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## **Secondary school dropout in Kabawa community in Kebbi State, Nigeria**

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**Abstract**--The prevalence of dropouts in educational institutions especially in secondary schools affected the integrity of the system. It is important to note that, every country invest in its youths because they are the country's future human resources, among them will emerge leaders in politics, academics, technology, and business of various dimension. This paper attempted to identify the factors that influence school dropout and the consequences that would result. The paper identifies the following as some of the factors that would influence the secondary dropout all over the globe and Kebbi State in particular. The investigation indicated that the problems of dropouts are far more nuanced than its apparent cause would suggest. In the state of Kebbi, there are a number of factors that contribute to students dropping out of secondary school such as kidnapping students for ransom, banditry, thuggery, insurgent activities, general insecurity, cultism, parents' divorce, minority in language/ethnicity differences, physical disability as well as poverty, lack of government support, illiterate parents/family background, "I don't care"/indifferent attitude in community, drug abuse, unwanted pregnancy, early child marriage and etc. These are among several factors contributing to students dropping out of school. Therefore, this paper focuses on addressing the insecurity issues that revolve around Nigeria. The government must consider the issue of life security and property, prioritize the payment of wages and benefits to its employees as well as provide a nationwide scholarship for all children. Starting with schools, in which it should be conducive for student learning, tuition-free education must be provided countrywide, including the elimination of PTA fees, and the provision of credit facilities and loans to craftsmen and businessmen and women in hope to minimise the impact of dropout.

**Keywords**---secondary school, school dropout, security, poverty, Nigeria, Kebbi State.

## **Introduction**

Secondary Education in Nigeria is in a grave crisis that requires immediate attention from all parties (government, parents, teachers, students, school administrators, curriculum planners, none government organizations, and the international community). The issue of secondary school dropout in Nigeria is taking on a subsequent negative dimension; it is hydra-headed and manifests in a variety of ways, affecting the lives of youth throughout the community.

Thebereme (2006) observed that school dropout has become the headache of any Nigerian who still cherishes the central role of education in nation-building, particularly its intellectual excellence in all spheres of sustainable development. Chijioke (2006: 82) reported that "The increase rate of dropout in secondary school education system is a clear indication of failure in academic standard and a high degree of indiscipline behavior by teachers and students". Iwundu (2005) stresses that the attitude of "I want to be rich quick" appears to be the ultimate goal of our youth. The get-rich-quick syndrome, which is prevalent among students, (Yahoo-Yahoo, internet fraudsters, and 419s) no doubt, leaves much based on the character and value of the education they receive.

Although Fafunwa (1998) observed that secondary school dropout is one of the major issues that have long degraded the existing educational system since the British Colonial Administration, and the situation has only gotten worse since then (Sadiya, 2022). The Nigerian Minister for Disaster Management was overheard stating, "School dropout is a national crisis that affects every region of the country." However, the problem of dropouts is prevalent at all educational levels in developing countries.

According to a 2018 report by UNICEF, the educational gap between developing and developed countries is reflected in the fact that a six-year-old in North America can expect an average of over sixteen years of education, while a six-year-old in Sub-Saharan African countries can expect less than three years. This study was conducted at a time when there is a significant incidence of security issues in Nigeria, particularly in the educational sector. Further mentioned in the United Nations Educational, Scientific, and Cultural Organization (UNESCO), one in six children, adolescents, and young people would not be in school by 2030. Six (6) out of ten (10) adolescents will complete secondary school.

According to Chikwe (2021), Nigeria has the highest number of out-of-school children, with approximately 31 million children under the age of five (5) and approximately half of the population under the age of fifteen (15). The U.S. Commission on International Religious Freedom (USCIRF) reports that militant Islamic fundamentalists and bandits killed 8,279 Nigerians in 2020 alone (Guardian, 2021). USCIRF, an independent federal body established by the US Congress to investigate, assess, and report threats to religious freedom worldwide,

claimed in its report that the majority of the victims were killed in Muslim-dominated Northern Nigeria.

