

## AN ASSESSMENT OF PRIMARY SCHOOL PUPILS ENROLMENT AND DROPOUT RATES IN KATSINA STATE

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### **Abstract**

*This study investigated enrolment, and dropout rates in Katsina state with special focus on the primary schools in the state. The descriptive survey design was adopted for the study. Data from the education committee, restoration project of Katsina State were adopted. The data were subjected to descriptive statistics - frequency count, percentage and mean – for analyses and answering the research questions while the t-test statistics was adopted for testing the formulated hypotheses. The study revealed differences in male and female pupils' enrolment across the state in favour of males, except in Katsina education zone; and insignificant difference in dropout rates between females and males. Based on the outcome of the study, prioritization of education in the state budget, introduction of palliative measures, sensitization and awareness programme on the importance of education among others were recommended.*

**Key Words:** Enrolment, Dropout,

### **Introduction**

In Nigeria, education is compartmentalized into three strata – Basic, Post Basic and Tertiary. The Basic level comprises six years of primary education and three years of Junior Secondary education. The primary education serves as the foundation and the bedrock for other levels. The National Policy of Education (2004) highlighted the following objectives of primary education in Nigeria: the inculcation of permanent literacy and numeracy and the ability to communicate effectively; the laying of a sound basis for scientific and reflective thinking; character and moral training and the development of sound attitude; giving the child the opportunities for developing manipulative skills that will enable him/her to function effectively in the society; providing basic tools for further educational advancement, including preparation for trades and crafts of the society; and developing in the child the ability to adapt to his changing environment.

It therefore implies that primary education is the basic and foremost right of every child, and a vital stratum in the nation's education system (Oni, 2008). This is reflected in the education reforms in Nigeria since independence as the number of years allotted to primary education are always highest compared to other levels. For instance, six (6) years were allotted in the Universal Primary Education (UPE) and the 6-3-3-4 reforms while nine (9) were allotted in the recent Universal Basic

Education (UBE). In this regard, Ekpo and Is'haq (2014) noted that adoption of UBE is to make Nigeria's education consistent with global practices and compete favourably with most educational systems in the world; and also to overcome the incidence of dropouts in the primary schools which is pronounced in the UPE and 6-3-3-4 systems.

School dropout, particularly at the primary school level, is a peril to the attainment of the objectives of education system in Nigeria. Christian (2015) reported that in Nigeria, more than 10 million primary and secondary schools' dropouts without statistical distribution of this figure across states. Several factors are responsible for this ugly situation which is compartmentalized by UNICEF (2012) as socio-cultural, economic and political factors. These breed poverty, high rate of illiteracy, and unemployment to mention but few. Unfortunately, school dropout and out-of-school rates are more pronounced in the northern region than the western in Nigeria with gender differences (UNESCO, 2005).

This has been a great concern for education stakeholders across Nigeria, particularly in the northern region in which Katsina State is one. The present administration of Katsina State as part of her campaign strategy constituted education committee saddled with responsibility of restoring glory of education in the state. More than two years of inception of administrative affairs, it is imperative to evaluate the progress of education in Katsina state. Hence, this paper investigates enrolment, attendance and dropout rates in Katsina state with special focus on the primary schools in the state.

### **Purpose of the Study**

The objective of this study is to compare pupils' attendance and dropout rate in Katsina State, specifically the study investigates:

- i. Enrolment of primary school pupils across education zones in Katsina State.
- ii. Gender-related difference in primary school pupils' enrolment across education zones in Katsina State.
- iii. Dropout level of primary school pupils across education zones in Katsina State.
- iv. Gender-related difference in primary school pupils' dropout rate across education zones in Katsina State.

### **Research Questions**

In line with the objectives of the study, the following research questions are proposed:

- i. What are the differences in enrolment of primary school pupils across education zones in Katsina State?
- ii. What are the differences in male and female primary school pupils' enrolment across education zones in Katsina State?
- iii. What are the differences in dropout level of primary school pupils across education zones in Katsina State?

