

EXPERIENCES AND AFTERMATHS OF SECONDARY SCHOOL DROPOUT CHILDREN IN THE MUSLIM COMMUNITY

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Abstract

Without a doubt, education has a big impact on people's lives and offers them the power to improve both their own lives and the lives of others. The Government of Nigeria has put in place a variety of educational Programmed to enable access to variety, participation in, and benefit from secondary school education. Despite these measures, there is still a worrying trend of secondary school dropping out all around the world, and Nigeria is one country where this issue is particularly difficult. Due to this, the aim of this paper is to examine the experiences and subsequent activities engage by school dropout children in the Muslim Community in Kebbi State, Nigeria. Consequently, in-depth interviews with dropout kids, their family and a select group of teachers were done. The interview data was thematically annotated using NVivo Software. The study's findings highlighted the experiences and subsequent actions taken by dropout's kids in the state of Kebbi's Kola School. By Incorporating fresh and modern viewpoints of the dropout from school syndrome based on these. According to the findings of this paper, the primary reasons for dropout from Kola's Government secondary school were peer pressure, drug addiction, bullying, financial hardships and early marriage. The strategies recommend in this paper are practical for identifying warning signals that a kid could be about to leave school.

Keywords: education, community, activities, experiences, government, Kebbi State, Kola, secondary school.

1.1 Introduction

Muslim community in Nigeria has perpetually had the highest rate of secondary school dropout children, poverty, unemployment, and lowest per capita income of any community in the Nigerian States. (Ajaja, 2019, Ndidi, 2020).

Muslim Community (in Nigeria) have the highest secondary school dropout rates, the lowest academic performance rates, and the lowest secondary school admission and retention rates in the nation (UNICEF, 2020). In spite of the multitude of national, state and local government level initiatives aims at increasing access to secondary school education for historically under represented students, the school pipeline for Muslim Community is largely unaddressed and the critical issues, conditions and school of Muslim students are relatively unknown, (Abubakar, 2019). Dropout is the withdrawal from school before graduation, (Ndidi, 2019).

Children who leave school early will not receive a certificate or diploma as proof of their graduation.

According to UNICEF (2018), a six-year-old in some Sub-Saharan African nation can expect less than six years of education, compared to an average of almost 16 years for children in North America. According to a survey by the print and electronic media, youngsters who dropped out of secondary school are responsible for more than 85% of the criminal activity committed in Muslim Community, (Ajaja, 2019). This development has become a cause of serious concern to all well-meaning community members. Aisha (2021) highlights that, Muslim's Community Education System is in trouble and thus needs very serious attention in refocusing it and restructuring it for achieving national objective which is qualitative education. Deco's (2019) claims that the demand for education beyond secondary school has increased in Nigeria of today for the majority of occupations and status positions, as the economy shifts from being dependent on oil and manufacturing to one that is increasingly reliant on services, technology and a knowledge economy. The impact of this advancement on economic competitiveness is significant. Nigeria, a country with a vision and mission, must make a determined effort to improve the educational attainment of all its communities young people, who will be the future leaders, Alike (2019).

While section 36 of the policy categorically state that; the objectives of the Post-Basic Education are to:

- i. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background.
- ii. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- iii. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- iv. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.
- v. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- vi. Inspire students with desire for self-improvement and achievement of excellence;
- vii. Foster patriotism, national unity and security education with an emphasis on the common ties in spite of our diversity; and
- viii. Raise morally uprightly and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labor.

1.3 Problem Statement

The study aims to explore in-depth the factors that influence the school dropout further identify the challenges, experiences and study will investigate the dropout of school activities in Muslim Communities.

1.4 Research Objectives

This study offers the opportunity to investigate qualitatively, and the following goals are proposed:

- i. To explore factors that influence secondary school dropout in Muslim Communities
- ii. To investigate the challenges among secondary school children dropout in Muslim Community.

