

The Effects of Dropout Syndrome on Child and the Society

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Abstract: This study examines the effects of secondary school dropout syndrome on child and the society in Nigeria. Purposely, the study used descriptive statistics to analyse the impacts that dropout syndrome may have on child and the economy. Two factors are identified as being major sources of the high dropout rate in the country and these are individual characteristics and socio-demographic factors. The results show that dropping out of school severely limits the chances of future success for far too many children as it deepens and continues the cycle of poverty into future generations. The study concludes by recommending that any dropout prevention programmes must begin early and that all stakeholders (families, schools and communities) must be actively involved.

Key words: Dropout syndrome, child, society, factors, poverty, stakeholders, economy

INTRODUCTION

The United Nation Convention on the Rights of the Child states that every child has the right to an education that develops their personality, talents, mental and physical abilities to their fullest potential (APA, 2010). Every year, an estimation of about 10.5 million Nigerian secondary school students dropout, a disproportionate number of whom are youth. This high number of secondary school students' dropout is in contradiction of the process of achieving the Millennium Development Goals (MDGs) universal primary school completion and other related goals on gender equity. Beyond that, education is often viewed as the foundation for achieving the other goals which relate to poverty reduction, women's empowerment, health and environment. For the achievement of these other goals, secondary and tertiary education is as important as primary (Ingram *et al.*, 2006).

In the past 3 decades or so, there has been growing interest in the quality of Nigerian public schools, especially on the issue of school dropouts. It is widely agreed that regardless of the causes, dropping out of school is a serious national problem that has critical socioeconomic consequences for individuals and for society. Although, educational reformers have struggled with policy solutions to the dropout problem at both the individual and structural levels neither approach has been successful. Social scientists, educators and policymakers also are devoting considerable attention to the dropout problem (Fitzpatrick and Yoels, 1992).

These dropouts clearly represent a squandering of resources and children's time because many of these

children probably have not learned enough to have an impact on their lives and that of their immediate society. The most disturbing effect of dropping out of school is that the structure and pattern of dropping out is uneven. In Nigeria for instance, states within the same geopolitical zone and with similar economic or cultural background have very different dropout rates. Even some states with high percentages of children entering school see large numbers of dropouts. In many states, the portion that will complete primary school is much smaller than those who enter and the portion that will eventually complete secondary school is quite small, far from the rates necessary for high levels of per capita income that a country like Nigeria is struggling to achieve.

Similarly, it is disheartening to observe that a government that has invested a large chunk of its limited resources to increase the supply of education, especially at the secondary school level, allows any child who wants to dropout of school to do so at will. This is because the educational policy presently in operation in Nigeria can be accredited as part of the major reasons for high dropout rates in the country. Federal Republic of Nigeria (2004) stated that the school system will be on the 6-3-3-4 plan. Experts have opined that the system will be flexible enough to accommodate both formal and non-formal education and will allow leaving and coming back to the school system (Nakpodia, 2010). The curriculum is designed in such a diversified way that will cater for those who wish to leave the school system at certain levels and those who wish to come back to school to complete their course of study. Therefore, the current high rate at which secondary school students are observed to be leaving school at will to engage in other socio-economic activities

calls for the review of the policy statement. This is with a view to saving scarce productive resources which would have been put into alternative use from being wasted on those who will not like to complete their school programmes (Nakpodia, 2010).

Given this worrisome situation, there is an urgent need for a study that will address the causes and likely consequences of this dropout syndrome on the individual child and the society at large. A study that enhances our understanding in this regard will not only shed light on the current state of child dropout in Nigeria but also enlighten us about its likely effects on the economy and entire society at large.

Following this, study attempt to address the following research questions: What are the economic consequences of dropout in the Nigerian economy? What effects will high secondary school dropout rate currently being experienced in Nigeria have on the future/productivity of the country? Are there any effects of high dropout rate on the society? This study endeavours to answer these questions by narrating the experiences of Nigeria vis-a-vis policy measurement that can be used to address this situation.