Guardian (2021) reports that secondary school students in Nigeria are the primary targets of terrorists such as Boko Haram. There were several incidents that could be set as examples such that on 14 April 2014, Boko Haram extremists abducted 400 children from Government Girls Secondary School Chibok, on 26 February 2021, suspected gunmen invaded Government Girls Secondary School Jangebe (Zamfara State) and abducted 317 female students, on 19 February 2018, 110 secondary school pupils were abducted from Government Science Technical College Dapchi (Borno State), on February 17th, 2021, bandits kidnapped 41 secondary school children and 5 instructors of the Government Science Secondary School, Kagara (Niger State), on December 15th, 2020, bandits kidnapped around 333 kids from Government Secondary School Kankara (Katsina State), on February 26th, 2014, Boko Haram terrorists invaded Federal Government College Buni Yada (Yobe State) and kidnapped 59 children, and on June 18th (at FGC Birnin Yauri) Kebbi state and many others. Taiwo (2021) warns that, as a result of the closure of approximately 60 boarding secondary schools in Northern Nigeria, the number of out-of-school children (particularly females) could increase from 10.5 million to 13.5 million by the end of 2025. Taiwo (2021) continues to emphasise that between December 2020 and March 2021 alone, close to 800 female students were kidnapped. Based on the aforementioned alarming statistics, Ajaja (2012) opined that Nigeria's Education System is in crisis and thus requires urgent attention in restoring and restructuring for the achievement of the national goals.

### **Background of the Study**

The term school dropout can be defined as untimely withdrawal from school. The dropout students will not be considered a student any longer and will not receive their high school graduate certificate. The school dropout topic has become a global concern in the education industry (Borich, 2004). According to Ndidi (2019), it is impossible to provide all-encompassing definitions for the wide concept of education. Therefore, the term is defined according to each individual's perspective. Bridge land (2006) emphasised that education could also constitute subject-matter comprehension. Nonetheless, different researchers have developed different classifications. According to Osakwe and Osagie (2010), the significance of schools in the socio-economic development of any countries, whether developed, developing, or underdeveloped, cannot be overstated. Ajaja and Okoije (2012) also remark that, as the leaders of tomorrow, students must be mainstreamed educationally so that they may fill leadership positions and participate in capacity building for functional, sustainable growth and change. However, the opposite is becoming true in the majority of developing countries in Africa and Asia, particularly Nigeria, where the majority of secondary school students discontinue their education abruptly due to a variety of circumstances. According to Oyinlaye (2015), there has been a rise in school dropouts in recent years. Many individuals have, for various reasons, dropped out of school without even gaining the basic education required for a meaningful and better life in society. That is since education is deemed as the process by which a person acquires the knowledge, skills, attitude, values, and behaviours necessary for

effective human citizenship. It is regarded as the foundation of all components of a country's growth and strong criteria for enhancing human potential. Woo (2010) also highlighted that education is the most important aspect in the growth of a nation, communities, and individuals in terms of employment prospects, economic empowerment, and social achievement.

According to MC Donald (2017) as cited by Abubakar (2012), gender plays an essential role in the educational system since it affects curriculum, enrollment rates, and parents. However, Osaat and Temagalo (2019) argued that formal and non-formal education contribute to the socialisation of people throughout the world. Mkpa (2018) astutely observed that the OAU (Organization of African Union) charter does not include students in senior secondary schools, who are between 15 and 17 years of age. Back then, as reported by UNESCO (2005), dropping out of secondary school has the potential to cause social upheaval. They often join a group of the unemployed in urban regions. Following that, Ogiri (2016) observes that as the election approaches, politicians are employing them as thugs to manipulate and instigate disorder throughout the election period. Moreover, Hartshone (1997) remarked that these school dropouts were considered to have developed an explosive and volatile sector of the population that may have disrupted the negotiation process. He also further added that dropout teenagers are one of the most significant threats to the political life of a new representative government over the long term.

Mbah (2004) emphasises that high school dropouts are commonly at a disadvantage in the employment market. According to him, their career aspirations and expectations are high due to their education. Oftentimes, they are dissatisfied with a conventional, or production job at the subsistence-level output. According to UNESCO (1998), school dropouts have an even more difficult time securing employment than school graduates. Recently, Hali (2021) found that dissatisfied and disillusioned youths have a tendency to migrate to urban regions in search of employment opportunities, some of whom are working in informal sectors while others remain unemployed.

