

The Effect of School Dropout on Educational Development in Rivers State , Nigeria

Daminabo, Dagogo A. F. (Ph D.)

Department of Educational Foundations
Ignatius Ajuru University of Education
Port Harcourt, Rivers State
Nigeria

ABSTRACT

The likelihood that certain scourge could alter or shatter educational processes and subsequently impede educational advancement necessitated an investigation on school dropout and educational development in Orashi region, Rivers State. The study adopted the descriptive survey design. The population of the study comprised of all the 1150 teachers in the 68 junior secondary schools in the study area. A multistage sampling technique was used to select 300 junior secondary school teachers and a 30 item structured instrument, validated by two experts was used for the study with a title "School Dropout". The obtained reliability coefficient of 0.762 justified its use to obtain data that were analyzed using mean and standard deviation. The study revealed that: absenteeism, truancy, non-participation in class/school work, inferiority complex or shyness, etc. were signs that culminate to high school dropout rate. This could be reduced through teacher-induced interventions like: providing emotional support for students who are facing some challenges, adopting waiving disciplinary actions incurred by students, etc. The study recommended among others that: teachers should be responsive and quick to identify and remediate issues like absenteeism, non-participation in class/school work, truancy, inferiority complex, etc. that could disillusion students and culminate to their dropping out of school. Alongside, Government should adopt inventions like emotionally supporting challenged students, etc. in order to stimulate their interest and facilitate the reentry into the school.

Keywords: *School dropout, educational development, Orashi region, Rivers State.*

Introduction

Education is an instrument of national development, the yard-stick by which society's civilization, industrialization and technological development can be measured. It is also geared towards inculcating the right discipline and experiences that would facilitate the formative effect on the mind, character and physical reformations of learners or students. Consequently, Uriah (2016) opined that education is an agent of social, economic, political, religious, cultural, scientific and technological change. Education has

the power or capacity to cause things to change and as such could help to advance a developing country, push forward of background state, civilize an uncivilized nation, revive and encourage the demoralized or despondent person. In the same vein, Agada(1991) argued that, education is an instrument of social change because it equips the individual with skills. Thus, Yogesh (2007) emphasized that education at all levels aids in the perpetuation of external values, transmission of culture, promotion of positive social interactions, and inculcation of societal leadership traits.

In the same vein, Uriah (2016) opined that, education inculcates in the learner acceptable moral standards and train individuals to undertake the adult roles they are expected to perform in the society. It maintains the cultural heritage of the society as well as modifies or alters the old cultural norms that are deemed to be obsolete to new conditions that are acceptable, since no society is static but dynamic. Therefore, the absence of these can make students to be feebly socialized, uneducated, incorrectly informed, partially trained, unskilled, poorly orientated and deficient in interest to progress and do extremely well in the next level of schooling (Capenter, 2011). The basic function of the school is to provide its members with the means for survival and improving their conditions for living and manipulates their physical environment for sustainable development to their benefits. Furthermore, the failure of the school to meet these expectations heightens students' poor academic performance, frequent absenteeism, which eventually culminates to the dropping out from school with far reaching and scotching implications on educational development (Rumberger & Sunahlim, 2008; Fafunwa, 2004).

Smith, Classen, Bishop and Stogner (2017) see a school dropout as someone who prematurely and permanently leaves or disengages from the educational or schooling process without any interest or consideration for reentry, recovery, school re-admittance, or refinancing of education cost. Similarly, school dropout is the practical action of leaving, discontinuation or total disengagement from school before the completion of the programme or school. It is a situation whereby students who are between the ages of 12 years to 24 years that ought to be in the school for obvious practical reasons and disillusionment with the educational system decided to pullout from it without completing the socialization process in the school for the purposes of certification in preparatory for higher education or progress to the next level. The process of school dropout as a syndrome in secondary schools in Nigeria begins with absenteeism of teachers and students, non-participation in class/schoolwork, truancy, loss of confidence in academic activities, class disruptions, and disillusionment with the entire system which ultimately climaxes to school dropout (Gilmore, 2010).

It is important to note that dropout syndrome as observed by Daminabo (2016) in most Nigerian schools is very complex in nature and maybe attributed to social factors and organization problems associated with learning such as lack of parental care, socio-economic status of parents, negative peer group influence, teenage pregnancy and parenthood, ill health, boredom, academic failures, poor financial situations, school distance from home, heavy academic schedules, high student- teacher ratio, poor school

facilities, teachers and administrators attitude, unfairly and rigidly apply school rules, violence among school environment, truancy, poor motivation and interest towards studies; learning difficulties in the school, dysfunctional families, parental qualifications or level of education, poor role models, discrimination based on gender, negative influence of social environment, underemployment and lack of employment after school; child labour due to parental unemployment, computer game and political factors.