OVERVIEW OF THE SECONDARY SCHOOL DROPOUT IN NIGERIA

Considering the fact that the nation's children are its future workers, citizens and leaders then a nation (like Nigeria) with high dropout rate of about 60% is unlikely to reap the full benefits of education. This statement is premised on the idea that high dropout rate of this magnitude has major implications for the development of a productive labour force currently and in the future. The development literature provides evidences that education still remains the major tool by which people become empowered and the economic, social and personal well-being of all citizens in a pluralistic society are being transformed. Therefore, education can be viewed as a key factor in the continued economic development of any country and its ability to enhance the quality of life for its citizens as well as compete within global world markets. A country that experience high dropout rate are more likely to face a diminished pool of qualified people from diverse backgrounds who will enter the professional and political ranks that make important public policy decisions (APA, 2010).

In order to fully understand the adverse effects dropout rate in secondary school is likely to have on the individual children and the entire society, it is important we review the role secondary education is expected to play in a changing society. In the literature, secondary

education is expected to play two broad roles: Formal and informal roles. These roles may change radically from time to time and from clime to clime as time marches on (Okeke, 1986).

The formal role has to do with the organisation of a body of knowledge to develop the mental, intellectual, physical and spiritual potentialities of any individual. This include (but not limited to) skills in reading, composition, listening, speaking (both native and foreign languages) and computation. It also involves the acquisition of competence in self-instruction and independent learning. These formal roles are best met by the collective efforts of the school and other social agencies embrace the development of values and ideas, social and civic competence and vocational preparation.

The informal role addresses the national problems, such as understanding the elements of disunity, tribalism, nepotism and corruption. It also involves teaching about controversial issues by identifying relevant information, learning the techniques of critical analysis, making independent judgements and being prepared to present and support them. Therefore, the social role which secondary school in Nigeria will play depend on the type of society we wish to build and the type of human beings we wish to develop (Okeke, 1986).

In this regards, a secondary school education is expected to organise a balanced educational programme. In other words, a secondary school graduate is expected to be competent in the following different dimension of life like; political, economic, scientific, moral, aesthetic, religious and so on at least at the intermediate level. Therefore, students that dropout of secondary school will not be able to serve as the greatest instrument of development by not providing the springboard from which a take-off for appropriately educated manpower would be launched.

Generally in the literature, there is considerable debate about the appropriateness of the measurement of dropout rates and generalising the results (Rumberger, 1983). Therefore, there is need to describe the concept of dropout that is used in this study. The concept of dropouts is defined here in gross terms. Dropping out of secondary school occurs when students leave school without graduating within a specific period whether or not they return to school. Therefore, the dropout rate measure used in the analysis and the figure below ranging from 2002-2005 was determined by the use of reconstructed cohort route method which entailed the study of indices of retention along the cohort route from grade through comparison of enrolment. The observed differences in enrolment between the two grades implied wastage either in the form of repeaters, dropout or both. Figure 1 shows

the secondary school attrition rates in Nigeria. Figure 1 is drawn based on the 5 years average of each state dropout rate. The figure for Nigeria is also the total average of all 36 states in Nigeria including the Federal Capital Territory (FCT), Abuja.

Table 1 shows the analysis of secondary school dropout rate in Nigeria from 2002-2006. A major feature of Table 2 is that states within the same geopolitical zone and with similar economic or cultural

background have very different dropout rates. For example in the Southwestern part of the country, Ekiti State seems to have the highest proportion of dropout in the sub-region followed by Ondo State while the rates of dropout in Oyo and Osun State seems to be moderate among the region. Ogun state in particular has one of the lowest gross dropout rates in the sub-region with a 5 years average of 40.82%. A critical look at Table 1 shows that the proportion of dropout rate in the state has