- iv. What are the differences in male and female primary school pupils' dropout rates across education zones in Katsina State?

### Hypotheses

Based on the above research questions, the following null hypotheses were formulated for testing at 0.05 level of significance:

Ho1: There is no significant difference in the enrolment of male and female primary school pupils across education zones in Katsina State.

Ho2: There is no significant difference in the dropout rate of male and female primary school pupils across education zones in Katsina State.

### Literature Review

High school dropout rate is a phenomenon in the developing nations of the world including African. Causes of the phenomenon could be broadly classified into two – home, school, and societal factors.

Home as the first socialization centre of the society has significant influence on students' life, and invariably on enrolment and dropout rate in the school because the school depends on the homes to survive. Kassahun (2011) identified family income, assets, size, and structure as well as parental education as influential factors to school enrollment, attainment and dropout. Articulating these further, Kassahun disclosed that household poverty is a major factor keeping many children out of school because poor households often cannot afford to send their children to school or are forced to withdraw children out of school at early ages. Household size and family structure are also important determinants of children's schooling because a household's income and expenses are partly related to its size and structure (Kassahun, 2011). In a similar vein, UNICEF/FGN cited in Christian (2015) disclosed home related factors such as family size, poverty of the family, and too young to attend school as influencing factors in school enrolment, attendance and dropout. In addition, Okeke (2008) bereavement, truancy, broken home, and single parenthood.

After the home, the school is the next place of socialization which implies that pupils' enrolment, attendance, and dropout rates can also be influenced by school environment and atmosphere. To this end, Kassahun (2011) disclosed that school's distance and quality are important factors of pupils' enrollment and completion probability in the school. This is articulated further thus:

*Distance to the nearest school from the homestead may negatively impact attendance and increase dropout rate, especially in rural areas and for girls. In addition to access, quality of school such as teachers' qualifications, availability of textbooks and classroom facilities are important factor because returns to schooling is dependent on child's acquisition of basic skills and knowledge. If the household perceives that school cannot provide children with such basic skills, they may decide that an investment in education is not*

*worth the small return. Poor school quality may thus discourage households from sending their children to school (p.2).*

Similarly, Gitter and Barham (2007) also disclosed negatively significant effect of school distance on child educational attainment, particularly in rural areas. Christian (2015) disclosed distance from school, school location, and school environment. This was supported that the travel time and stress is covering the distance from home to school discouraged pupils and invariably hinders enrolment, and attendance in the school thereby breeds dropout from school.

Apart from this, Kassahun (2011) disclosed availability and quality of textbooks and instructional materials, teachers and class size aggravated school dropout. Arowolo, Arowolo and Adaja (2016) also affirmed these factors in Nigeria.

Determinant factors related to society in Nigeria, according to the UNICEF/FGN cited in Christian (2015) include limited employment opportunities for school leavers, low level of political will, politicization of education; weak school level governance, poor financing of education, early marriage, high rate teenage pregnancy, misconception of western education incompatible with Islamic education; lower status accorded the girl-child, peer pressure, children with special needs, residence or location, child labour, and pursuit for material wealth by youth.

In corroborating manner, Arowolo, Arowolo and Adaja (2016) highlighted patterns of behaviors, belief, preferences, customs and traditions, which account for gender-based differences within a society, and the socio-cultural environment as factors exacerbating school dropout in Nigeria. Accordingly, absenteeism on market days and harvest times, particularly in the rural areas; high demand for teenage domestic work (particularly female), and other cultural practices such as early marriage, home services, teenage pregnancy, sexual harassment, and religious beliefs exacerbate student's dropout from school in Nigeria.