The control of schools dropout syndrome is very necessary for the development of any society in Nigeria and accomplishing the objectives and philosophy of national policy on education. It becomes vital for communities in Nigeria to be involved in the advocacy for stay in the school programmes for young people. This would enable the children to attain their educational aspirations in life, since they understand how dropping out of school would affect their wellbeing as regards to their future income and life expectancy. It is also necessary to apply the following strategies in curbing this hydra headed problem of dropout syndrome: providing vital information about the importance of education through kid's leadership camping, workshops for parents, orientation of students on admission into school. Also being advocated is providing and improving positive place to engage in learning activities with a good positive school culture that motivates them to remain in the school and provide quality career and technical education that is inclusive with the regular schools programme. Equally the government and community should hold stakeholders accountable for the poor graduation rate obtained in each graduation year and as such, the school should provide multiple and flexible pathways for completion of programmes as against the current system that does not give room for alternative means for the completion of their programme. The use of technology is very critical to engage students in personal learning activities and this will encourage effective monitoring system geared towards the understand individual and collective problems

Instructively, school reentry, recovery, re-admittance, and refinancing/sponsoring of the cost of dropouts education are interventions that could be adopted through deliberate policy formation and implementation process by governments at federal, state and local levels. Furthermore, Mishra and Abdul-Azeez (2014) suggested that teachers' ability to emotionally support and effectively supervise students conducts, adopt good counseling strategy, provide feedback mechanism, introduction of effective reward systems in schools are basically the other non-policy actions or appropriate interventions that may revolutionize the issue of school dropout in our educational system. Conversely, this unfortunate scenario of rising school dropout rate (disengaging from school before completing a particular cycle/level of education) is the universally used parameter to measure educational wastage in any society. Hence, the upsurge of school dropout accentuates the imminent backwardness and inefficiency likened as the scourge devastating the fabric of Nigeria's educational development.

On the other hand, educational development is described as a process which encompasses the series of instructional, curriculum, organizational, programmes and practices incorporated to systematically help students develop the character, attitude, and

discipline to effectively learn, internalize, perform, and replicate what has been taught by the professionally trained teacher who uses resources, workshops, one-on-one assistance, and other means to support or meet the needs of the individual learner in the class (Bédard, Clement & Taylor, 2010). It is centered on the holistic development of the teaching domains, learning, and character of students or learners rather than building the aspects of academic career development (which is narrower) that is only concerned with developing careers and promoting academic excellence without considering the personality, conduct, character, and discipline of that student upon graduation in the society. This accounts for why schools or institutions emphasize on worthiness (i.e. meeting the requirements) in “character and learning” before graduation.

School dropout has always been a global problem both to the educational system and the society since it distorts the acquisition of level of individual educational development or knowledge (Inuwa & Yusuf, 2012; Ogbunbu, 2008), which could help students become resourceful, skillful and meaningfully engaged. Rather than being idle or indolent and susceptible to engaging in social vices like crime, arson, violence, rape, cultism, and other forms of youth restiveness (Afisunlu, 2013) that eventually retards societal building (Chug (2011), alongside, the truncation of educational policy, programme, etc. (Fafunwa, 2004). Thus, the upsurge and ascendancy of youth restiveness especially at our basic education level, fester the increasingly low productivity of the active or young population (Abiogu, 2008), which impedes the attainment of the much needed technological, economic, educational, and social transformations requisite for Nigeria’s development. In other words, school dropout is viewed as a scourge or menace that overtime breeds the issues of inefficiency, inconsistency, and policy somersault devastating or shattering the anticipated, projected or predicted successes and gains or advances in the social, economic, educational, technological, etc. in Nigeria (Afisunlu, 2013).

Although, the issue of school dropout has attracted local and international interest of discussants, panelists, analysts, stakeholders or panelists at different forums, platforms, workshops or gatherings based on its nature of occurrence and extent this chronic and serious problem can impede holistic development. However, the reality that school dropout suffices in Nigeria’s educational system especially at the basic education level (comprising. Basic 1-5 (primary school) and Basic 6-9 (junior secondary) classes) over this years after all the acclaimed attempts and substantial resources expended is indeed surprising or astonishing. This scenario accentuates the seemingly inefficiency and intermittent policy somersault across levels (like federal, state, local government) by the players or stakeholders (like educational planners, school administrators, teachers, educational agencies, and governments). Whose claim or concern on how to identify and address the trends promoting the inefficient state of affairs in Nigeria’s education system has been elusive and counterproductive to the institution of a global education goal like dropout recovery programmes into Nigeria’s education system (Fall & Roberts, 2012).