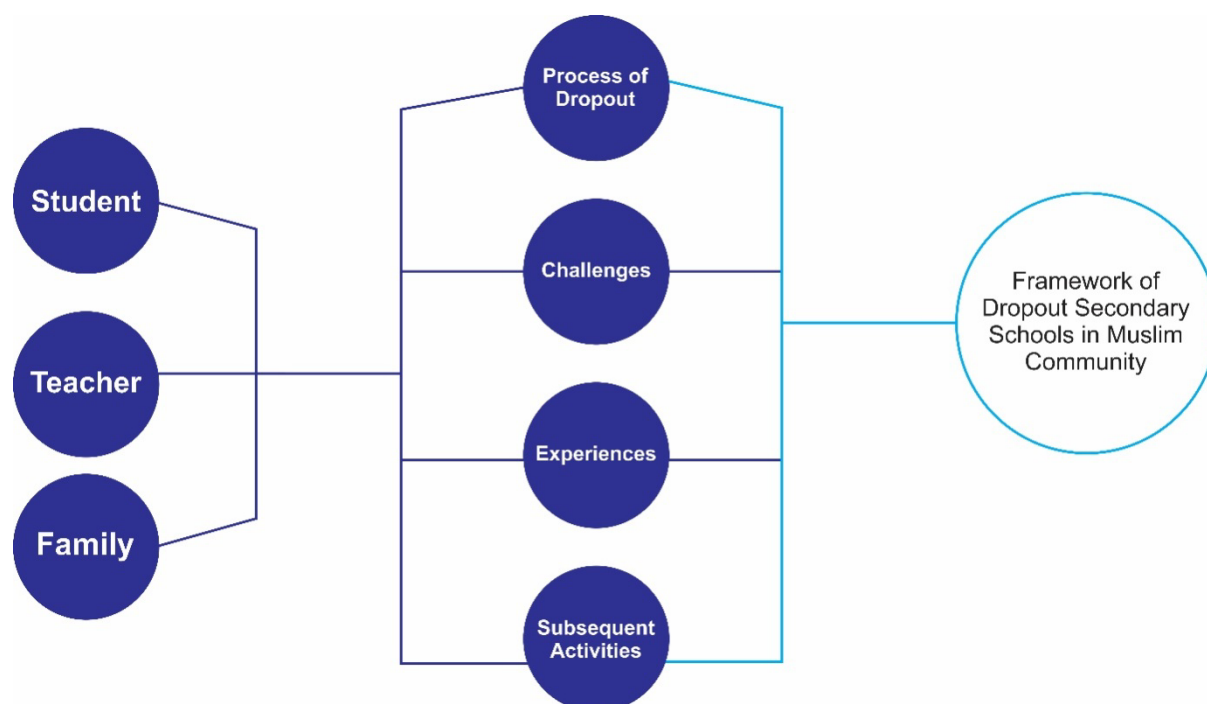
1.5 Research Questions

This study focused on four specific research questions.

- i. What are the factors influencing children dropout of secondary school in Muslim Community?
- ii. What are the subsequent activities of dropout children in Muslim Community?

1.6 Conceptual Framework

The conceptual framework of this research was designed as a guideline to merge the related theories and models as an integration of understanding the function of the studied ideas. The conceptual framework specifies all the parameters, conditions and learning outcomes (Kuchi, 2003). Miles (2014) simplifies a conceptual framework as a provisional version of the researcher's map of the area being investigated and evolves as the study progresses. Conceptual framework developed in this study will help in specifying the focus area and important information that should be collected. The three important information investigated in this study are dropout student, family and teachers as well as the strategy they use to manage the challenges.



Conceptual Framework of the Study

1.7 Scope and Limitation

This study aims to identify the factors and challenges experience by secondary school children dropout, and further identify the school dropout roles and attributes of family, teachers in managing and finding ways to overcome dropout challenges. This study is limited to selected public secondary school in Kola Kebbi State, Nigeria only. The participants of the study will be selected among dropout student, family and teachers of Kola secondary school.

Literature Review

2.1 Introduction

The purpose of this study is to identify the expensive and challenges of secondary school dropout in the development of human capital in Muslim Community. The research must be acquainted with the factors, challenges, experiences models, and theories of this range because of the extensive and exploratory discussion of the school dropout literature review in this chapter.

This chapter provides the reader with necessary background of the previous study, the potential research gap, as well as the conceptual framework regarding school dropout and dives deeper into the related issue of school dropout children. The flow of this chapter is meant to follow the line of information needed to understand the research problem. The first of this chapter will introduce causes influencing secondary school children to drop out of school, concept and human capital development. In the second part, this chapter will review related studies and examine literature gaps regarding the issues linked to school dropout including their experience, challenges and human capital development, strategies, and roles based on the recent studies of school dropout. In the third part, this chapter will discuss the basic pillars of human capital development, the fundamental school dropout concept to design with the objective of the study. This chapter ends with conceptual framework of school dropout developed based on the theories, models, and concepts of secondary school dropout.