### **Empirical Studies**

Several studies have been conducted across Nigeria as regard dropout among students, particularly in primary and secondary schools. Although results of the studies are inconsistent but established that dropout is pronounced in the Nigeria schools. For instance, Nakpodia (2010) investigated magnitude of dropout rate in secondary schools in Delta State between 1999 and 2005. The study disclosed dropout as a common phenomenon in secondary schools in the State, and gender differences in which boys found to have higher dropout rate than their female counterparts. Duze (2011) investigated attrition rates in primary schools in Delta State, Nigeria, involving sample of 5,545 pupils comprising 3,014 boys and 2,531 girls using the 2003 cohort. The study revealed higher attrition rate in public schools than in private, in rural than in urban schools, and among female than male pupils in primary schools in Delta State, Nigeria. Kassahun (2011) examined the effects of household resources, adverse shocks, and school factors on child school enrollment and dropout. The study used data from the 2004 National Welfare Monitoring Survey of households in Ethiopia. Random-effects logistic regressions were used to identify

determinants of primary school enrolment and dropout. The study revealed that girls have lower chance of school enrolment than boys, but no gender difference in dropout. Household wealth and parent/guardian education significantly increase the chance of school enrolment and decrease the risk of dropout. Demographic and economic shocks increase the risk of school dropout. Distance to and quality perceptions of school are important determinants of school dropout in rural and urban areas, respectively.

Christian (2015) investigated causes and repercussions of dropout in secondary schools in River State. Using the survey research design, the study established that dropout in secondary school is more prevalent among female and aged students; and that this menace is associated with poverty, age, parental factor, home environment, peer influence, level of teachers' competency, distance from school, school location, and school environment. The study concluded that school dropout in the state breed restiveness, stealing, robbery, kidnapping, and manpower gap. Aliyu (2015) also investigated students' enrolment under the UBE programme in Kwara State. The study revealed progressive increase in the rate of enrolment; insignificant gender disparity; and inequality in education opportunity.

In Benue State, Ogiri (2016) investigated factors responsible for dropout rates among secondary school students, and established that high rate of dropout in the state are associated with school factors such as lack of weekly school labour and corporal punishment; teacher's factors such as attitude towards students and aggressiveness; parents' factors such as poverty, health status, lack of interest; and school location distance and remote location. Similarly, Arowolo, Arowolo and Adaja (2016) examined dropout in primary and secondary schools in the north-central geopolitical zone of Nigeria. The study disclosed incident of high rate of student dropout in both primary and secondary schools across the geopolitical zone. The study also revealed that dropout is more prevalent among male students than their female counterparts in transition from primary to secondary schools. It was disclosed that students, parents and socio-cultural factors are responsible for school dropouts in the geopolitical region.

From the above studies, it is glared that high school dropout is a phenomenon in Nigeria which posed threats to social and educational system in the country. However, none of the studies reviewed above focused on north-western and eastern geopolitical zones. This serves as a gap for this study.

### **Methodology**

The descriptive survey design was adopted for the study. Descriptive survey describes and interprets prevailing conditions or situations based on the available data (Aggarwal cited in Salaria, 2012). The design, according to Salaria (2012), is concern with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably, and includes proper analyses, interpretation, comparisons, identification of trends and relationships. The design was employed because the researcher has no control over the data of the study.

The entire primary school pupils in the twelve (12) educational zones of Katsina state made up the population of the study. Since the study is an ex-post facto study, data from all the entire schools are used. This is obtained from the education committee's 2015 and 2017 mid-term reports.

The descriptive statistics - frequency count, percentage and mean – were adopted for data analyses and answering the research questions while the t-test statistics was adopted for testing the formulated hypotheses.

### Results

Data for the study were obtained from the 2015 report of the education committee of the Katsina State administration.

**Research Question One:** what are the differences in enrolment of primary school pupils across education zones in Katsina State?

