?

3. A raayinka, shin al’umar wannan yanki sun amince cewa yara na da amfani? Idan haka ne ko bah aka ne ba ka fada mana ta wadanne hanyoyi ne ake iya fahimtar cewa masu amfani ne?
4. A raayinka, wadanne abubuwa ne wadanda ke sa a cire dalibbai makaranta cikin makarantarku?

5. Wadanne hadarori ne dalibbanda anka cire daga makaranta ke iya fuskanta a cikin rayuwarsu?

6. Wadanne matsaloli ne na zamantakewa ke tattare da ficewa daga makaranta kafin lokaci sannan ta yaya suke shafar rayuwar dalibbai?

Tambayoyin Intabiyyun Malamai da Shuwagabannin Makarantu

1. Yaya tsananin cire dalibbai daga makaranta yake a makarantarku?

2. Wadanne dalibai ne sukafi kusa ga a cire daga makaranta?

3. Wadanne shawarwari zaka bayar domin magance matsalar?

4. Wadanne matsaloli ne ko dalillai da ke sa a cire dalibbai daga makaranta a cikin wannan yanki?

5. Wadanne abubuwa ke zama sakamako ga barin makarantar sakandare kafin lokacin karewa a cikin jahar Zamfara Nigeria?

6. Wadanne matakkaine yakkamata a dauka domin cigaban kare makarantar dalibbai cikin nasara?

7. Me ya kamata ayi nan gaba domin a ciyar da ilimin sakandare gaba a cikn wannan yanki?
### APPENDIX I (iii)

**TRANSCRIPTS OF THE INTERVIEWS**

**Table 4.12**

*Parent’s and Student’s Interview Responses on other Contributing Factors of Secondary School Dropouts from the Parents and Student’s Perspectives*

<table>
<thead>
<tr>
<th>S/N</th>
<th>Transcript of the Interview and Participant’s Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Low educated and illiterate parents cannot struggle to provide educationally rich and stimulating home for their children and this will prevent them from continuing their study and may later on dropout” (PDS1).</td>
</tr>
<tr>
<td>2</td>
<td>“Low educational background of parents can sometimes negatively affects children’s education, mostly children that came from illiterate may decide to drop out from school” (PDS1).</td>
</tr>
<tr>
<td></td>
<td>“Low occupational level of parents is another factor which sometimes negatively affects children’s education, mostly children that came from jobless parents may decide to drop out from school” (PDS2).</td>
</tr>
<tr>
<td></td>
<td>“Low academic achievement can sometimes negatively affect children’s education; sometimes low achievers also used to be frustrated and drop out” (DS1).</td>
</tr>
<tr>
<td></td>
<td>“Large family size is a contributory factor to dropping out by some secondary school students, as most of them do not receive all the attention they need due to the fact that so many children are sharing only one man as a father” (DS1).</td>
</tr>
<tr>
<td></td>
<td>“Family size plays a crucial role in the education of secondary school students; the larger the family size among the lower economic class parents in Nigeria, the greater the problem of dropout” (DS2).</td>
</tr>
<tr>
<td></td>
<td>“Children must be raised to be responsible members of society with appropriate values, beliefs and training. The ability of the family to function effectively is therefore a factor in preventing the involvement of secondary school students in the problem of dropout” (PDS2).</td>
</tr>
<tr>
<td></td>
<td>“We are many in our house including brothers sisters and siblings and my parents have no sufficient money to cater for the whole children’s education, as a result they developed the idea of preference for boy’s children education than female children’s as a result of this they...”</td>
</tr>
</tbody>
</table>
“Yes some Nigerian parents and guardians abuse their adolescent girls through street hawking in order to support family income as a result they usually decide to withdraw their children from schooling” (PDS1).

“I am poor, I cannot feed my children, and business is not moving again. I stopped the business when there was no money to continue the trade. The only choice was to withdraw my children from school and buy little things for children to sell, or else, we will go to bed hungry” (PDS2).

“I was a trader before but now I could not continue the trade as a result of a terminal sickness that has rendered me unproductive. The only choice I made was to withdraw my little girl (13years) from school and send her with me to hawk some petty products” (PDS2).

“Now, I feed on whatever gains she brought home. She withdrew from school when we discovered that hawking could bring as much gain required living. If she does not hawk these products, there is no money to eat and we shall all die. So what do you expect us to do?” (PDS2).