2.2 Causes of Dropout

Kelly (2019) describes how the issue of dropout is viewed from two schools of thought: one believes that dropping out of school is an individual act due to student, family, or cultural reasons, while the other contends that some children are forced out of school due to difficulty of the educational system. According to the latter, specific educational methods that exclude a particular group of children “Stigmatize”, discourage, and exclude children. And are “functional to the reproduction of the capitalist order”. (Kelly, 2017), while the latter is associated with critical theorists to sociology and neoclassical economics (1917). Both of these viewpoints attribute the reasons to specific people or institutions, respectively, these two points of view diverge Table 2.1 summarizes the two opposing points of view.

Most studies that look at dropout causes concentrate on personal traits and academic elements. These studies emphasize students, families and teachers as contributing factors dropout to rates. The idea of vulnerable populations and at-risk kids suggest that the

associated reasons are still felt by the kids, their families and the communities. In contrast, Virshine and Demilo (2017) study on Brazilian schools, which finds that schools were mostly to blame for children's early departure, support "pushout" theory. Similar to Trueba (2017), who places society at the center of his analysis of the dropout issue and takes issue with the "within child deficit model", which blames the issue on a deficiency in drive, ability discipline, attitude, or intelligence.

Financial Causes

The most frequently mentioned factor is financial. According to a number of studies (Brimmer and Pauli, 2016 Schiefelbein and Farral, 2016, Singh, 2017, Taylor, 2018 and Wechsler and Oakland, 2018, Martin; 2017, Nigeria UNICEF/MOE 2019, and others), financial issues like poverty, low income, irregular/seasonal patterns of income, and others are a major cause of dropout rates

According to a study conducted in China, the dropout rate was negatively related to the region's average yearly per capital income (UNESCO, ROEAP, 2016). In his examination of dropouts in Kenya and Malawi, Davison (2017), 90% of dropouts, it has been noted, do so for financial reasons. Financial considerations are related to the costs of attending school. Because quit school, children from welfare-receiving families were shown to be at danger, according to Kortering (2017). Numerous studies demonstrate that low-income groups both in developed and developing nations have higher dropout rates, (David 2017, Wechsler, 2016; Oakland).

Parental Attitude

According to Jamison and Lock head 2016, Omari 2017, Safilios and Whate, 2017, parental views and parental education are both associated with dropout rates (Ilon and Moock, 2016). According to this research, parent's levels of education have a big impact on their kids' attitudes on going to school since educated parents are more likely to value education than parents with little to no formal education.

Parents are aware of their obligations and hold themselves accountable. In a poll conducted in rural Malawi, 38% of fathers and 27% of mothers said that parents disinterest in their daughter's education is the main reason why they dropout (Davidson and Kanyuka, 2016). Many studies mentioned parent's lack of knowledge and money since there are ready made jobs available within the community. In the case of girl, it is believed that she will eventually be married off and her education would therefore only be of benefit to the husband and the family she gets married into. Although, on constraints on women's movements for instance, Cohen and Kennedy (2000) are of the view that women face more constraints than men at many societies and are less likely to have any access to money and land. Bashir (2018) submits that women are more likely to be tied down by customary obligations and daily routines that bind them to a host of domestic and productive services of an intrinsically local and fixed kind, Mahuta (2007) asserted that many Nigerian societies believe that the primary and best place for women is home where she cooks and takes care of the family, Mahuta (2007) maintain that, in all developing countries like Nigeria, poverty has a serious negative effect on both the enrolment and retention of children in secondary schools. That, the

education provided by neither state nor nation has a considerable impact on the character and attitudes of the citizens of a particular place. This attitude according to Mahuta (2017) in turn will affect the various kinds of development in the nation, both in humans and structure.

Work and Household Chores

Work and home obligations may contribute to dropout rate (Mbunda, 2016, Bashir 2021). In a household with little resources, the children must also work, which makes it difficult for them to attend school. According to Omari et al (2017), some kids are expected to work in the family business (UNESCO, ROEAP, 2016). Girls are typically more impacted by household duties than boys, which reflect parental beliefs. Girls are expected to help out in the family business as well as with house work and childcare. Because older sisters are expected to raise the younger siblings, a study conducted in Ghana demonstrates that having many siblings is bad for girls schooling (Woyd and Gage – Bradon, 2016).