This sufficiently informed the reason why the Federal Government of Nigeria was deemed to have given priority attention to the supply of education in the first two levels (primary and secondary) as evidenced in the launch of the Universal Basic Education (UBE) programme in May 2000 with the main objective of education for all by the year 2015 in recognition of the necessity to educate and develop its citizens and the Nigerian country (FRN, 2004)

According to UNESCO (2015), millions of school-aged children in Nigeria and Kebbi State drop out of secondary education. That is the main reason the country is ranked highly among countries with a huge percentage of unschooled youngsters. Therefore, the purpose of this study is to investigate the reasons and effects of students dropping out of secondary school in the Kabawa Community in Kebbi State, Nigeria, as well as to propose potential solutions to the problem. Udoka (2005) emphasized that the inability of a student to complete an ordinary secondary school education not only limits future employment prospects for them but also reflects a considerable drain on the countries' limited resources for secondary education.

Thus, this study is deemed to be crucial and important for the purpose of increasing awareness towards the issue of school dropouts. To emphasize on the phenomenon of secondary school dropout, particularly in the state of Kebbi, and to propose effective strategies for secondary school enrollment and completion for all students.

### **Problem Statement**

This study was conducted in an effort to rectify the disparity in research efforts regarding our understanding of school dropouts. The majority of research on school dropouts has concentrated on causes, effects, and solutions. To the best of my knowledge, despite the devastating extent of the issue in Kebbi State, no one has investigated the secondary school dropouts' problems in Nigeria.

According to UNICEF (2018), 1:5 school dropouts in the globe resides in Nigeria, while the National Bureau of Statistics (NBS) reports that 10.4 million children ages between 5 to 14 are not in school. Besides, the secondary school dropout rate among male students in Nigeria was somewhat higher than that of female students. In the second class of the lower secondary school, 52% dropouts reside in south-eastern Nigeria, whilst 68% dropouts of girls reside in northern Nigeria.

In Sub-Saharan countries such as Nigeria, the dropout rate is significantly higher. Saleh (2015) reminded us that the higher the school dropout problem is a crisis since it affects not only individuals and their education, but also the economic and social well-being of the surrounding communities. Communities are plagued by a shortage of productive workers and rising expenditures connected with imprisonment, healthcare, and other services. Saleh (2015) continues to emphasise that the majority of young dropouts face a broad range of earnings in the job market, as well as social and income issues that hinder their capacity to transition into productive employment and stable family life. Thus, their chance at survival had been jeopardised. It is regrettable to report that secondary school students in Kebbi State have been found to be deteriorating since they are identified as dropping out of school. This study primarily focuses on secondary school dropout in Kebbi State, Nigeria, with the goal of finding intervention and retention measures for secondary school students in Kebbi State, Nigeria.

### **Research Objective**

The research objective is presented as the following:

- i. To explore factors that influence secondary school dropout in Kebbi State, Nigeria.
- ii. To investigate the challenges among secondary school children dropout in Kebbi State, Nigeria.

### **Research Question**

Q1. What are the factors influencing the children to drop out of secondary school in Kebbi State, Nigeria?

Q2. What are the challenges faced by the children of secondary school in Kebbi State, Nigeria?

### **Purpose of the Study**

The purpose of the study is to investigate the contributing factors leading to school dropouts and the challenges that ensue in secondary schools in Kebbi State, Nigeria.

### **Secondary Education: Purpose and Historical Development in Nigeria**

Secondary education is the type of education supplied to children between the ages of 11 and 17 after primary school (National policy on Education NPE, 2013). The reason for secondary education is because elementary school is no longer sufficient for a child to develop the numeracy and communication skills necessary for the future. Ansery (2021) argues that the purpose of secondary education is to educate a child above the level of elementary school in terms of knowledge, skills, and values so that he or she may live independently in society. According to Ahmad (2017), basic education (in Nigeria) lasts for six (6) years and is separated into two levels, each lasting three (3) years: the "Junior and Senior Secondary Stages."

Ahmad (2007) continues to emphasise that while the junior stage is prevocational-focused, the following stage provides a comprehensive education and prepares students for higher education. Fassy (2014) elaborates that secondary school education in the Nigerian context consists of:

- Raise a generation of people who can think independently, respect the views and feelings of others, respect the dignity of labour, and recognise these principles outlined in our broad national goals, and who can live as responsible citizens.
- Produce better Nigerian National Unity with a focus on the ties that unite us in one diversity.
- Inspire the students to drive for excellence and self-improvement both in school and in their future lives.
- Improve the number of primary school kids who have access to a high-quality education, regardless of their gender, social, religious, or cultural background. Diversify the curriculum in order to accommodate the diversity in talent opportunities and roles possessed by students after (their secondary school programme) (National policy of education, Federal Republic of Nigeria, 2013).

