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Yammatawa Community Community in kebbi State, Nigeria and school dropout syndrome

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Abstract---The study looked at secondary school dropout in the Yammatawa Communities of Nigeria's Kebbi State. The study was conducted to examine how demographic traits and educational factors affect secondary school dropout in Kebbi State, specifically in the Yammatawa areas. With more than 11,000 secondary school shuttered, 18.5 million student dropout of school in Nigeria in 2020 report stated. 6,167 dropout students from the academic year 2020-2021 made up the study's population. For data collection 400 dropout were employed. Data gathering methods included using student records, a class attendance log, and a structured questionnaire. In order to address the study questions, the acquired data were statistically analyzed, and the Pearson product moment correlation was employed to test the hypothesis. The study discovered that there were a number of trends that contributed to dropout rates. It is clear that there is no one reason why kids drop out of school; rather, a variety of factors interact with one another in a complex manner. The consequences of the secondary school dropout rate are that it will have a variety of effects on community and national educational development.

Keywords---Dropout, student, secondary, school, Yammatawa, Kebbi, State, Nigeria, Community.

1. Introduction

1.2 Background of the Study

Secondary School dropout in the employment market, education is frequently the most disadvantageous factors. Their hopes and objectives for the careers are high because they are educated. They frequently find themselves dissatisfied with their

traditional jobs or subsistence-level work (UNESCO, 2016). While successful graduating students have challenges in finding employment, their dropouts face challenges that are even more difficult to overcome while trying to get employments. According to Chioma (2000), the issue of school dropouts is hydra-headed and manifest itself in a variety of ways, having an impact on the lives of future social luminaries. Osafia (2006), the majority of parents in rural Kebbi Communities, have negative attitudes toward their children's education and marginalize children, especially girls. As a result the girl child is denied the necessary abilities to participate in secondary education and is sometimes forced to drop out for marriage. Regardless of all the plans causes that are as mentioned in education policy.

According to UNESCO (2015), reports millions of school age children in Nigeria and specifically in the state of Kebbi, are not attending classes. Nigeria is placed high among countries where a significant number of children are not attending school. In order to accomplish this, the study aims to investigate the effect of demographic traits and educational factors on the dropout rate of secondary school students in the state of Kebbi. Ihebereme (2006), noted that any Nigerian who still values education's key role in nation-building, particularly, its intellectual brilliance in all spheres of sustainable development, would not be happy to see the rampant school dropout. He claims (Ihebereme, 2006) that the growing issue of school dropout has created a societal malaise that threatens the entire Nigerian practice.

According to Chijioke (2016), the rising dropout's rate in the secondary school system is a glaring sign of poor academic performance and high level of unruly behaviour on the part of both instructors and pupils. According to Abdullahi (2019), education is acknowledge as a weapon for men and women in every group and civilization to achieve development. Every child has the right to free educator, at the very least at the primary and elementary levels, according to the universal declaration of human rights, which the General Assembly of the United Nations ratified in 2001. Similarly, among other things, the Nigerian education policy emphasized for all residents and foreigners living to Nigeria (National Policy on Education (2013)). According to Faruk (2018), dropping out of is a severe issue because it violates each students fundamental human rights to an education. In numerous treaties and conventions around the world, including the 1945 convention on the right of the child to education and the 1990 international summit on education for all the individual right to education has been consistently confirmed (UNESCO, 2000).

Azam (2007). The significant social costs of dropping out of school are less political involvement, increased demand for social services, increased crime rates and poor level of health, according to the theory that students who leave school early don't receive any kind of certificate. Individual costs include poor wages, limited opportunities for empowerment, and a higher likelihood of health issues. (Thuron, 2006).

Failure to complete an ordinary secondary school programme, according to UNESCO (2011), will not only limit children's possibilities for future employment but will also place a major burden on the countries, meagre resources for funding

secondary education. Strategies to increase school retention and progress haven't gotten much attention, despite their importance. Typically, secondary school progression is assumed to increase school retention in national education programmes, although progress has gotten very little attention. Therefore, a study of this kind is crucial and important because it aims to increase awareness of school dropout, better understand the phenomenon of school dropout in secondary school in Kebbi State, Nigeria, and offer tactical solutions for long-term secondary school enrollment and completion to those who are enrolled.