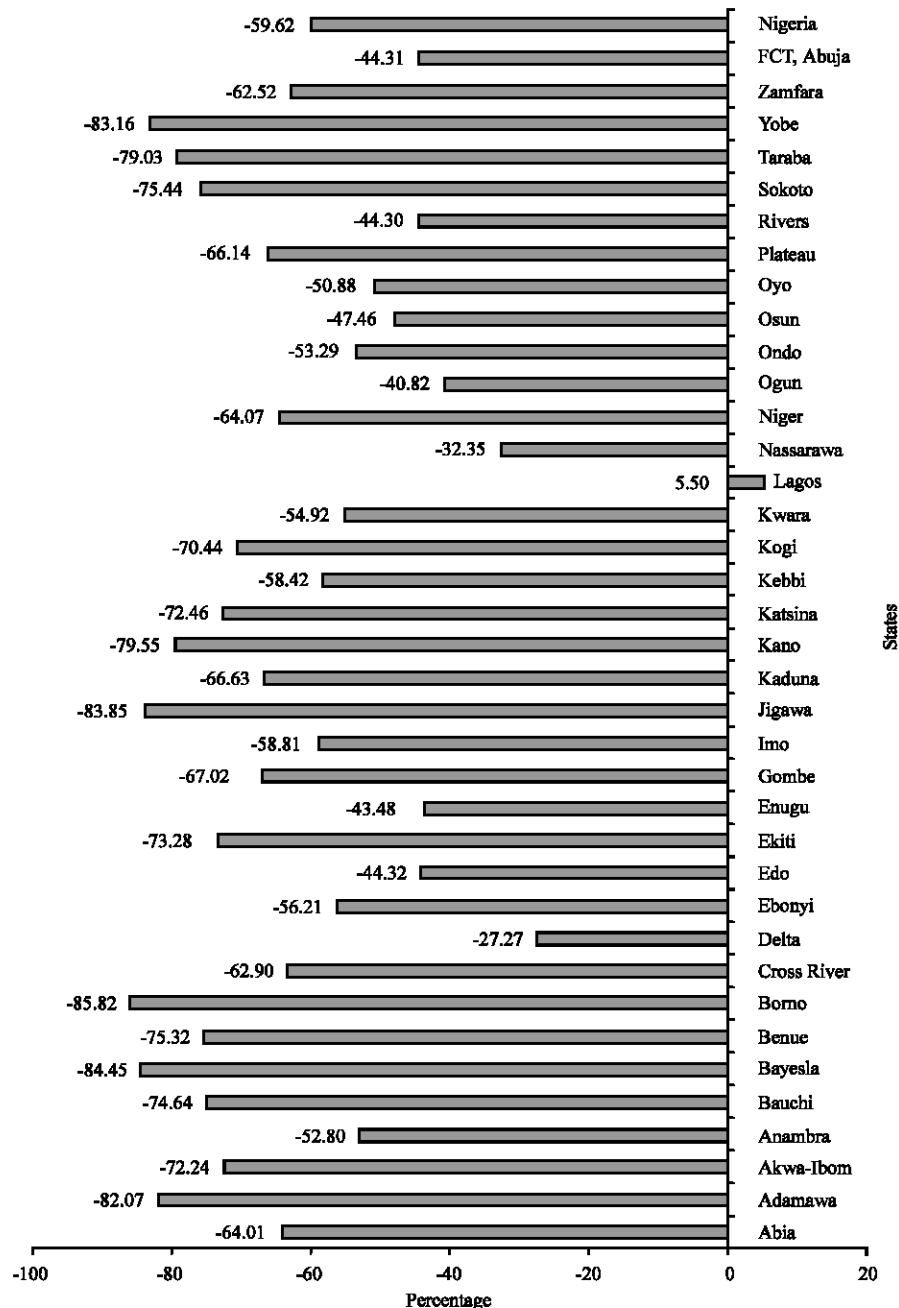


Fig. 1: Secondary school attrition rates in Nigeria (2002-2006)