### **History of Secondary Education Programme and Practice in Nigeria**

According to Fafunwa (1990), secondary education began in Nigeria during the period of the Christian Missionaries in the late 19th century. The church missionary society founded the first secondary school, C.M.S Grammar School Barigon Lagos, in 1859. St. Gregorgia College, Lagos, was founded by the Roman Catholic Mission in 1876, followed by Methodist Boys High School, Lagos, founded by the Methodist Mission two years later. The Baptist Mission

established Baptist Boys' High School in Lagos in 1885; the Church of Scotland established Hope Wadell Institutes in Calabar in 1895; and the C.M.S. established Abeokuta Grammar School in 1908. (Adejumo in Adesina and Ogunsaju, 1984). According to the statistics, the earliest secondary schools in Nigeria were established in the south and supervised by Christian missionaries. With the founding of King's College in Lagos in 1909, the government's involvement in the establishment of secondary schools began. The first government schools in Northern Nigeria were constructed in Nassarawa and Kano. The secondary wing of the school was established in 1912. According to Ogiri (2016), all schools formed by Christians and Muslims are classed as voluntary agency schools and are divided into two groups: supported schools and unassisted schools. In contrast to the assisted schools, the unassisted schools were ineligible for financial aid, while being subject to examination by the school inspector (Adesina, 1983). The inclination to create secondary schools has persisted throughout the periods of regional authority, independence, and post-independence.

Research indicates that an excessive number of students are dropping out of high school too early. Somers, Owens, and Piliawsky (2009) asserted that dropping out is the most detrimental effect of adolescent dissatisfaction with the demands of school and external stresses. Subsequently, Tyler and Loftstrom (2009) observed that while researchers are aware of the features of students who drop out of school, they are less familiar with the incidental circumstances that contribute to early school withdrawal.

According to Chivore (1986), as cited in Mawere (2012), a dropout is a student who leaves school, either temporarily or permanently, before completing specific education term. As further mentioned by Epstein and Sheldon (2002), dropping out is characterised by "extreme absenteeism." UNRWA (2013) defines dropout as the culmination of a series of actions or procedures that culminate in the student's last action of attending school. In the context of this study, dropouts consist of students who enrolled but did not persevere through to completion or graduation with their cohorts. Henceforth, school dropout is the untimely withdrawal of students from school.

Raymond (2019) reminded us that students in the twenty-first century face more demands and obstacles than ever before, and he (Raymond, 2019) observes that, for the past three decades, it has been a problem for educators, parents, and employers to prevent children from dropping out of secondary school before graduation. Consequently, he (concluded) that graduating from secondary school has remained a challenge, notwithstanding the rise in the nation's average educational level. According to the National Dropout Prevention Centre (2011), pregnancy, drug abuse, disease or disability, low self-esteem, and dysfunctional families are among the many variables that impede learning. According to Hupfeld (2007), researchers have established a correlation between certain student characteristics and dropout rates. Students who assume adult responsibilities such as parenting or working long hours are more likely to drop out of school. In addition, demographic characteristics associated with academic risk are also correlated with dropouts.

Adesina (1977) reported that Hope Wadell's school creek town had 120 students in attendance in January, 68 students in July, 54 students in November, and 47 students in September. Unfortunately, the issue of dropouts has persisted until the present day. Hupfield (1977) identified a number of demographic characteristics related with secondary school dropout, including being from a low-income household, being a minority, being from a single-parent family, having learning or emotional difficulties, and having limited English proficiency. In a 2006 research performed by Civil Enterprises, students cited the following reasons for dropping out: 32% stated they needed to acquire a job and make money, 26% said they needed to become parents, and 22% said they needed to care for a family member. Allen Worth and Easton (2005) show that academic failure and disengagement are among the student behaviours that predict dropout. Students who reported a poorer grade in elementary or junior high school are also a predictor. Gleason and Dynarski (2002) studied risk variables for identifying kids who will drop out of school (Viadero, 2006). Cardose & Verner (2006) discovered that factors promoting school dropout include a stressful/unstable home life, lack of family support, socioeconomic position, single-parent families, insufficient parental education, and a desire to get married. Manda (2003) and Batego (2005) discovered, among other things, a lack of interest in the subject matter being taught. According to UNESCO (2017), overcrowded classrooms, inadequately prepared teachers, and a shortage of learning materials contribute to secondary school dropout rates. Knesting (2008) also discovered that a school environment in which teachers actively engage and listen to students had a favourable influence in preventing dropout.