“My father is late and there are three other children to cater for by my mother, so being the oldest, my mother decided she would take care of our needs and that can only be done only by withdrawing me from school and engage in street hawking, without which the mother could not take care of our needs and she is uneducated mother and has no jobs” (DS2)

“My mother is not staying with my father now and there are three other children to cater for by my father, so being the oldest, my father decided to withdraw me from school to take care of my siblings and other domestic works” (DS1)

“My parents do not usually talk about education with the family. My parents do not spend time to discuss anything with me during the weekends; they do not care to ask me about my test results from school, homework and projects. They are not even very interested in the schoolwork of the children” (DS1)

“I only decided to drop out because of I don’t care attitude shown by my parents toward my study. My parents do not want to spend time with me outside school hours on working days. My parents do not participate in school activities regularly and they do not participate in extracurricular activities of the children to motivate them” (DS2)
“Some parents do not care to appraise or assess their children about their schoolwork; some parents do not usually know about the children’s activities in school” (PDS1)

“Some parents do not usually attend Parents Teacher’s Association (PTA) and School Based Management Committee (SBMC) meetings for the benefit of their children” (PDS1)

“Some parents do not often help their children with their schoolwork, some parents do not often ask their children how they are doing in school, some parents do not believed that a friend can be contacted for advice for the future education plan of their children, some parents do not usually encourage their children to seek help from teachers for schoolwork. All these can lead a student to dropout,” (PDS1)

“A great number of us are coming from very far away because we do not have any boarding secondary school nearby and this made some of us to drop out” (DS1)

“Distance from school has been another constraint to education especially for girls in this area. the long distances girls (particularly rural girls) travel to school has two major problems that relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, and the concern and fear parents have for the sexual safety of their daughters” (PDS2).

“The problem of distance from school also has implications for the motivation of students especially girls to stay in school because close proximity of schools had a positive motivating impact on girls’ participation in schools, living far away from school and having to walk discourages most of the girls and made them to drop out” (PDS1).

“My parents do not encourage the children to attend western school, My parents intended to marry off daughters at an early stage; in shot the tradition of my parents is to stop formal education of children at secondary school”(DS1)

“My parents believed that western education schools are corrupted. My parents believed that education for girls is not important in our custom. My parents believed that educated female-child show little respect for elders and traditions”. (DS2)
“Fear of female-child immorality in western schools and premarital pregnancy discourages me from sending my daughters to school. Also avoidance of sexual harassment in most cases leads to dropout of students especially female students”. (PDS1)

“Fear of female students’ abduction like what is happening nowadays in Nigeria discourages me from sending my daughters to school. To me education for girls is not important in our custom and I believed that western education teaches Christian ethics” (PDS2)

“In this area, children are important to parents in many ways more especially in the issue of domestic work which include fetching water, fetching fire wood, caring of siblings and cooking meals for children and helping parents in the home for male children”. (PDS1)

“We served as economic pillars of our family because our parents are poor; our life depends on the production and sale of local drinks (fura da nono). As these jobs require longer time and lots of labor, we used to spend our time preparing and producing ‘fura da nono’ and other drinks. In addition to this, Thursday is a local market day and we have to go to the market to buy corn and other ingredients for this business. Given these circumstances, we do not have time even to properly sleep let alone go to school. We know also that most girls face the same situation and that it is only the strongest that could complete their schooling”. (DS1)

“In some instances the community does not discriminate between boys and girls. It might be that a girl may not succeed in her education. But if she does so the community knows that she is very useful. If the family has the (economic) capacity it does not keep its daughters at home.... “ (PDS2)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Transcript of the Interview and Participant’s Responses</th>
</tr>
</thead>
</table>
|     | “The social effects and consequences of dropout and its impact on both students and the society are considerable and very significant” (PDS1). “The choice to drop out is a dangerous one for the student, particularly in this era of technologically controlled economy in which workers needs a lot of skills to compete in the workforce” (TC2) “Dropouts are much more likely than their counter part who graduated to

Table 4.13
Parents, Students, Teachers and School Administrator’s Interview Responses on the social effects of dropout and its impact on the students
be unemployed and inability of going on to a post-secondary school who live in poverty, receive public assistance, imprisonment on death row, divorce, and ultimately single parents with children who will dropout from high school themselves” (SAD)

“One of the consequences of dropping out of school is that school dropouts make up unjustified number of nation’s prisons” (SEO)

“There is very high level of robbery, theft, assassination and kidnapping associated with youths most of whom are school dropouts” (TC2)

“Really, today Nigeria is among the most insecure country because of criminal activities of the youths. Almost over 80% of criminal activities committed in Nigeria are done by youths who dropped out of school”. (SEO)

“Lack of access to higher education is one of the social effects of dropout and may have impact on the students because, without a secondary school certificate, a person will have difficulties in gaining admission into to higher education in colleges or universities” (DS2)

“Poor health condition can be another social effect because due to low income and job insecurity, high school dropouts may face poorer health outcomes” (DS1)

“The other less successful results of secondary school dropout is losing all the different opportunities that come as a result of finishing secondary school (SEO).