Table 1: Analysis of secondary school dropout rate in Nigeria 2002-2006

States	2002	2003	2004	2005	2006
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Abia	-68.91	-49.56	-62.80	-62.77	-76.00
Adamawa	-89.79	-86.19	-80.72	-79.60	-74.05
Akwa-Ibom	-74.92	-70.54	-71.94	-75.11	-68.68
Anambra	-52.71	-40.37	-58.92	-55.73	-56.27
Bauchi	-86.36	-72.55	-68.08	-65.53	-80.68
Bayelsa	-	-86.65	-83.31	-82.72	-85.14
Benue	-81.93	-77.39	-73.88	-74.59	-68.83
Borno	-93.77	-87.97	-85.80	-85.21	-76.35
Cross River	-62.88	-69.03	-54.28	-54.63	-73.68
Delta	-47.38	-29.56	2.79	-1.76	-60.45
Ebonyi	-	-43.88	-45.98	-46.14	-88.85
Edo	-14.10	-37.83	-45.73	-44.85	-79.07
Ekiti	-	-62.72	-70.52	-72.42	-87.46
Enugu	-43.42	-29.47	-49.21	-51.98	-43.31
Gombe	-	-56.44	-71.06	-59.30	-81.27
Imo	-64.29	-49.47	-52.00	-56.16	-72.13
Jigawa	-96.32	-83.98	-77.01	-78.08	-
Kaduna	-73.32	-63.94	-74.88	-73.67	-47.33
Kano	-86.32	-78.24	-78.45	-76.68	-78.04
Katsina	-84.53	-68.45	-69.00	-66.87	-73.44
Kebbi	-70.04	-67.00	-57.77	-55.42	-41.88
Kogi	-79.55	-66.03	-66.09	-65.86	-74.68
Kwara	-66.21	-55.00	-51.07	-52.12	-50.21
Lagos	-10.52	5.55	22.21	35.68	-25.42
Nassarawa	-73.22	-63.81	-54.96	-48.91	79.13
Niger	-72.68	-58.83	-65.93	-63.40	-59.49
Ogun	-52.46	-19.96	-46.40	-50.29	-34.99
Ondo	-74.48	-59.98	-34.53	-37.23	-60.26
Osun	-21.50	-63.13	-53.96	-54.61	-44.10
Oyo	-52.56	-47.56	-49.58	-49.39	-55.32
Plateau	-71.55	-67.89	-63.81	-62.83	-64.64
Rivers	-60.29	-53.68	-31.38	-35.78	-40.38
Sokoto	-80.20	-75.70	-65.84	-63.77	-91.69
Taraba	-84.23	-83.89	-75.09	-74.31	-77.62
Yobe	-82.99	-82.76	-85.26	-83.77	-81.00
Zamfara	-67.73	-67.52	-53.78	-51.77	-71.82
FCT, Abuja	-12.73	-50.68	-47.58	-48.30	-62.25
Total	-52.77	-67.42	-61.12	-50.90	-65.88

Annual Abstract of Statistics; various issues; the net measures of dropout rates would yield considerably lower estimates than stated in the table

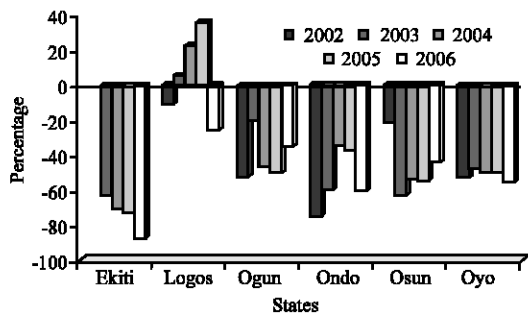


Fig. 2: Secondary school dropout rates in Southwestern states in Nigeria

actually been declining, indicating that improvement is being made in reducing the total number of children who will become menace in the society. Lagos State is the only state in the country with no significant dropout rate, even the state in totality has been absorbing some of the dropout of other states (Fig. 2).