According to FAWE (2006), findings indicated that 78% of girls often dropout due to unwanted pregnancy and 20% of boys often dropout due to lack of interest. Further, Lafraiere (2005) identified influential factors such as school facilities and availability of resources (e.g. textbooks, desks and blackboards). Whereas, Sabates, Akyeampong, Westhbrook, and Hunt (2010) discovered that students who have already enrolled in school but failed to make progress often drop out. Another work by (Prinsloo, 2001) reported that poverty and economic difficulties have also contributed to increase in secondary school dropout rates. In addition, death in the family, non-enrollment, late enrollment, and sluggish progress were also deemed as substantial factor (Nyamukpa and Gregson, 2005). Moreover, Ersado (2005) also discovered that distance to schools, improper language of instruction, and teacher absenteeism can lead disinterested students to leave school. Colcough, Rose, and Tembon (2000) asserted that, there is lack of support system for children and lack of awareness on the part of school authorities and teachers following the requirements of at-risk children. Besides, Sakar (2004) notes that, among other factors, child work, poverty, and lack of sponsorship contribute to a child dropping out of school.

Following study by Nasaba (2011), Kenya's poverty level is a big contributor to dropout in Bungoma, whereas Chugh (2011) discovered that students may drop out due to poor literacy, absenteeism, and teaching misconduct, as well as failure or repeat in the same subject. While Azzam (2007) found that inadequate facilities and resources have an impact on children's academic performance and, ultimately, their decision to drop out of school, these factors do not appear to have a significant impact on the performance of children.

In his investigation on two rural villages in the north of China, Liu (2004) discovered that the perceived prospects (or lack thereof), schools failing to give impetus/motivation for continuing study, and young people coveting the lifestyles of contemporaries who had already left school all contributed to the lack of motivation for continued education. Ayango and Abaji (2005) insinuate that in areas with little resources, girls are expelled from school. While Gicheru (1993) noted that frequent absence and poor performance led to students dropping out of school and eventually getting married, along with the payment of bride price and early marriage, circumcision serves to improve the social standing of adolescents and operates as a method of preventing female sexual activity and premarital pregnancy. Njoku (2008) determined that child labour, poverty, and lack of sponsorship, amongst other factors, are significant contributors to girl-child dropout. While Patricia (2008), cited in Passy (2014), argued that if a poor family considers how much a daughter can help in working, cooking, gathering firewood and water, going to the farm, looking after the family business, selling chores on the street, and caring for younger children, and how little potential she will have to find a paying job even if she is educated, then the returns justify the investment. Okumu (2013), as referenced by Passy (2014), observed that dropout girls were influenced by their home and school environments. The data reveal that early marriage, lack of mentoring by teachers and parents, adolescent pregnancies, poor performance, distance to school, kidnappings, banditry, insurgency, and mourning are all social elements that translate into responsibility for the girl child. It has been demonstrated that economic deprivation is a leading factor of girl child abandonment. Students who drop out of high school are more likely to experience poverty and health problems, to require help, and to use it as a tactic for criminal activities. Bello (2020) adds that the majority of young dropouts face a variety of employment market, earnings, and social and income issues that hinder their ability to move into productive occupations and stable family life.

Samira (2015) contends that the problem of secondary school dropout is a crisis since it affects not only individuals and their education, but also the economic and social consequences that local communities must bear. According to her (Samira, 2015), communities are plagued by a lack of productive workers and increased expenditures connected with incarceration, healthcare, and other social services. According to Bello (2018) and Samira (2015), as the globe evolves toward a more globalised economy, individuals and nations are realising that greater levels of education are crucial to their capacity to compete and prosper. Approximately 90% of the fastest-growing occupations will require some postsecondary education.