“Secondary school is a good place to find educational needs, play group sports and meet with friends. Through completion students can also go to the post Secondary and continue to expand in many of those opportunities. Even if they choose not to, they leave this option open later in life. “(SAD)

“There is a high level of insecurity in the country as a result of criminal activities and more than 80% of criminal activities in Nigeria are committed by young and out of school youth” (SEO)

“Currently, there is a high level of insecurity in the country which may be attributable to the problem of dropout and this has become a cause of serious concern to the government and all Nigerians. (SAD)

"The high level of social crimes and atrocities committed by young people can be linked to the very high drop-out rate of school, because members of
various armed and militant groups throughout the country are young people aged between 15 and 20 many who have dropped out of school” (TC1)

“In the south-south part of Nigeria, there are different militant youth groups for example a militant group called “Niger Delta Avengers” who were used by politicians to advocate for resource control in Niger-Delta which is very rich in oil and most of them are dropout”. (TC2)

“In the Northern part of Nigeria, there are certain categories of people particularly the youth popularly known as “area boys” who are used by politicians in the North to protest political issues and policies most of whom are dropout” (SEO)

“There is rampant killing, kidnapping and burning down of properties by the youth known as “area boys” they usually do all these evils without any regret. Most if not all of the “area boys” do not have access to western education or dropout from schools” (TC2).

“The entire militant groups whether in the North or South bring about different evil out of ignorance because of not having the right education which would have moderated their behaviors” (SAD)

"There is a growing likelihood of legal problems such as poverty, with low access to higher education and employment opportunities for secondary school dropouts vulnerable to crime and drug abuse." (DS2)

"The high level of child abuse prevailing throughout the country can be attributed to a high dropout rate, including street hawking and going to farm” (DS1)

"The high rate of prostitution existing in both inside and outside Nigeria can be linked to school dropouts from the category of female involved; drop out female students indulged in exchanging their sex for money in order to satisfy their personnel desires,” (DS1)

“There is reasonable percentage of girls who left school to engage in prostitution not for sexual satisfaction but because of financial problems since then they are not employable, and have no any source of income “(DS2)

"The student who dropout are more likely to face the challenge of sexual harassment; sexual harassment causes teenage pregnancies at an early age and single parents who cannot take care of themselves and their children
“Students who drop out of school are unable to support themselves, and are likely to fall in poverty from year to year compared to their counterparts who are the secondary school leavers” (DS2)

“Students who drop out particularly female are more likely to become pregnant, creating an additional economic challenge for the young mother and risking continuation of the cycle of poverty for the child”. (TC2)

“When student dropout from school more especially female students, they often suffer from a wide range of labor market, earnings, social and income problems that increase their ability to transition to careers and stable marriages from their mid-20s onward” (SAD)

“Student who drop out especially female confront a number of problems in their late teens and early 20s; however, the harsh economic situation in the region increases the number of dropouts who are at risk of contracting HIV/AIDS (TC1)

“Some parents usually engage their children in selling after school and most of the times during school hours; they believe that hawking children provide additional income to the family and this is negatively affecting the continuation of their study” (PDS1).

“In this area, children are important to parents in many ways more especially in the issue of domestic work which include fetching water, fetching fire wood, caring of siblings and cooking meals for children and helping parents in the home and going to the farm for male children”(PDS1)

“Yes, some parents and guardians abuse their children especially girls through street hawking and other sexual abuses this has direct link with their school and can lead them to drop out (TC1)

“There is an increase in the number of older men known as "sugar daddies" and professional prostitutes who sexually exploit students and exchange sex for money to meet their personnel desires” (SEO)
Table 4.14
Teachers and School Administrator’s Interview Responses on Suggestions from that could be applied to Reduce Dropout from Government Secondary Schools of Zamfara, Nigeria