On the aggregate level, the proportion that Lagos state can absorb is far less than the total number of dropout. The state only absorbs about 5.5% of dropout in other states. This shows that the absorption rate of the state is so low compared to the high dropout rate from other states. Although, the data may not be able to capture the actual figure for the migration and or transfer of student from one state to another and also the movement from public schools to the private schools but the table has been able to help us to analyse the magnitude of secondary school dropout in the country which has been lacking in many empirical studies in Nigeria (Nakpodia, 2010).

Another worrisome situation shown in the Table 1 is that some states with high percentage of children entering primary school see large numbers of dropout in secondary school. For instance in year 2000, Kano State had about 1.3 million pupil enrolment in primary school, all things being equal, we expect higher number of secondary school enrolment in the year 2006, given the educational system that is being operated in Nigeria (The current educational system in Nigeria is 6-3-3-4 where each figure represents different layers of educational hierarchy). It is also surprising to note from the available data that only about 282,000 pupils enrol in secondary school in year, 2006. This represents a gross dropout rate of about 1 million pupil or about 78% attrition rate. This trend is similar to what is observable in states like Sokoto, Bayelsa, Adamawa, Borno, Jigawa and Yobe. Generally in many of these states, the portion that will complete primary school is much smaller than those who enter and the portion that will complete secondary school is quite small, far from the rates necessary for high levels of per capita income. This connotes that there will be greater burden on the nation's economy and the economies of each state. These among other issues relating to the causes and consequences of secondary school dropout rates in Nigeria are the major thrust of the next.

EXPLAINING THE CAUSES OF SECONDARY SCHOOL DROPOUT RATES

Generally, the literature has investigated many factors that are likely to have impact on dropout (Mare, 1980; McDill *et al.*, 1985; Rumberger, 1983; Fitzpatrick and Yoels, 1992; Nakpodia, 2010). These factors can be broadly categorised into individual characteristics factors and socio-demographic factors. Most research has focused on the individual characteristics of dropouts. In these group of studies, background characteristics of students are strongly related to dropping out of school. Implicit in much of this research has been the assumption

that dropping out is a problem of the individual student and that understanding the characteristics of dropouts will help educators target resources in ways that will reduce the number of those who fail in the future. If the attitudinal and behavioural correlates of dropping out can be determined, one would have a basis for identifying youth who are at risk in this regard.

Other group of studies revealed that Socioeconomic Status (SES), race and ethnicity are consistent predictors of dropping out of high school (Fitzpatrick and Yoels, 1992). Thus, dropouts are found disproportionately in lower-SES families and in minority racial and ethnic groups. That is lower-SES students and students from households with few educational resources are considered to be most likely to dropout, especially in families where children earn income to augment family survival. Poverty has the strongest correlation with high dropout. APA (2010) estimated that dropout rates for students living in lowest quartile of family income were >7 times higher than those of students in the highest family income quartile. Racial and ethnic differences are strong but the effect diminishes when SES is held constant (Hill, 1979; Rumberger, 1983). In addition to SES, family structure plays a critical role in the dropout process; Persons from single-parent and large families are more likely to dropout (Mare, 1980).

Several studies in the advanced countries have found significant educational disparities between the South and other regions at both the structural and the individual levels (Fitzpatrick and Yoels, 1992). When SES characteristics are held constant, studies find that students attending public schools in the South or the West are more likely to dropout of high school than are those attending schools in the Northeast and Midwest (Ekstrom *et al.*, 1986; Rumberger, 1983). Individual behaviours, such as poor study habits, truancy and disciplinary problems also contribute to leaving school. The research has demonstrated clearly that individual characteristics and behaviour are important correlates of dropping out.