UNESCO (2017) reported that the United States Institute of Statistics (UIS) estimates that 7.2 million children in the Middle East and North Africa (MENA) were out of school in 2012. Moreover, the Emiratization initiatives in the United Arab Emirates are hindered by the fact that very few men complete secondary education or attend college (UNESCO, 2017). Furthermore, Saleh (2017) asserts that the economic and social effects of high school dropouts to communities and families are of critical relevance.

According to the Ministry of Education, over 1,600 students dropped out of public schools nationwide between 2013 and 2014. Following that, Ahmad (2019) states that a recent survey by the Sheikh Saud Bin Sagar Alqasmi Foundation reveals that at least 20% of males in the United Arab Emirates drop out of secondary school before graduating.

Salah (2015) notes that a study funded by the Bill and Melinda Gates Foundation (2014) titled "The silent pandemic, the perspective of high school dropout" intended to educate the public about the severity of the underlying repercussions of dropping out of school by investigating the schools where individuals are failing to learn, the job markets they cannot enter, and the deteriorated communities in which they reside. In the majority of cases, students identified boredom and disinterest as the primary reasons for dropping out of school, according to Abdul (2018). Besides, students in Kebbi State see no connection between what they are required to learn and their long-term objectives (Bashir, 2017). Particularly in large secondary schools, students express dissatisfaction with adults' lack of interest in or concern for them and their education. Financial circumstances, such as the necessity to maintain a young family, or social hardships, such as divorce or the death of a parent, might cause students to prioritise job and other responsibilities over completing their education (Faruk, 2018). Another work by Docos (2005), cited in Ajaja (2012), asserts that secondary school completion is crucial because, as the economy has shifted from a reliance on oil and manufacturing to a greater reliance on technology, services, and a "knowledge economy," the demand for education beyond high school has increased.

School dropouts have a serious barrier in life; they are the most likely to be unemployed. According to the International Labour Organization (ILO, 2018), there is a need to bring the global public's attention to the current high unemployment rates. Based on the reports, over 40% of the world's population is either unemployed or underemployed. Regardless, Bashir (2017) argues that education alone does not provide work; rather, it might lead to a situation in which education promotes a higher level of technical and vocational demand, resulting in a population that is educated but unemployed.

Unfortunately, the withdrawal of secondary school education has the potential to provoke social instability as they prefer to join the unemployed in urban areas, posing a security risk, particularly during and after elections in most African nations, particularly Nigeria (Abdul, 2018). In the long-term, their youths are one of the most significant threats to the political life of a new democratic administration. This is supported by Suleiman (2019), that around 80% of criminal activities in Nigeria are committed by secondary school dropouts, including kidnapping, banditry, insurgency, and political thugs, (Yan Tauri, yan daba, yan Sara Suka, yan Iska, ipob, mas sob, Boko haram, Arm robbers, drug addicts, yahoo-yahoo internet fraudsters, area boys, area girls, cultist, secret society groups, witchcraft groups, mafia's, etc.)

Hence, the purpose of this study is to create awareness about school dropout, its obstacles, and the causes that contribute to it, focusing on the phenomena of school dropout in secondary schools, particularly in Kebbi State, as well as to provide strategic solutions for sustainable secondary school attendance and

completion for those enrolled. Ahmad (2018) concludes that learning gaps from primary school were among the problems faced by the student that contributed to his dropping out. Many secondary school students fall behind in elementary-level abilities, high risk associated with broad examinations, instructor availability as at when due and competency, inadequate IT infrastructure in some Nigerian schools, as well as a lack of computer lessons and life skills training.

## Methodology

### Research Design

In this study, the qualitative research design was utilised to describe phenomena without manipulating variables. The selection of research design is by observing existing conditions and describing the characteristics surrounding a secondary school dropout.

### Area of the Study

Kagawa is located in the Birnin Kebbi and Argungu Local Government Areas of Nigeria's Kebbi State. While Birnin Kabawa/Birnin Kebbi is the capital of the state of Kebbi and is located on the Sokoto River at the intersection of highways from Argungu, Jega, and Bunza. The state is known as Muslim province as it is composed a of 95% Muslim population. In 2022, the metropolitan population of Birnin Kebbi is 396,000, a rise of 3.94% from 2021 (therefore, the metropolitan population of Birnin Kebab in 2021 was 381,000, an increase of 4.1% from 2020).