Instructively, the basic education level offers students the opportunity to actually learn the basic literacy and numeracy skills that will prepare, educate, and empower them

towards contributing or participating in the development of the country. However, the rising case of school dropout which queries or probes the extent players (planners, administrators, and teachers) understands and acts on the multiple causes of exclusion, engages adequate and qualified teachers, and ensures healthy and safe learning environment, could put Nigeria's basic education at a critical juncture and a precarious situation from realizing the millennium development goals (Afisunlu, 2013; Redman, 2013). Consequently, school dropout has far reaching educational implications and effect which include: low achievement grade, low school enrollment level, reduced human resource/capacity, insecurity, youth restiveness, and engagement in social vices which negatively impacts on Nigeria's educational advancement and holistic development (Mautiba, 2011). This is the crux of the matter that instigates or perpetuates the inherent inefficiency in our educational system.

Statement of the Problem

The issue of school dropout especially at the basic education level has generated serious concern in view of its effects in an educational system like that of Nigeria, where there are no articulated or deliberate initiatives or programmes adopted at community, government or organizational level to re-enroll young students who have previously left school. But in Rwanda, dropout recovery is often focused on primary and ordinary level students who are still young to continue their educations (Fall & Roberts, 2012). This is responsible for retarding the progress, human capacity, resourcefulness, and prospects of future leaders who are expected to effectively participate and contribute to the developmental processes in Nigeria.

Bokova (2013) reported that 59 million children were out of school in 2010, with 57 million dropping out of school in 2011, while in 2012, the number of out of school children dropped slightly. Alongside this, the effect of school dropout has permeated the fabrics of the educational system which has gulped or swallowed huge investment and expenditure especially by governments (federal, state, and local) in order to meet the objective of achieving human capital development of mainly the youths or future leaders who are transiting from any level of education. Hence, the frequent nature and extent of occurrence, makes school dropout rate a chronic and serious problem confronting a large portion of young population in Nigeria, and needs a multispectral approach in determining the ways, modalities and measures to be adopted in solving this educational menace.

Conversely, the escalation of the issue of school dropout makes it a scourge that has continued to breed the inefficiency, brain drain, apathy, and chaotic disorder or turmoil which over the years devastates the fabric of our educational system in Nigeria, including mesmerizing and putting to naught conscious efforts by stakeholders in addressing this educational malady. Also the preponderance and avalanche of previous studies (Chug, 2011; Fall & Roberts, 2012; Silkdar & Mukhargee, 2012) focused or centred on the reasons for the issue of school dropout rate in the different levels of education, On the other hand, not much have been done in examining and considering

school dropout as a challenge to both local educational development (mainly basic education) and the UNESCO global standard. It is against this background that this study intends to examine school dropout and educational development in Orashi region of Rivers State, Nigeria, with a view to canvassing proper educational planning and policy implementation on school reentry, recovery, or re-admittance programmes, as a panacea for reducing the menace of school dropout which is threatening especially our basic education system.

Purposes of the Study

Specifically, the purposes of this study were to:

1. Identify the signs that can trigger the possibility of school dropout at the basic education system in the study area.
2. Determine the extent school dropout affects the fabric of the basic education system in the study area.
3. Identify appropriate interventions that can help stimulate students' school interest and reentry in the basic education system in the study area.
4. Identify the factors that slow down educational development at the basic education level in the study area.

Research Questions

The following research questions guided this study:

1. What are the signs that could trigger the possibility of school dropout at basic education system in the study area?
2. To what extent does school dropout affect the fabric of the basic education system in the study area?
3. What are the appropriate interventions that can help stimulate students' school interest and reentry in the basic education system in the study area?
4. What are the factors that slow down educational development at basic education level in the study area?

Scope of the Study

This study centred on school dropout and educational development. In terms of geographic scope, the study would focus on the basic education level in Rivers State, while in terms of content scope, the study would be centred on the teachers and students in these junior secondary schools.