Some other studies analysed the differences in dropout rates among schools and how aspects of school organisation might contribute to this problem (Bryk and Thum, 1989). These studies reported substantial differences in dropout rates between public and Catholic schools (As a typical example of private schools) in the United States. Even after the figures were adjusted for student characteristics, the probability that students will dropout is substantially less in the Catholic schools than in the public schools. Furthermore, the studies also find that Catholic schools appear especially effective for at risk students who have had a history of discipline problems in

high school. These studies, therefore hypothesised that functional communities organised around parish churches bring parents and students together, promoting greater face to face social interaction across the generations, thereby creating a form of social capital that facilitates the work of the school.

In the same vein, some other related studies have stressed the critical role of the learning environment in improving the performance and retention of students (Bidwell and Kasarda, 1975; Bryk and Thum, 1989; Fine and Rosenberg, 1983). Clearly, lower pupil-teacher ratios increase teachers' control over the quality of instruction and enhance individualised attention to students. They argue that the organisation of education plays a critical role in the dropout process and hypothesised further that pupil-teacher ratios will affect high school dropout rates directly: The more pupils per teacher, the higher the dropout rate.

There are also arguments that certain state-level reforms affect dropout rates only indirectly via school structure. For instance, an increase in government spending decisions and other similar reforms qualitatively improves the educational environment. It is argued that any of such policy reform at the state level will have a positive impact on the structure of schools and will reduce the dropout rate through this mediating process. Similar arguments have been made about policy reforms as mechanisms to improve academic achievement (Fitzpatrick and Yoels, 1992).

Another important reason for the high dropout rates in Nigeria particularly is observed in the educational policy presently in operation in the country. Federal Republic of Nigeria (2004) specifically stated that the school system will be on the 6-3-3-4 plan, a system that is designed to be flexible enough to accommodate both formal and non-formal education and will allow leaving and coming back to the school system (Nakpodia, 2010). The curriculum is so diversified that will cater for those who wish to leave the school system at certain levels and those who wish to come back to school to complete their course of study. In other words, the policy indirectly allows any child who wants to dropout of school to do so at will. While the reasons children dropouts vary, the following are identified as the four major high school dropout factors:

Life events: Dropout is prompted by something that happens to the student outside of school, e.g., teenage pregnancy, foster care placement, high school mobility.

Fade outs: Dropout is prompted by frustration and boredom with school, even though the student has not repeated or failed any grades.

Pushouts: Dropouts are subtly or explicitly encouraged to withdraw or transfer away from school because they are perceived to be difficult or detrimental to the success of the school.

Failure to succeed: Dropouts leave school after a history of academic failure, absenteeism or lack of engagement. In summary, there is no single prominent risk factor predicting dropout rather there are numerous risk factors that in combination with each other raise the probability of youth leaving secondary school early. The factors fall into four broad categories related to individuals (e.g., truancy, poor school attendance, poor learning attitude, etc.), families (e.g., low-income, lack of parental involvement, etc.), schools (e.g., negative school climate, low expectations, etc.) and communities (e.g., high crime, lack of community support for school, etc). Dropout rates particularly correlate with high poverty rates, poor school attendance, poor academic performance, grade retention (i.e., being held back) and disengagement from school.

Given these insights from the literature on the likely causes of children dropout in secondary school, it is pertinent we examine the likely consequences of this menace both at the individual child level and the society at large. This is the major focus of this study.

CONSEQUENCES OF CHILD DROPOUT ON INDIVIDUAL AND SOCIETY

It is widely agreed that regardless of the causes, dropping out of school is a serious national problem that has critical socioeconomic consequences for individuals and for society. Many students do not realise early the seriousness of their decision to dropout of high school. It is only later in life they realise the poor choice they have made after the consequences have become obvious to them and sometimes it may be too late for them to go back to school. Therefore, carefully identified consequences of the menace of dropout will assist in no small measure in discovering the probable solutions.