### The Population of the Study

This study focuses on 82 secondary schools with 12,200 students (Kebbi State Secondary School Management Board (KSSMB) 2021). In addition to it, 58 parents from Birnin for each student enrolled in the school. As for Kebbi Central, there are 29 schools there which consist of 14,187 students, while Kebbi North consists of 21 schools with 6,214 students, and Kebbi South consists of 32 schools with 17,866 students.

Table 1: Population of the Study

S/N	Senatorial Zones	Sampled Schools	Sample Students	Sample Parents	Sample S/Holder
1.	Kebbi Central	4	82	38	12
2.	Kebbi North	5	114	28	15
3.	Kebbi South	4	254	12	12
	TOTAL	13	450	78	39

Source: Fieldwork 2022

Table 2: Distribution of indebted interview respondents by education status

S/N	Status	Frequency
1.	Formal education	48
2.	Formal education	48

3.	No formal education	66
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Source: Fieldwork, 2022

Table 2: presents the distribution of both male and female parents based on their level of education. It reflects whether they have formal education or otherwise. 42% are represented by 48 educated respondents, while 58% are represented by 66 uneducated respondents.

### Comparison of Drop-out and Stay-In Pairs

To illustrate the qualitative differences. In 17 occurrences out of 32 pairs, Table 7-3-1 displays the nature of the match and a few variations. The preceding section highlighted the differences that emerged from the structured interviews. The following table outlines distinctions gleaned from interviews and observations.

Table 3: Matched Pairs of Drop-out and Stay-Ins

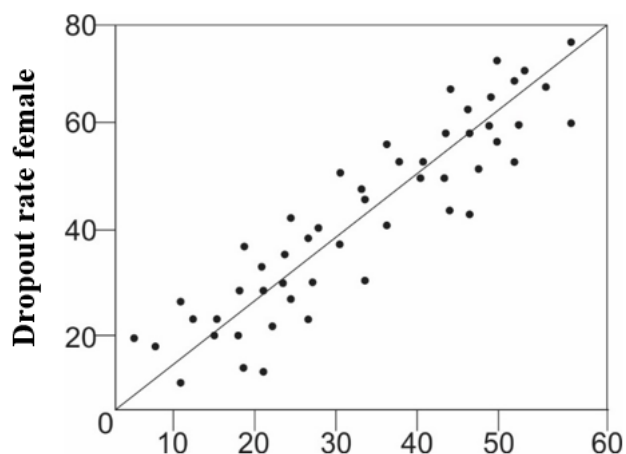
Drop-out and stay-in matched	Gender	Age	Academic background	Socio-economic background	Some differences were observed in statements concerning drop-out
ADAM	F	15	Low	Low	Her mother left and was raised by her aunt. She used to work at the farm during enrolment
AD3M	F	16	Low	Low	His father has died a long time ago, leaving 10 children behind. Only few of them are employed and just had the funeral for their grandmother.
AD2F	F	19	Middle	Middle	Parents divorced
AD3F	M	16	Low	Middle	His sister (closest in the family dropped out)
AD4F	M	17	Low	Low	Had very few friends in school and his best friend ADF dropped out
BD2M	M	15	High	Low	His parents were divorced and came from an immigrant family (country Mali)
BD3M	F	17	Low	Low	Moved from nearby town and had several children from outside
BD4M	F	17	Low	Low	Her father had died, so she was raised by her mother and grandmother. She has dropout friends non-enrolled (group in the each)
BD1F	F	16	Low	Middle	Lives far away in another town, parents not divorced, Ga-speaker
BD2F	F	18	High	Middle	Her father has remarried and currently lives in Sweden

CD2M	F	18	Low	Low	Dropout due to illness
CD3M	F	20	Low	Low	Her mother worked as petty trader and was later got ill and passed away. She has a slight limp
CD1F	F	17	Middle	Low	Deceased parents and disabled (limping, resulting from Polio)
CD3F	F	15	Middle	Low	Father deceased
DD1M	M	15	Middle	Low	Grew up in a different town (with an accent), alone in class
DD2M	M	17	Low	Low	Lives alone since his mother remarried
DD2F	F	15	High	Low	Her mother is in Cote-d'Ivoire, and started went to school late during 4 <sup>th</sup> -grade primary school
DD4F	F	20	Middle	Low	Her parents had died and raised by grandparents

A divorce between parents was common among both dropouts and stay-ins. However, divorce appeared to have had a greater impact on dropouts. In certain cases, children left their parents' homes and lived alone. Additionally, dropouts reported the death of family members, although stay-ins were less likely to do so. One dropout claimed that the cost of their grandmother's funeral was a financial strain for the family, causing him to discontinue his education.