Methodology

Research Design: The study adopted the descriptive survey design. The descriptive survey was utilized where the researcher intends to systematically sample a subset from a large population with similar characteristics and features, and thereafter describes the characteristics and features of that sample as they are at the particular time of the study (Nwankwo, 2013). The study would elicit information using both primary (from the questionnaire or instrument administered to the respondents) and secondary data sources (from textbooks, journal, magazines, and other documented publications).

Study Area: Orashi region otherwise the Old Ahoada block or axis of Rivers State comprises of four Local Government Areas (LGAs) namely: Abua/Odual, Ahoada East, Ahoada West and Ogba/Egbema/Ndoni. The major ethnic groups or tribes in this region include Abua, Ekpeye and Ogba with the Engennis as minority. The vegetation in Orashi region is the tropical rain forest. It has an annual rainfall of 180 centimeters and a mean temperature of 26°C. It has large arid or fertile land, which makes this region accounting for the high level of farming activity in crops like oil palm products, cassava, yam, maize, cocoyam etc. and vegetables, melon, pineapples, mango, pepper, banana and plantain including lumbering and hunting as their traditional occupation. Also there is the presence of notable rivers (like Orashi, Ndoni, etc.) crisscrossing or traversing this area which accounts for the traditional occupation of fishing among the residents of this area.

Furthermore, the Orashi region is famous for its vast reserves of crude oil and natural gas. It is perhaps the zone with the largest reservoir and production of oil and gas in Nigeria. These natural endowments accounted for the very diverse and fast-growing population, resulting from heavy and ongoing migration to this region including the departure from the traditional occupations to the now fancied prospecting ventures like: business, civil service, trading, banking, oil exploration, public service, and other ancillary or subsidiary occupations (like food vendors, recharge card selling, transportation, laundry, tailoring, etc.). However, these prospects in any oil producing area constitute the harbinger that superficially seems to provide the occupational alternatives which stimulate, incite and account for the incidence or cases of school dropout and its attendant consequences in such area.

Population of the Study: The population of the study consisted of all the 1150 teachers in all the 68 junior secondary schools (i.e. 12 in Abua/Odual, 17 in Ahoada East, 16 in Ahoada West and 23 in Ogba/Egbema/Ndoni Local Government Areas) in Orashi region of Rivers State, Nigeria (Rivers State Universal Basic Education Board, 2018).

Sample and Sampling Technique: A sample of two hundred and eight (280) junior secondary school teachers participated in the study. The multistage sampling technique was in four phases. Firstly, purposive sampling was used in the selection of all the 4 Local Government Areas (via Abua/Odual, Ahoada East, Ahoada West and Ogba/Egbema/Ndoni) that make up the Orashi region of Rivers State. In the second phase, proportionate stratified random sampling technique was used in the selection of 44 junior secondary (out of the 68) in junior secondary schools in Orashi region. The procedure for selection of the junior secondary schools was presented in Table 1 below:

Table 1: Selection of the Sample of Junior Secondary Schools (JSS) through Proportionate Stratified Random Sampling Technique

S/N	Local Government Area	Population of JSS	Proportion of JSS	Number of JSS to be Sampled/Selected
1	Abua/Odual LGA	12	0.17	7
2	Ahoada East LGA	17	0.25	11
3	Ahoada West LGA	16	0.24	11
4	Ogba/Egbema/Ndoni LGA	23	0.34	15
	Total	68	1	44

Source: Rivers State Universal Basic Education Board, 2018.

Table 1 above indicates that 7 junior secondary schools were selected from Abua/Odual LGA, 11 each from Ahoada East and Ahoada West LGAs, and 15 from Ogba/Egbema/Ndoni LGA. Thirdly, proportionate stratified random sampling technique was used in the selection of 280 teachers (out of the 1150) in junior secondary schools in Orashi region. The procedure for selection of the teachers in the 44 proportionally selected junior secondary schools was presented in Table 2 below

Table 2: Selection of the Sample of Teachers through Proportionate Stratified Random Sampling Technique

S/N	Local Government Area (LGA)	Number of JSS	Population of JSS Teachers	Proportion of JSS Teachers	Number of JSS Teachers to be Sampled/Selected
1	Abua/Odual	7	130	0.14	42
2	Ahoada East	11	216	0.23	69
3	Ahoada West	11	195	0.21	63
4	Ogba/Egbema/Ndoni	15	383	0.42	126
	Total	44	924	1	300

Source: Rivers State Universal Basic Education Board, 2018.