Over age

According to a number of studies, students who are over aged limit are more likely to dropout than those who enroll at the proper age (UNESCO, 2017, Ilon and Mook, 2016). Over age students frequently struggle with transition. In Junior Secondary School, although being older could be advantageous, the issue is less obvious. On the other side, in Senior Secondary, older kids are more likely to struggle with integration into their social group and the academic environment. In poor nations like Nigeria's rural areas, age/grade distortion is more pronounce, there is also a substantial correlation between being older and having a low family income (patrinos and Psachapoulos, 2017). Late admission, repeat, or interruption of schooling all contributes to being overage. According to a pervvian study, enrollment at the right age was inversely related to school costs and positively correlated with family income (Ilon and Moock, 2017). Glewwe and Jaccoby (2018) discovered that growing older was linked to a number of detrimental effects, including a rise in opportunity costs, a lack of school spaces, and malnutrition.

Learning Difficulties

According to a number of studies, low achievement is a factor in dropout rates (Singh, 2018, Kirui, 2016). There is evidence that dropout rates are correlated with abilities in reading (Kotering et al., 2017), Mathematics (Singh, 2017), and learning style (Svec, 2019). These elements may be caused by children's aptitude for learning as well as by other elements of the educational process and surroundings. Additionally, it was discovered by Vershins and Melo (2017) and Scheifelbein (2018) that learners are also more likely to drop out of school early.

Ethnicity/Cultural Minority

In multiracial communities, ethnicity has a significant impact on student dropout rates. Numerous studies highlight that high dropout rates among minorities in the United States (Rumberger, 2017, Committee for Economic Development 2017, Wheelage, 2019).

Svec (2017) concluded that ethnicity and poverty were significantly more strongly connected with the high dropout rate than academic achievement, and that this association should be carefully considered. Recent immigrants to the United State have lower dropout than long

established minorities of Hispanic ancestry, according to reports from other nations, there is a link between ethnicity and dropout rates, including Asian immigration to Danish Schools (Bos, 2021) and the indigenous populations of Guatemala and Bolivia *Pateons and Psacharopolous, 2017)

Early dropouts are significantly impacted by the medium of education (UNESCO ROEAP 2015, Ilon. 2017, and others). Young children may not be able to learn through a foreign language, which may cause them to lose interest in school or perform poorly in class, which may eventually cause them to stop attending.

Teachers/School Related Factor

The importance of teachers is noted as a significant risk factor for dropout (Odebunmi 2017, Davidson and Kanyuka 2016). Increased academic enthusiasm among kids is generally influenced by teachers (Davidson 2018). Quality of instruction is frequently questioned. Student performs poorly because there aren't enough trained teachers in the classroom (UNESCO, 2016). Verhine and Melo (2017) concentrated on the training and instruction of teachers. They came to the conclusion that teachers in rural schools were frequently less qualified than those in Urban Schools and frequently did not adhere to the prescribed curriculum. In a study conducted in Liberia, half of the rural instructors in primary and secondary schools had just completed secondary school (Coleman and Elman, 2019).

Curriculum/Educational System

Dropouts are also a problem caused by the irrelevant education content. Perera (2019) notes that developing nations struggle to uphold and export education instructions that are sometimes unrelated to their cultures and insensitive to their needs. Even more disadvantaged are rural populations. For the vast majority of people, the curriculum is frequently inappropriate. Rural children are afflicted by this illness, and urban prejudice is also a major factor in education (UNESCO, 2017). Also criticized by Arnova (2017) is a foreign education system that is exclusive, exam focused, and doesn't always cater to the demands of the popular economy.

School/Community Gap

Children from these communities are known to struggle because of the disconnect between the school and the community. The high dropout rate in the first few years of secondary school can be linked to a lack of community engagement on the part of both school and community (Brimer and Paul 2019). One of the main reasons for dropout, which becomes apparent in the first grade, is the incompatibility between the home and school environments (UNESCO, 2018, UNESCO, 2015). Children may find it difficult to acclimatize to school if, for instance, the language spoken at home differs from the medium of teaching.