Although they spoke the language fluently, two dropouts did not belong to the Fanti linguistic/ethnic group. One immigrant was from Mali, while the other is from Accra. They do not have many friends at school due to this. Two further dropouts were Fanti-speakers who relocated to the area during their primary school years but did not complete elementary school. The speaker had an accent. Based on observations, there is a physical disability. This is due to polio, two of the dropouts had a slight limp.

To this extent, every effort was made to match each quitter with a stay-in participant, it was not possible to find a suitable replacement. It was challenging to match all four requirements given the limited number of students every class. The difference in age between dropouts and those who remained in school was not statistically significant. The average age of 32 dropouts was 17, while the average age of those who remained in school was 16.56 ( $t=1.75$ ;  $62d1m$ ;  $p=85$ ). The academic achievement of students who stayed at home was significantly better.



### **Dropout rate total**

Dropout rates and female dropout rates for 2019/2020 and 2020/2021 academic sessions.

### **Research Findings**

The following are significant conclusions based on the interpreted and analysed data from the performed study:

1. The educational level of the parents affects a child's decision to enrol in school or drop out of school. It was discovered that community intervention, fear of immorality (particularly among girls), insufficient sensitization, and a lack of role models affect the view of non-educated parents regarding their children's secondary school education, particularly in rural areas.
2. It was discovered that female parents supported every education-related decision made by male parents.

### **Discussion and Conclusion**

Based on the findings, the participants and respondents indicate the educational status of their parents. Table 2 demonstrates a considerable difference in the impact of educated and uneducated parents on their children's enrollment and secondary school dropout rates. This study demonstrates that there are a significant number of uneducated individuals living in rural areas. It was also discovered that several causes lead children to drop out of secondary school, including: pregnancy (girls), drug addiction, illness/disability, low self-esteem, dysfunctional household, single parent, poverty, lack of sponsorship, poor instructional materials, unqualified teachers, teacher/student connection, bullying, frustration, absenteeism from the school, low-income family, limited English proficiency, academic failure, students repeating a grade, and unsupervised homework, illiteracy, unstable home life, overcrowded classroom, lack of interest, late enrolment and progressing, distance from the school security challenges example, kidnapping for ransom, banditry, insurgent activities,

terrorist activities, cultism, school mafias, criminal gangs (yan Sara-Suka, yan daba, yan is a gari) and many more. In addition, the study indicated that parents' cultural values and educational standing influence enrollment and dropout rates in secondary school.

### **Conclusion**

According to the presentation and analysis of data, parents' educational level or awareness and interest (modes of encouragement) largely affected the pace at which child develops education and their aspiration to complete secondary or higher education. However, certain households with educated parents tend to prefer male children's participation/completion of their education, but those without formal education have a dismissive attitude toward their children's education, leaving them without support or encouragement, which has led to the children dropping out of secondary school.

Considering the challenges and risks posed to the society/community by secondary school dropout of children. The study urges the FGN/Kebbi State Government to develop a programme that will have a good impact on their children in order to lower the high school dropout rate. Such initiatives could include financial help for students (particularly those from disadvantaged economic backgrounds), scholarships, and an awareness campaign warning the community about the dangers of dropping out of school through local radio, television, newspapers, and other traditional means of communication. It is also recommendable for the government to eliminate all school costs, including P.T.A. and senior high school examination fees, as well as to continue the food programme from JSS 1 through SS III.

It is also desirable for the provision of school uniforms and textbooks in order to create a conducive learning environment. Besides, the government also should provide transportation for children who live far from school. In addition, one of the issues of insecurity in Nigeria and the rest of Sub-Saharan Africa must be resolved immediately. Therefore, the government must take the issue of poverty seriously and launch various strategies to combat it (poverty alleviated programs). The author recommends the implementation of policy "No school, no marriage" in the village of the Kabawa Community of Kebbi State as one of the efforts to minimize secondary school dropouts.

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