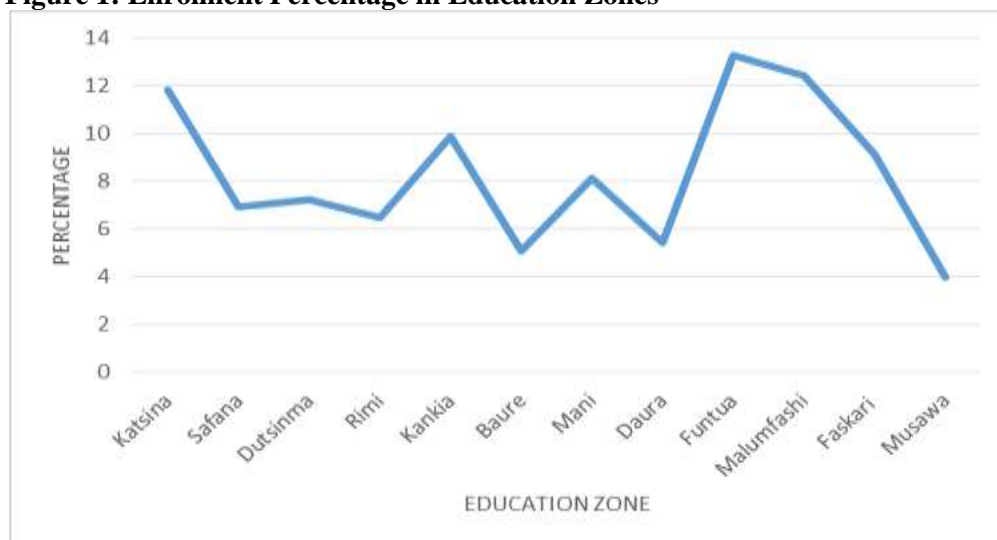
**Table 1: Pupils' Enrolment in Primary Schools**

S/N	Education Zone	Number	Percentage
1	Katsina	151510	11.87
2	Safana	88427	6.93
3	Dutsinma	92136	7.22
4	Rimi	82997	6.50
5	Kankia	126508	9.91
6	Baure	65138	5.10
7	Mani	103862	8.13
8	Daura	69331	5.43
9	Funtua	170139	13.32
10	Malumfashi	159192	12.47
11	Faskari	116746	9.14
12	Musawa	50887	3.99
<b>Total</b>		<b>1276873</b>	<b>100</b>

**Source:** Education Committee Report, Katsina State

Table 1 captured pupils' enrolment rate in each of the education zones of Katsina State. Total enrolment for the period under review was 1,276,873 out of which Funtua education zone had the highest enrolment, 13.32%, followed by Malumfashi and Katsina zones with 12.47% and 11.87% respectively. Musawa education zone had least enrolment with 3.99% followed by Baure and Daura zones with 5.10% and 5.43% respectively. Figure 1 sheds more lights to this. This implies difference in enrolment of primary school pupils across education zones in Katsina State.

**Figure 1: Enrolment Percentage in Education Zones**



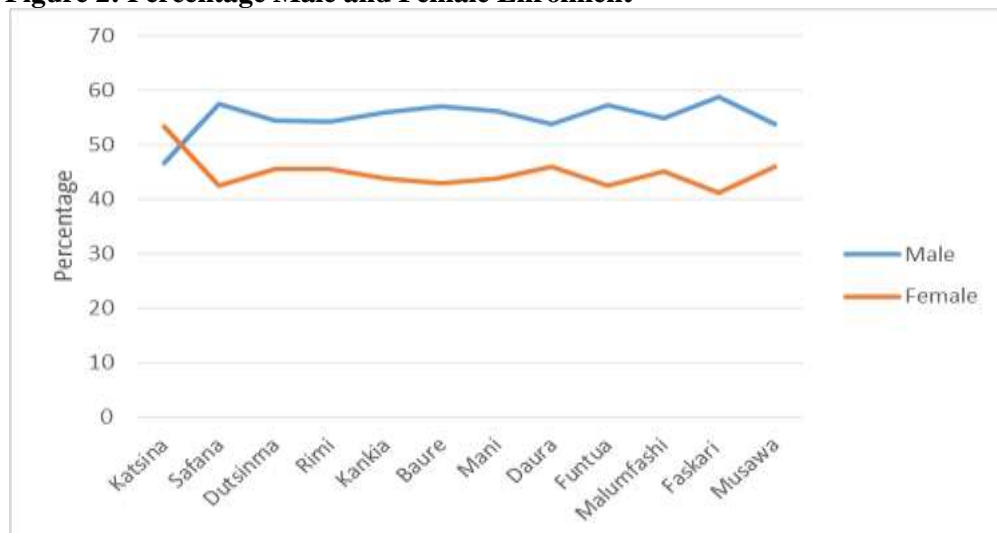
**Research Question Two:** What are the differences in male and female primary school pupils’ enrolment across education zones in Katsina State?