Table 2 above indicates that 42 teachers were selected in 7 junior secondary schools in Abua/Odual LGA, 69 teachers were selected from 11 junior secondary schools in Ahoada East LGA, 63 teachers were selected from 11 junior secondary schools in Ahoada West LGA, and 126 teachers were selected from 15 junior secondary schools in Ogba/Egbema/Ndoni LGA. Fourthly and finally, random sampling technique was used in the selection of 6 teachers from each of the 7 junior secondary schools in Abua/Oduah LGA, 6 teachers each were selected from 8 junior secondary schools, and 7 teachers each were selected from the other 3 junior secondary schools in Ahoada East LGA, 6 teachers each were selected from 8 junior secondary schools, and 5 teachers each from the other 3 junior secondary schools in Ahoada West LGA, while 8 teachers each were selected from 9 junior secondary schools, and 9 teachers each were selected from the other 3 junior secondary schools in Ahoada East LGA. This constituted a sample of 300 teachers selected from the 44 junior secondary schools in Orashi region that was used for the study.

Instrumentation: A 30 item self-structured instrument titled “School Dropout and Educational Development Inventory” (SDEDI) was used for data collection. The SDEDI instrument was patterned after a four-point rating scale of Strongly Agree (SA, 4 Points), Agree (A, 3 Points), Disagree (D, 2 Points) and Strongly Disagree (SD, 1 Point), including Very High Extent (VHE, 4 Points), High Extent (HE, 3 Points), Low Extent (LE, 2 Points) and Very Low Extent (VLE, 1 Point). Furthermore, the SDEDI instrument was structured along two sections. Section A elicited the demographic variables of the teachers while Section B presented the items on the variables of the study.

Validation of Instrument: The face and content validity of the SDEDI instrument was determined by the two educationists or experts (i.e. 1 from the Department of Educational Management and 1 from Measurement and Evaluation) in Ignatius Ajuru University of Education. The comments, suggestions and observations of these validates were effected during the final construction of the instrument.

Reliability of the Instrument: The Cronbach Alpha (r_a) method was used in ascertaining the reliability or internal consistency of the SDEDI instrument. To achieve this, the SDEDI instrument was administered to a sample of fifty (50) respondents or teachers (10 each) from five junior secondary schools in Eleme Local Government Area, Rivers State (which was not used for the study). Upon completion of their responses, the SDEDI instrument was retrieved, coded and analyzed using the Cronbach Alpha (r_a) method to obtain a reliability coefficient of 0.762 which necessitated the use of the SDEDI instrument for administration.

Data Collection: The face-to-face direct delivery technique was the method of data collection used to administer the 300 copies of the SDEDI instrument to the 300 junior secondary school teachers from the 44 selected junior secondary schools in the study area. Out of the 300 copies of the SDEDI instrument administered to the respondents (teachers), only 273 copies (representing 93% retrieval rate) were validly retrieved for the study.

Data Analysis: Collected data was coded, scored, and subsequently analyzed using mean and standard deviation to answer the research questions (with a criterion mean cutoff of 2.5). The criterion mean cut off was attained by the total or aggregate of all the scores (assigned to each of the rating scale) in the SDEDI instrument divided by the number (i.e. point) of the rating scale. For instance, the four-point rating scale include: Strongly Agree (SA = 4 Points), Agree (A = 3 Points), Disagree (D = 2 Points) and Strongly Disagree (SD = 1 Point). Then the criterion mean cutoff = $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

Results

Research Question 1: What are the signs that could trigger the possibility of school dropout at basic education system in the study area?

Table 3: Mean and Standard Deviation on the signs that could trigger the possibility of school dropout at basic education system in the study area

S/N	The signs that could trigger the possibility of school dropout at basic education system include:	N = 273		Decision
		Mean	SD	
1	Absenteeism from school	2.85	.96	*
2	Non-participation in class/schoolwork	3.03	.82	*
3	Truancy or moving about during classes	3.03	.89	*
4	Feeling disillusioned or discouraged with the entire school process	3.07	.85	*
5	Lateness/refusal to turn in classwork/homework	3.04	.82	*
6	Continuous complaining or frowning during classes	3.01	.90	*
7	Involving in activities like noise making, singing, dancing, etc. that disrupts the class session	2.97	.74	*
8	Inability to contribute during classes due to loss of confidence, inferiority complex or shyness	2.88	.96	*
Grand Mean		2.99	0.83	*

* (Agree) = ≥ 2.50 while # (Disagree) = < 2.50 .