<table>
<thead>
<tr>
<th>S/N</th>
<th>Transcript of the Interview and Participant’s Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Provision of education to the community should be given priority; parents should be educated about the values of modern education for their children” (SAD).</td>
</tr>
<tr>
<td></td>
<td>“Government at all levels; non-governmental organizations (NGOs) and the media should be involved in the education program on children’s education” (TC2).</td>
</tr>
<tr>
<td></td>
<td>“These children should be made aware of the importance of education for the struggle of their rights”(SE)</td>
</tr>
<tr>
<td></td>
<td>”As parent’s education affects educational achievement of students, government and all stakeholders in the education sector should implement and monitor policies on basic education for all (TC1).</td>
</tr>
<tr>
<td></td>
<td>“The government should create an alert society where both parents have enough education to have a positive impact on their children especially in their attitude towards education which in turn will lead to more success against them by reducing students' dropout problem “(TC2).</td>
</tr>
<tr>
<td></td>
<td>“Government and society should focus on how to alleviate some of the stress in the lives of people by introducing them to some related income earning occupations by creating some sources of income to the masses and how to help students of all backgrounds thrive in school”(TC2).</td>
</tr>
<tr>
<td></td>
<td>“The government should develop a plan to provide loans to farmers to help them get some income so that they can take care of their children, who in turn will be good citizens” (TC2).</td>
</tr>
<tr>
<td></td>
<td>“The government (especially in villages) where parents have made up their minds that they will not teach their children; government should provide items such as books and uniforms at moderate prices or if possible free of charge” (SAD).</td>
</tr>
<tr>
<td></td>
<td>“Since the economic factors affect children’s education, the government must Figureht for poverty reduction and improve the lives of the population. by Introducing the masses to different occupations, Otherwise, no educational goal will be achieved because children will continue to work to help parents rather than go to school” (SE)</td>
</tr>
<tr>
<td></td>
<td>“Programs to enhance income earning opportunities outside agriculture should be devised through banks loans and the help of donors in rural areas”. (SAD)</td>
</tr>
<tr>
<td></td>
<td>&quot;Failure is hardly personal, and some factors such as changing classes and family commitments have been the leaders of other factors often make students drop out.&quot; (TC1)</td>
</tr>
</tbody>
</table>
|     | "In many cases, dropouts closely related to the social and economic situation, students who come from low-income areas are more likely to
drop out than middle-income students” (SAD)
“Students from wealthy families, whose school is usually the first focus poorer students must focus on other responsibilities. School becomes secondary, if it's a priority at all”. (SE1)
“The consequences of dropping out from secondary school of this area are many; school dropouts attend a number of labor market problems in childhood, at early twenties, and are less likely to be active labor forces than their better-educated peers” (SE)
“Dropout frequently experience considerably higher unemployment rates when they do seek work. As a result, they are much less likely to be employed than their better educated peers across the nation,” (SAD)
“Due to higher incidence of dropout, gaps typically widen as national labor markets get worse such as during the current recession”.(SE)
"The main focus of female education in this area (Zamfara state) is to limits the gender gap between males and females; so all educational institutions in the region are engaged in counseling and follow-up services, including female education support." (SE1)
“Female education support was seriously embarked upon by the present government (SAD2 SE1)
“Enlighten the society on female education is very importance in this area. There should be public awareness campaign to parents so that they can give their female children the best they can in terms of education including the promotion of other co-curricular activities (SAD)
“The parents should be enlighten on the importance of female education, they should also be taught that female education is never in line with their suspicious belief it contradicted all their negative assumptions” (SEO)
“Women’s groups, Governmental and Non-Governmental Organizations (NGO) should be organizing seminars and workshops on female education and stretch their efforts to not only create the right environment for enhancing female education but also ensure that, female students remain in it” (TC1).
“Teachers, should motivate and give more attention to female students, and also counsel them on pre-marital sex leading to teenage pregnancy, and how it could be avoided” (TC1).
“Female children hawking should be stopped through public enlightenment and legislation, the government at all levels should legislate the rights of the female children. Parents should take advantage of the UBE programme and educate their female children” (SAD)
"The government and society must focus on how to reduce and alleviate some of the stress in people’s lives by introducing them to other income-earning works and occupations” (TC2).
“The government and society must also focus on how to help their students from all backgrounds thrive in school” (TC1).
“Considering that the effectiveness of an educational system is illustrated
by the quality of its academic standard, it is advisable and urgent for the government to focus on the recruitment of more trained teachers” (SAD)
“The government should focus attention on better supervision of teachers and improvement in the welfare of teachers, in order to make them more dedicated and effective” (SE)
“There is a need for adjustment of school time table because many times parents were complaining that Western education time is conflicting with religious education time more especially for those attending Islamiyyah schools”. (PDS1)
“The core education should also be discouraged by establishing additional schools purely for female children as it happens in the year 2000 during Shari’a implementation of the previous administration. More female staff should be employed to improve gender representation”. (PDS2)
## APPENDIX J