School fees and other Expenses

School related costs are often mentioned explanations. PTA payments, levy fees, tuition fees, exam fees, and union fees (e.g. M.S.S, Club, Games/Sport dues, etc) are a burden for low-come families and can lead to dropout. Other fees and expenses like uniforms, text books, and

exercise books are also an expense. Transport to and fro on a daily basis is another burden to the poor household, (Kanyuka and Davidson, 2020, Faruk, 2018).

Distance from School

A child's enrollment may also be hampered by physical access to school, particularly for girls and younger kids. Unreliable attendance may be caused by the excessive distance to the school and the availability of transportation (Bray 2019, Cann 2016). The availability of schools and the infrastructure, particularly in rural areas, are frequently held responsible. In contrast to the survey of elementary school in Ghana, Levy (2017) not that the initial decision to attend school is strongly influenced by the distance to the school.

2.3.5 School/Community Gap

It is acknowledging that one reason why students from these neighborhoods struggle in school is the disconnection between the school and community. The high early school dropout rate in primary school can be ascribed to the community's and school's ineffective orientation towards each other (Brimer and Pauli, 2018). One of the main factors contributing to dropout, which is visible in the early grades, is the incompatibility between the home and school environments (UNESCO 2016, UNESCO, 2018). Children have a lot of adjustment work to do in school, for instance, if the language spoken at home is different from the medium of instruction.

2.3.7 Lack of Employment

When students find that their desire career does not materialize as a result of their education, lack of employment can force them to drop out of school early (Mbunda, 2016). Schooling is not a guarantee of critical employment. Many unemployed recent graduate may deter students from pursuing further education. According to Weis (2018), education is seen as a way out of poverty, but those with low incomes may be reluctant to invest in it because the returns are unknown.

This element has gained a lot of attention in relation to school dropout is youth employment. Regarding its costs and benefits, the evidence is conflicting. On the other hand, research has demonstrated a significant link between dropout and working for pay. For instance, Jordan and his colleague (2016) showed that employment while school was associated with disengagement from school using data from the National Education Longitudinal Study (NELS, 2015), according to the study, 35% of respondents who dropped out of school said they did so because they were either looking for work or already had it. The association between employment throughout secondary school and academic performance or dropping out of school was also demonstrated by numerous other research, which a range of evidence (Gilbert, 2015, Manu, 2017 and Ajaja, 2020). On the other hand, a number of other researchers also found that youth employment throughout high school had positive consequences. For instance, Greenberger and Steinberg's (2016) study of "naturally occurring" youth employment in four Californian high schools discovered that employment has higher positive benefits on young people, including improved punctuality and responsibility. This study also supported more recent studies on the favorable effects of youth employment (Njau and Wamahi 2018).

2.4.1 Student Personal Factor

Early dropouts have been reported to have higher rates of behavioral and emotional issues than other pupils. The literature generally agreed that students with serious emotional issues have worse educational prospects. Rylance (2016), for instance, discovered that, over 50% of a national sample of students with significant emotional and mental health issues left school before receiving their secondary school graduation. Similar results have been published by other scholars, including Korterning & Blackoby, 2021, US Department of Education, 2016, Rumberge 2015 & Valdel, Willima & Wagner, 2019. The importance of mental health concerns and how they could be connected to early leaving are certainly highlighted by these studies. These findings undoubtedly highlight the importance of mental health problems and how they might be connected to early school leave.

Another corpus of student on early school exit also focused on students with behavioral issues. According to research, early school dropouts were generally considerably more likely to have early onset conduct disorder and antisocial personality disorder (Binkley & Hooper, 2016, Eakstrom 2015, Faruk 2017, Rumberger 2018, Rumberger et al., 2017. (Ferguson & Horwood 2016). Children who had conduct issues at a young age were also more prone to have delirium later in life (Saleh 2021). And struggle with a host of additional issues, such as substance misuses, suicidal ideation, and psychological sadness (John, 2017). (Bello 2016). The literature has suggested a connection between defying authorities and leaving school (John et al., 2017). The likelihood of students quitting school was also higher for those who had interacted with the police or the Juvenile Justice System, (Faruk, 2017). Ahmed (2018) highlighted that, 36% of early school dropouts reported having been detained by police using data from a significant American urban district. Hartnaget and Krahn (2017) discovered that 31% of respondents in a sample of 162 Canadian high school dropouts remembered being questioned by the police in the year prior. Other studies have revealed a strong correlation between delinquency and the propensity to drop out of school early (Usman, 2021).