Table 3 shows that the mean rating and standard deviation on the signs that could trigger the possibility of school dropout at basic education system in the study area includes: feeling disillusioned or discouraged with the entire school process ($\bar{X}=3.07$) in item 4, lateness/refusal to turn in classwork/homework($\bar{X}=3.04$) in item 5, non-participation in class/school workin item 2 and truancy or moving about during classes(each with $\bar{X}=3.03$), continuous complaining or frowning during classes ($\bar{X}=3.01$) in item 6, involving in activities like noise making, singing, dancing, etc. that disrupts the class session($\bar{X}=2.97$) in item 7, inability to contribute during classes due to loss of confidence, inferiority complex or shyness($\bar{X}=2.97$) in item 8, while the least was absenteeism from school($\bar{X}=2.85$) in item 1. Furthermore the grand mean score of 2.99 indicates that these signs could trigger the possibility of school dropout at basic education system.

Research Question 2: To what extent does school dropout affect the fabric of the basic education system in the study area?

Table 4: Mean and Standard Deviation on the extent does school dropout affect the fabric of the basic education system in the study area

S/N	The extent does school drop affect the fabric of the basic education system include:	N = 273		Decision
		Mean	SD	
9	Making students to be poorly socialized	3.06	.83	HE
10	Making students to be uneducated or wrongly informed	3.15	.87	HE
11	Makes students to behalfttrained or unskilled	2.96	.90	HE
12	Leads to brain drain and apathy or total loss of school interest	3.03	.94	HE
13	Increases the rate of chaotic disorder or turmoil in the society	2.74	1.07	HE
14	Reduces the character and learning that would been developed when students completes schooling	3.01	.83	HE
15	Reduces the human resources that would contribute to the holistic development of every sector in the society	3.15	.80	HE
16	Making students to be poorly oriented	3.01	.89	HE
Grand Mean		3.01	0.89	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) = < 2.50 .

Table 4 shows that the mean rating and standard deviation on the extent school dropout affect the fabric of the basic education system includes: making students to be uneducated or wrongly informed in item 10 and reduces the human resources that would contribute to the holistic development of every sector in the society in item 15 (each with $\bar{X}=3.15$), making students to be poorly socialized ($\bar{X}=3.06$) in item 9, leads to brain drain and apathy or total loss of school interest($\bar{X}=3.03$) in item 12, reduces the character and learning that would been developed when students completes schooling in item 14 and making students to be poorly oriented in item 16 (each with $\bar{X}=3.01$), makes students to be half trained or unskilled($\bar{X}=2.96$) in item 11, while the least was increases the rate of chaotic disorder or turmoil in the society($\bar{X}=2.74$) in item 13. Furthermore the grand mean score of 3.01 indicates that school dropout to a high extent affected the fabric of the basic education system.

Research Question 3: What are the appropriate interventions that can help stimulate students school interest and reentry in the basic education system in the study area?

Table 5: Mean and Standard Deviation on the appropriate interventions that can help stimulate students' school interest and reentry in the basic education system in the study area

S/N	The appropriate interventions that can help stimulate students school interest and reentry in the basic education system include:	N = 273 Mean	SD	Decision
17	Teacher' ability to effectively monitor and regulate their students' activities and conducts	3.20	.85	*
18	Teachers engaging students in curricular activities that improve their articulation	3.11	.93	*
19	Engaging students in extracurricular activities that improves their capacity to independently take decisions	3.13	.90	*
20	Waiving of students school fees indebtedness to encourage interest in schooling	3.14	.86	*
21	Canceling impending disciplinary actions that have forced a student out of school	2.95	.76	*
22	Adopting flexible or make-up evaluation or assessment for students who have missed assignments, tests or exams	3.15	.96	*
23	Helping indigent or poor students to obtain tuition grants, scholarships or supports	3.15	.91	*
24	Teachers' providing emotional support for students who are facing some problems or challenges	3.24	.73	*
Grand Mean		3.13	0.86	*

* (Agree) = ≥ 2.50 while # (Disagree) = < 2.50 .

Table 5 shows that the mean rating and standard deviation on the appropriate interventions that can help stimulate students school interest and reentry in the basic education system includes: teachers' providing emotional support for students who are facing some problems or challenges ($\bar{X}=3.24$) in item 24, teacher' ability to effectively monitor and regulate their students' activities and conducts ($\bar{X}=3.20$) in item 17, adopting flexible or make-up evaluation or assessment for students who have missed assignments, tests or exams in item 22 and helping indigent or poor students to obtain tuition grants, scholarships or supports (each with $\bar{X}=3.15$), waiving of students school fees indebtedness to encourage interest in schooling ($\bar{X}=3.14$) in item 20, engaging students in extracurricular activities that improves their capacity to independently take decisions ($\bar{X}=3.13$) in item 19, teachers engaging students in curricular activities that improve their articulation ($\bar{X}=3.11$) in item 18, while the least was canceling impending disciplinary actions that have forced a student out of school ($\bar{X}=2.95$) in item 21. Furthermore the grand mean score of 3.13 indicates that appropriate interventions can help stimulate student's school interest and reentry in the basic education system.