One of the direct and obvious consequences of students who dropout of school is that they usually exhibit different attitudes and behaviours in school than those who stay in school. They usually exhibit many predictors of dropout like delayed reading skills, absenteeism, school disengagement and more likely to have lower grades and test scores, they do less homework, they have more discipline problems and they are generally alienated from school life. The risk of incarceration (jails, prisons, juvenile detention centres) for

dropouts is higher than those who did not dropout. As a result, they are often met with police intervention, suspensions or expulsions instead of appropriate academic works in schools. Therefore, they are more likely to be miscreant, unemployed in prison, living in poverty, less healthy, divorced and single parents (APA, 2010).

Given the above outcome, dropout students are more likely to lack the skills needed to be successful in college or the modern workforce. As a result, they are more likely to face long odds of getting a good paying job in the ultra-competitive job market of the 21st century. In addition, they are generally less healthy, die earlier, more likely to become parents when very young, more at risk of tangling with the criminal justice system and are more likely to need social welfare assistance (APA, 2010).

The negative consequences to dropping out of secondary school do not stop there. Dropouts earn less than graduates with major repercussions for the economy. Table 2 shows the analysis of unemployment rates in Nigeria by educational level. Decomposition of the composite unemployment rate by the level of education of the unemployed persons showed that higher proportion of unemployment was recorded by secondary school leavers thereby recording 23.8% and it was followed by those who are below primary with 22.3%. The lowest figure of 14.8% was recorded by those who had primary education. The major implication of Table 2 is that highest rate of unemployment would be recorded for secondary school dropouts who are more likely to be unemployed in the Nigerian economy with the resulting repercussions on the economy. Table 2 is also corroborated by Table 3 which shows the distributions of unemployed persons by educational level. The major inference that can be drawn from Table 2 is that both in International Labour Organisation (ILO) survey and National Bureau of Statistics (NBS) survey, secondary school have the highest distribution of unemployed persons. Therefore, any student that dropout of secondary school is more likely to face greater odds of unemployment.

A critical look at the above analysis shows that it focuses more essentially on the likely consequences of dropout on individual child perspectives while ignoring the likely repercussions of dropout on the entire society.

Table 2: Unemployment rates by educational group, 2009

Educational group	Urban	Rural	Composite
Never attended	20.6	20.0	20.1
Below primary	18.4	22.9	22.3
Primary	15.1	14.7	14.8
Secondary	21.4	25.3	23.8
Post secondary	13.9	26.4	21.3

NBS 2010 Statistical News, Labour Force Statistics

Table 3: Distributions of unemployed persons in Nigeria by educational level, 2009

Educational level	ILO survey			NBS survey		
	Urban	Rural	Composite	Urban	Rural	Composite
Never attended	0.0	0.8	0.5	0.8	3.2	2.5
Primary	5.7	13.9	11.0	20.4	37.3	32.7
JSS	1.8	4.1	3.3	5.0	8.1	7.2
Vocational/Commercial	0.0	0.0	0.0	0.1	0.0	0.0
SSS	43.7	62.1	55.6	37.2	39.2	38.7
NCE/OND/Nursing	16.1	6.9	10.2	15.1	5.7	8.3
B.A/BSc/B.ED/HND	32.0	11.6	18.8	19.1	5.1	8.9
M.Sc/M.A/M.Adm	0.5	0.5	0.5	1.5	0.1	0.5
Doctorate	0.0	0.0	0.0	0.0	0.0	0.0
Others	0.2	0.1	0.2	0.9	1.2	1.1

NBS 2010 Statistical News, Labour Force Statistics

The literature documents that more graduates benefit the society and the economy as a whole. Therefore, proper understanding of the consequences of dropout on the society will not only complement the above analysis but also enrich our perception of the issues involved.

Obviously, dropouts are a drain on the nation's economy and the economies of each state. A drastic reduction on the local, state and national tax revenues are the most obvious consequence of higher dropout rates even when dropouts are employed, they earn significantly lower wages than do graduates. Therefore, the tax revenue governments will receive will as well be affected. State and local economies suffer further when they have less-educated populace as they find it more difficult to attract new business investment. Simultaneously, these entities must spend more on social programs when their populations have lower educational levels. The nation's economy and competitive standing also suffer when there are high dropout rates. Dropouts represent a tremendous loss of human potential and productivity and they significantly reduce the nation's ability to compete in an increasingly global economy.