Indeed, the research found that students who dropped out of school early were more likely to be incarcerated than students who stayed in school. For instance, Bell, Comrad and Suppa (2015) discovered that “most” of their participants had left school shortly after the 10th grade in a study of more than 1000 American adult male offenders. The Educational Testing Service (2015) revealed that, over 50% of American prisoners were actually high school dropouts, which support this claim. Although Bello (2018) discovered in his research that 68% of inmates in Nigeria’s prison are school dropouts. The dropouts were more likely than the stages to have low-esteem in addition to the personal variables mentioned above (Desmond 2018, Bridgeland 2020, Arik 2017), as well as to be influences by outside influences like peer pressure (Bashir 2021). Other personal characteristics contributing to early school leaving included substance misuse (Bryd, Allen 2017) and issues with stress management, particularly familial stress. The early school leavers were also more likely to associate with dropout buddies (Albert & Dunham 2021), (Alexander 2021).

Methodology

3.1 Introduction

The study's principal goal, as stated in chapter 1, falls within the wide category of secondary school dropouts. This chapter's goal is to show and defend this choice and its applicability to the research's inquiry because the study's declared operational aim is to conduct a study utilizing a qualitative approach.

3.2 Research Approach

The purpose of the selected qualitative approach, its benefit and a more thorough explanation are given in this part. The study methodology described in this part is crucial since it guides the decision on the methods and tools to be employed for data collecting and analysis.

In this study on secondary school dropouts, a qualitative research strategy entails interviewing or observing subjects in-depth in order to collect data from them. Because qualitative research methodologies have not been as heard and standardized as other research approaches, it is a craft (Miles & Huberman, 1994), (Boyman, 2017). When researchers wish to investigate a particular phenomenon, gather data about how people think and behave to make decisions, observe happenings at an event, or comprehend how organizations work internally or externally, they can employ a qualitative research design (Aspers & Cork, 2019).

A strategy used in this research is the case study, which seeks for the uniqueness and importance of the case in order to provide a thorough explanation of the facts. Marriam (2019) contends that the boundaries established in this study act as a dividing line between what should be investigated. The case is an in-depth description and analysis of a bounded system, a single entry, and a unit around which these are boundaries. It is imperative to define the research's unit of analysis in order to attempt to produce an authentic case study. A case study is designed to focus on a specific issue, feature, or analytical unit rather than to investigate the entire organization as a whole (Kaman & Othman, 2017). The unit of analysis is not the topic of investigation, but characterizes a case study (Marriam, 2019). Tremendous efforts had been made to put in to finding relevant cases that accurately represent the population and producing informative feedback to help demystify the research questions. Based on the features and attributes of the participants, one community secondary school in Kola, Kebbi State to be the case study.

3.4 Data Collection

Because all observations, intricate interpretations, and analysis in a qualitative research approach are supported by a wide range of literature and are filtered via self-personal lens, the researcher becomes the study's instrument. When a researcher is referred to as an instrument, it means that they are participating in the research process as active respondents (Hammersley, 2016). Researchers grasp the study items with the aid of other sensory organs, mirroring them in their minds, where they are subsequently transformed into phenomenological representation that can be analyzed (Talmage, 2016). However, a set of instruments are required as part of the process of gathering data for analysis in order to obtain observations and interpretations of the participants. In qualitative research, semi-structured interview questions are best viewed as guidelines rather than instruments (Saldana, 2013). The reason for this is that the more structured a qualitative questionnaire is, the less likely a free-flown narrative event will occur.

3.6 Procedure of Data Collection and Analysis in Case-Study Research

In qualitative research, people are observed in their natural settings. The process of gathering, arranging, and evaluating data in order to make inferences from it and come to a sound study's beginning. An extensive one-on-one semi-structured interview is used to get the data. The interviews were conducted face-to-face, lasted 30 to 90 minutes, and were all captured on an audio-video digital recording disc. To elicit ideas and opinions from the participants, the interviews are semi-formal, semi-structured, open-ended, and conducted in a conversational approach. Depending on the participant's level of preparation, the interview time may change. A letter of consent is presented to the participants prior to the actual interview session. The next is to show the participants a copy of consent form, if anyone has been developed. The researcher asked if they are willing and able to sign this form for their participation in the study. Once consent has been obtained, the participant is asked when it will be best to begin the interview.