Research Question 4: What are the factors that slow down educational development at basic education level in the study area?

Table 6: Mean and Standard Deviation on the factors that slow down educational development at basic education level in the study area

S/N	The factors that slow down educational development at basic education level include:	N = 273 Mean	SD	Decision
25	Arbitrary or indiscriminate enrollment of students more than what the class can carry	3.28	.83	*
26	Misplacing or not prioritizing increased spending or budgetary allocation in the educational system	3.07	.82	*
27	No conscious educational policy of engaging in dropout recovery programmes in Nigeria's education system	3.17	.87	*
28	Lack of specified time for certain curricular school programmes (like beginning of teaching, learning, test, exams, etc.	3.12	.87	*
29	No scheduled time for organizing extracurricular activities like: labour, sports, etc. in the school	3.02	.88	*
30	Continuous somersault or revisal of educational policy in Nigeria	3.19	.71	*
Grand Mean		3.14	0.83	*

* (*Agree*) = ≥ 2.50 while # (*Disagree*) = < 2.50 .

Table 6 shows that the mean rating and standard deviation on the factors that slow down educational development at basic education level includes: arbitrary or indiscriminate enrollment of students more than what the class can carry ($\bar{X}=3.28$) in item 25, continuous somersault or revisal of educational policy in Nigeria ($\bar{X}=3.19$) in item 30, no conscious educational policy of engaging in dropout recovery programmes in Nigeria's education system ($\bar{X}=3.17$) in item 27, lack of specified time for certain curricular school programmes (like beginning of teaching, learning, test, exams, etc. ($\bar{X}=3.12$) in item 28, misplacing or not prioritizing increased spending or budgetary allocation in the educational system ($\bar{X}=3.07$) in item 26, while the least was no scheduled time for organizing extracurricular activities like: labour, sports, etc. in the school ($\bar{X}=3.02$) in item 29. Furthermore the grand mean score of 3.14 indicates that these factors can slow down educational development at basic education level in the study area.

Discussion of Findings

The result in Table 3 revealed a grand mean score of 2.99 which indicated that the signs that could trigger the possibility of school dropout at basic education system in the study area includes: feeling disillusioned or discouraged with the entire school process, lateness/refusal to turn in class work/homework, non-participation in class/school work, truancy or moving about during classes, continuous complaining or frowning during classes, involving in activities like noise making, singing, dancing, etc. that disrupts the class session, inability to contribute during classes due to loss of confidence, inferiority complex or shyness, and absenteeism from school. This finding is consistent with earlier findings by Gilmore (2010) who stated that school dropout as the eventual withdrawal or extrication before the completion of the school programme begins with signs or pointers like absenteeism, non-participation in school work, truancy, loss of confidence in academic activities, lateness/refusal to turn in classwork, continuous complaining during classes, class disruptions, inability to contribute during classes, and disillusionment with the entire system which ultimately climaxes to school dropout.

The result in Table 4 revealed a grand mean score of 3.01 which indicated that the extent school dropout affect the fabric of the basic education system includes: making students to be uneducated or wrongly informed, reduces the human resources that would contribute to the holistic development of every sector in the society, making students to be poorly socialized, leads to brain drain and apathy or total loss of school interest, reduces the character and learning that would been developed when students completes schooling, making students to be poorly oriented, makes students to be half trained or unskilled, and increases the rate of chaotic disorder or turmoil in the society. This finding is in agreement with the position of Carpenter (2011) who emphasized that school dropout can make students in secondary schools to be poorly socialized, uneducated, wrongly informed, half trained, unskilled, poorly orientated and lacking interest to continue school. This accentuates the issue of brain drain, apathy, and chaotic disorder or turmoil, reduced character and learning of the learners or students who would have developed the leadership traits and human resources to contribute towards holistic development of every sector in the society (Inuwa & Yusuf, 2012).