### Names of Selected Schools under Study

<table>
<thead>
<tr>
<th>S/N</th>
<th>NAME OF SCHOOL</th>
<th>TYPE</th>
<th>STATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Science Secondary School Shinkafi (GSSS Shinkafi)</td>
<td>Male only</td>
<td>Shinkafi (Shinkafi District)</td>
</tr>
<tr>
<td>2</td>
<td>Government Day Secondary School Shinkafi (GDSS Shinkafi)</td>
<td>Male only</td>
<td>Shinkafi (Shinkafi District)</td>
</tr>
<tr>
<td>3</td>
<td>Government Girls Day Secondary School Shinkafi (GGDSS Shinkafi)</td>
<td>Female only</td>
<td>Shinkafi (Shinkafi District)</td>
</tr>
<tr>
<td>4</td>
<td>Government Day Secondary School Jangeru (GDSS Jangeru)</td>
<td>Mixed</td>
<td>Jangeru (Jangeru District)</td>
</tr>
<tr>
<td>5</td>
<td>Government Day Secondary School Galadi (GDSS Galadi)</td>
<td>Mixed</td>
<td>Galadi (Galadi District)</td>
</tr>
<tr>
<td>6</td>
<td>Government Day Secondary School Kware (GDSS Kware)</td>
<td>Mixed</td>
<td>Kware (Kware District)</td>
</tr>
<tr>
<td>7</td>
<td>Government Day Secondary School Badarawa (GDSS Badarawa)</td>
<td>Mixed</td>
<td>Badarawa (Badarawa District)</td>
</tr>
<tr>
<td>8</td>
<td>Government Day Secondary School BirninYero (GDSS BirninYero)</td>
<td>Mixed</td>
<td>BirninYero (BirninYero District)</td>
</tr>
<tr>
<td>9</td>
<td>Government Day Secondary School Katuru (GDSS Katuru)</td>
<td>Mixed</td>
<td>Katuru (Katuru District)</td>
</tr>
<tr>
<td>10</td>
<td>Government Day Secondary School Shanawa (GDSS Shanawa)</td>
<td>Mixed</td>
<td>Shanawa (Shanawa District)</td>
</tr>
</tbody>
</table>
Figure 1.1: Map of Nigeria Showing Zamfara State (USAID 2010)
ENDORSEMENTS AND SIGNATURES OF THE VALIDATION AND TRANSLATION PANEL

General comment for the panel:

The instruments are valid to measure what I purposed to measure. But I have some little objections:

1. Item N° 33, it should be revisited.
2. Items 52, 53, 55 is like one thing. If 52 will stand, 53 and 54 should be revised. To my understanding, 3. Likewise, Item 64, and 67 will stand if it should go. I wish all the comments and feedback completion of the study.

Name: Abbas Mahmoud

Signature: [Signature]

Date: 2021-01-24

Thank you very much for taking your time to validate my instruments. You have been very helpful and your insight will add a great deal to my research.
General comment for the panel:

The panel are generally very good and...Isohanded purpose...In those cases where mechanical...and as indicated...

Name: A. K. Leafe
Signature: [signatures]
Date: [Date]

Thank you very much for taking your time to validate my instruments. You have been very helpful and your insight will add a great deal to my research.

General comment for the panel:

The questions are relevant to the area...It is clear that the questionnaire...data has been...is very good and adequate.

Name: [Name]
Signature: [Signatures]
Date: [Date]

Thank you very much for taking your time to translate my instruments. You have been very helpful and your insight will add a great deal to my research.
Misuse of students for personal reasons by the teachers during regular working hours discourages me to continue my schooling.

Insufficient place to study at home encourages me to dropout.

General comments for the panel:
The research items are suitable for the proposal.

Name: Safiya Abdullah
Signature: [Signature]
Date: 15/3/2016

Thank you very much for taking your time to validate my instruments. You have been very helpful and your insight will add a great deal to my research.