At the end of the interview, the participants will be thanked for their participation in this study project and will be informed of the data collection process. A copy of the verbatim transcript will be prepared as soon as possible and distributed to the interview for review and approval of the content. They are given the option to modify, alter, or request that the transcript not be disclosed at their discretion, in accordance with qualitative research ethics.

3.8 Operational Framework

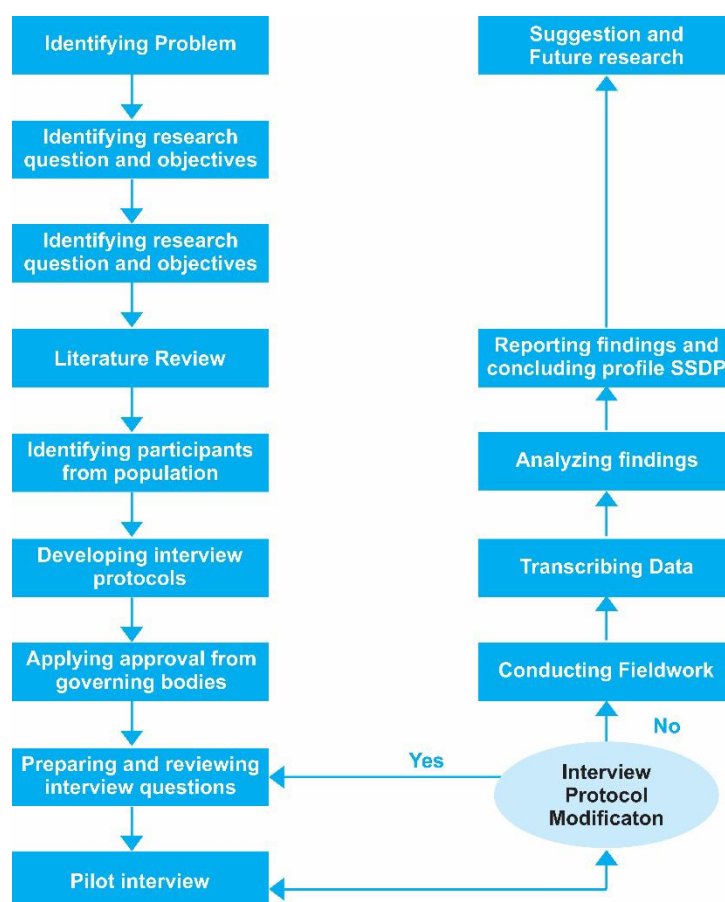


Fig. 3.5 Research Operational Framework

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

4.1 Introduction

In order to better understand the experiences and post-secondary school activities of Muslim Secondary School dropout in Nigeria's Kebbi State, this paper looked at both of those. In addition, the article aims to create a model for addressing secondary school dropout rates in the Muslim Population. The summary, application, conclusion and future research are all included in this work. In order to meet the predetermined goals, a qualitative approach was used with in-depth interviews of the dropped-out students, their parents and their teachers in the Muslim Community of Kebbi State, Nigeria. A thematic analysis method was used to examine the interviews data. Examining the experiences and future activities of dropout children is the main emphasis of this study due to the relatively little attention given to parents and teachers of dropped-out pupils, who are typically not paid attention to finding solutions to the danger of dropouts. There is typically little focus on finding solutions to the dropout problem from parents and teachers of the children who have left secondary school.

4.2 Recommendations

Taking into account the extent to which parental economic factors 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 student's dropout.

Government and society should focus on how to alleviate some of the stress in the lives of people by introducing to 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. 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.

To keep students from dropping out, a practical method needed to identify those students at risk. Therefore, warning signals of student disconnection with school, failing grades, poor attendance, and other warning signs most closely linked with dropping out. Early identification and systemically monitoring those who are most likely to dropout is a key to the solution.

4.3 Conclusion

Irrespective of the reasons, school dropout is an area of concern for government, school authority and parents who care about the well-being of schools, family, individual students and society in general as it results in low-level academic abilities, unemployment, and unemployable. Dropping out of school before studies have been completed has a significant impact on the life of the individual, and consequentially on society. Precisely, it leads to a waste of potential that could possibly be prevented.

Similarly, it can be concluded based on the findings of this study that factors such as, financial challenges of family, lack of interest in learning, desire to be financially independent, poor academic achievement, and fear of repetition, were of a great negative impact in causing student's dropout from secondary schools in Government Day Secondary School, Kola.

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