Secondary school graduates on the other hand, provide both economic and social benefits to the society. In addition to earning higher wages resulting in attendant benefits to local, state and national economic conditions, high school graduates are more likely to live longer are less likely to be teen parents and are more likely to raise healthier, better-educated children. In fact, children of parents who graduate from high school are far more likely to graduate from high school than are children of parents without high school certificates. High school graduates are also less likely to commit crimes, rely on government health care or use other public services, such as food stamps or housing assistance as it is obtainable in the more advanced countries. Additionally, high school graduates engage in civic activity, including voting and volunteering in their communities and at higher levels.

SUGGESTED WAY FORWARD

Providentially, there is a growing and encouraging body of research for policymakers on how to prevent dropout by addressing problem behaviours, promoting academic success and enhancing overall health and well being for students (APA, 2010). Any dropout prevention policy formulation must incorporate research on gender differences, teenage pregnancy and the role of the family and community in rate differences, causes and prevention strategies. It is increasingly evident that school dropout prevention must begin as early as possible and that all stakeholders (family, school and communities) must be actively involved in the prevention programmes.

Parents must ensure that they pay voluntary and regular visit to their children school in order to curb absenteeism and truancy. They must also ensure that they allocate time to their children school life by making sure that the students do their home works and assignment as at when due. There must also be strong collaboration between the parents and the school for effective child monitoring.

Given the right opportunities and necessary investment, less privileged students living in poverty can achieve success in school and avoid the dropout trap. Schools must make sure that they employ interventions that maximize intensive instruction (longer school hours and extra-curricular programmes), monitoring, mentoring and encouragement of attendance. They must also ensure that there is continuous collaboration between the schools, families and communities. For dropout prevention to be successful for low-income minority students in many of the nation's schools, attention must be paid to social and emotional factors that support academic achievement.

In addition to improving the quality of the school environment, students benefit from prevention programmes that enhance their social and emotional assets (e.g., managing emotions and interpersonal

situations effectively, establishing positive goals, enhancing feelings of competence). School programmes that focus on social, emotional and academic learning from kindergarten through high school have been found to improve school attitudes, behaviour and academic performance (APA, 2010). Therefore, the establishment of guidance and counselling units are more likely to curb the high dropout rates currently being experienced in the country. Other approaches that have produced positive outcomes include:

- Partnership between schools and families to encourage learning
- Safe and orderly school and classroom environments
- Caring relationships between students and teachers
- Cooperative learning and proactive classroom management
- High academic expectations of youth from both adults and peers

The roles of communities in reducing dropout rates in our society are also very germane. Governments and other policymakers must ensure that adequate provision (in terms of budgetary allocation to education and other education related facilities) are made available to the secondary schools in the country. This include but not limited to regular payment of teacher and other supporting staff salaries, provision of well equipped classroom and other facilities that can encourage good learning environment. They must also ensure that there are regular and continuous media (television, radio and other mass media) enlightenment of children on the likely menace of dropout on their lives and that of their communities. In other words, society must put structures in place that will ensure that merits are place over mediocrity. Effective implementations of these recommendations will discourage potential students that are likely to dropout.

CONCLUSION

This study show that dropping out of school severely limits the chances of future success for far too many children. It deepens and continues the cycle of poverty into future generations. Receiving a good education is the lifeline by which many youth can lift themselves out of poverty. Therefore, effective management of school dropout will require commitment and investment in high quality early childhood education, attention to social and emotional learning, continual monitoring of student attendance and academic progress, intensive instruction for those falling behind, using alternatives to school pushout, fostering of a positive

school climate and engagement with parents, families and communities. Nigeria's future depends on the delivery of a high quality education to all children regardless of race/ethnicity, socioeconomic status or disability so they may develop to their fullest potential.

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