The result in Table 5 revealed a grand mean score of 3.13 which indicated that the appropriate interventions that can help stimulate students school interest and reentry in the basic education system includes: teachers' providing emotional support for students who are facing some problems or challenges, teacher' ability to effectively monitor and regulate their students' activities and conducts, adopting flexible or make-up evaluation or assessment for students who have missed assignments, tests or exams, helping indigent or poor students to obtain tuition grants, scholarships or supports, waiving of students school fees indebtedness to encourage interest in schooling, engaging students in extracurricular activities that improves their capacity to independently take decisions, teachers engaging students in curricular activities that improve their articulation, and canceling impending disciplinary actions that have forced a student out of school. This finding aligns with that by Mishra and Abdul-Azeez (2014) who emphasized that non-

policy actions or appropriate interventions that may revolutionize the issue of school dropout and encourage school interest in our educational system include: teacher's ability to effectively monitor and regulate their children's activities and conducts, teachers' provision of emotional support to students, and engaging students in activities that improves students' articulation and capacity to independently take decisions. Others include waiving of: school fee indebtedness, impending disciplinary actions, and evaluation reports/scores, including seeking of scholarship to encourage indigent, poor or deprived students.

The result in Table 6 revealed a grand mean score of 3.14 which indicated that the factors that slow down educational development at basic education level include: arbitrary or indiscriminate enrollment of students more than what the class can carry, continuous somersault or revisal of educational policy in Nigeria, no conscious educational policy of engaging in dropout recovery programmes in Nigeria's education system, lack of specified time for certain curricular school programmes (like beginning of teaching, learning, test, exams, etc., misplacing or not prioritizing increased spending or budgetary allocation in the educational system, and no scheduled time for organizing extracurricular activities like: labour, sports, etc. in the school. This finding is consistent with Fall and Roberts (2012) who reiterated that the seemingly inefficiency, inconsistency and incoherence in policies and school programmes (like no specific time for commencement of teaching, learning, test, exams, labour, sports, and other curricular activities), arbitrary enrollment, misplacement of priority, and even intermittent policy non-conformity, somersault or revisal across levels (like federal, state, local government) by the players or stakeholders (like educational planners, school administrators, teachers, educational agencies, and government), and no dropout recovery programmes in Nigeria's education system are practices or trends that are promoting the inefficient state of affairs in Nigeria's education system.

Conclusion

This study identified that the signs or pointers like: absenteeism, truancy, continuous complaining, disrupting classes, non-participation in class/school work, and inability to contribute during classes due to inferiority complex culminate to accentuate the issue of school dropout. This affects the fabric of the basic education system as it reduces the extent of socialization, skill, character and learning that would enhance the human resources or capacity needed to galvanize holistic development of every sector in the society.

However, teachers ability to adopt interventions like: makeup tests or exams for students, providing emotional support for students who are facing some challenges, helping indigent or poor students to obtain tuition grants, scholarships or supports, waiving disciplinary actions for students, and engaging students in curricular and extracurricular activities that improve their articulation and independence appropriately stimulate students school interest and reentry in the basic education system, thereby preventing the rate of chaotic disorder or turmoil in the society due to school dropout.

Recommendations

1. Teachers are expected to be responsive and quick to identify and remediate issues like absenteeism, non-participation in class/school work, truancy, inferiority complex, etc. that could disillusion students and culminate to their school dropout.
2. Teachers should inculcate the skill; character and learning that would help students enhance their orientation and capacity to continue schooling irrespective of the challenges.
3. Government should adopt inventions or policies like emotionally supporting challenged students, school fee and disciplinary action waiver, etc. in order to stimulate the interest and facilitate the reentry of students with outstanding issues that could or have resulted to absenteeism, withdrawal, and school dropout.
4. As a matter of urgency, educational planners, school administrators and educational agencies are charged to develop adaptable or localized and implementable educational policies that are geared towards meeting the educational development needs and yearnings of both students and the society respectively.
5. The Ministry of Education should adopt or ratify “dropout recovery or school re-admittance programmes as an effective strategy towards ending the rising rate of school dropout in Nigeria’s education system
6. Governments should increase the spending or budgetary allocation to the educational sector to about 22% in line with the United Nations Educational, Scientific and Cultural organization (UNESCO) recommended standard in order to improve its functionality and attainment of educational development in Nigeria.
7. The Ministry of Education should ensure that school administrations and supervisors comply with its directive or schedule for the commencement of curricular activities like teaching, reading, assessment, etc. to avoid incidence like no academic exercise which can discourage students from regularly attending school.
8. Teachers should ensure that extracurricular activities like: labour, sports, etc. are organized as scheduled and not as substitute for lessons that have been skipped.

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