1.3 Problem Statement

The goal of the report was to balance the disparity in research efforts on secondary school dropouts. The majority of the study on school dropout has focused on its causes, effects, and solutions. The majority, if not all, of the research done in Nigeria on the same topic followed the same format. I am not aware of any studies conducted in Nigeria that focused on secondary school dropouts in Kebbi State.

One in five school dropout children worldwide, according to UNICEF (2018), reside in Nigeria. NBS (2021) reports that in Nigeria was high among males in the south eastern region of the country with 56.5 percent, while females dominated the highest rate with 68.5% in northern region. According to UNICEF (2022), there are 18.5 million school dropout in Nigeria. Only due to Covid-19 and insecurity did more than 11,000 schools closed between December 2020 and December 2021.

2.0 Purpose of the Study

The children must have a sound and high quality education and skills required in society and to develop their social interaction status as well as to adapt to ongoing progress and change. For the long term peace and growth of society as a whole, parents who be educated to have or favourable attitude towards their children's education.

3. Methodology

This research used a survey research design. Ekeh (2003) claims that the survey method is used to characterize a scenario, event, or phenomena as it exists at the time of the investigation. The generalized from a large number of examples are the focus of the survey method of research.

3.1 Area of Study

Yammatawa is mostly found in the Kola, Diggi and Zuguru populations in Nigeria, Kebbi State. Birnin Kebbi, the capital of Kebbi State is located at the junction of highways from Argungu, Jega, and Bunza along the Sokoto River. Muslims make up 99% of the population. 2023 will be a 4.1% increase from the current metro population of Yammafawa, which was 353; this represent a 3.83% increase from 2018.

3.2 Population of the Study

6,167 dropout students from the academic year 2020-2021 made up the study's population. For the purpose of gathering data, 400 dropout student were enlisted. Data gathering methods included using student's records, a class attendance log, and a structured question. In order to address the study questions, the acquired data were statistically analyzed, and the person product moment correlation was employed to test the hypothesis.

Table 3.1 The breakdown of the population based on wards

S/ N	Wards	Number of dropout student
1.	Ward A	1,710
2.	Ward B	2,045
3.	Ward C	2,412
	TOTAL	6,167

Source: Field Work, 2022

Sample Size and Sampling Procedures

The sample size sampling procedure discuss sample sizes and methods of selection. For a population of 6,167, Krejcie and Morgan (1970) suggested a sample size of 361. The researcher increased the sample size to 400 dropout kids throughout the study to provide a fair presentation of the findings.

Table 3.2: Sample for the Study

S/ N	Wards	Number of dropout student
1.	Ward A	110
2.	Ward B	133
3.	Ward C	157
	TOTAL	400

Proportional sampling was used to select the number of respondents in each ward due to the imbalance in the rate of dropout children in the wards. The schools that were used for the study were chosen using a straight forward randomization approach.

Table 3.2 Demographic profile of respondent based on their status
(facilitators & students)

Bio-data	Profile	Frequency	Percentage (%)
Gender	Male	100	26
	Female	280	24
Highest class attended	JSS3	179	42
	SS1	108	28
	SS II	94	25

Type of school attended	Day	220	71
	Boarding	110	24
Type of family	Joint	200	53
	Nuclear	180	42
Parents marital status	Married	286	75
	Single	90	24
	Divorced	2	0.5
	Separated	2	0.5

Male respondents made up 100 of the analysis of the respondents shown in table 4.1 (26%). Inferentially, female students make up the majority of dropouts from secondary schools in the Yammatawa areas of Kebbi State, Nigeria. According to the study's findings, 178 (47%) students drop out of junior high school, compared to 128 (108%) dropouts from SS1 and 94 (25%) dropouts from SS2.

4. Research Findings

The study's conclusions includes the following:

1. Demographic characteristic of secondary school students in Nigeria, Kebbi State's Yammatawa Communities.
2. The rate of dropout among secondary school children in the Yammatawa areas of Kebbi State, was significantly impacted by parental factors.
3. Teachers in the Yammatawa areas of Kebbi State have an impact on the dropout rate among second year pupils.

5. Conclusion

The study's findings led to the identifications of many trends that contribute to dropout rates. It appears that there is no reason why students drop out of school; rather a variety of factors interact one another in a complex ways. The percentage of dropouts among secondary school students has significant implications for the educational growth of communities and the country as a whole. It limits the chances of future success for too many youngsters, deepening the cycle of illiteracy and poverty in subsequent generations.

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