**Table 2: Male and Female Pupils’ Enrolment in Primary Schools**

S/N	Education Zone	Male		Female	
		Number	Percentage	Number	Percentage
1	Katsina	70602	46.60	80908	53.40
2	Safana	50879	57.54	37548	42.46
3	Dutsinma	50218	54.50	41918	45.50
4	Rimi	45110	54.35	37887	45.65
5	Kankia	70944	56.08	55564	43.92
6	Baure	37158	57.04	27980	42.96
7	Mani	58325	56.16	45537	43.84
8	Daura	37403	53.95	31928	46.05
9	Funtua	97665	57.40	72474	42.60
10	Malumfashi	87339	54.86	71853	45.14
11	Faskari	68622	58.78	48124	41.22
12	Musawa	27436	53.92	23451	46.08
<b>Total</b>		<b>701701</b>	<b>54.95</b>	<b>575172</b>	<b>45.05</b>

**Source:** Education Committee Report, Katsina State

Rates of male and female pupils’ enrolment according to each education zone were presented on Table 2 which showed that population of boys is higher than girls across the state except in Katsina education zone where females’ enrolment (53.40%) is higher than males’ (46.60%). Hence, difference in boys and girls enrolment in primary schools.

**Figure 2: Percentage Male and Female Enrolment**

**Research Question Three:** Is there difference in dropout level of primary school pupils across education zones in Katsina State?

**Table 3: Dropout Rate in Primary Schools**

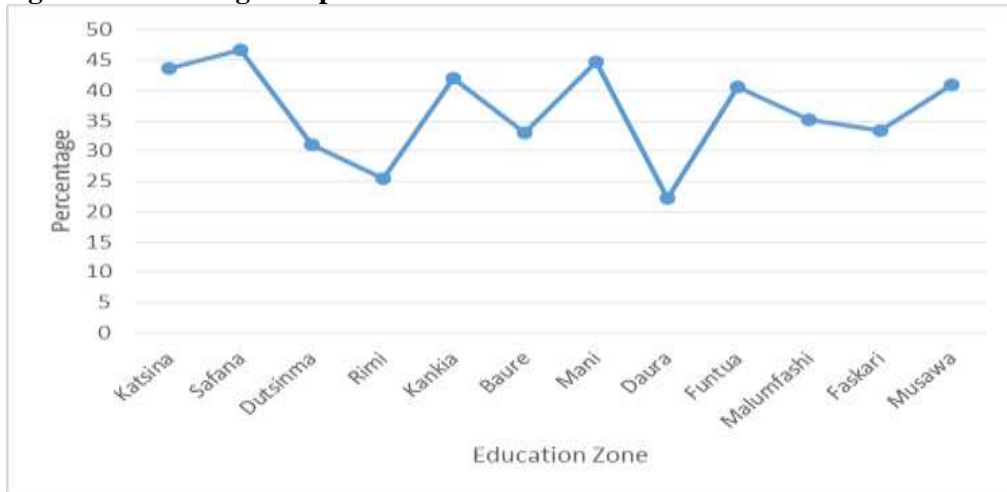
S/N	Education Zone	Enrolment	Attendance	Attendance Percentage	Dropout	Dropout Percentage
1	Katsina	151510	85287	56.29	66223	43.71
2	Safana	88427	47146	53.32	41281	46.68
3	Dutsinma	92136	63533	68.96	28603	31.04
4	Rimi	82997	61908	74.59	21089	25.41
5	Kankia	126508	73339	57.97	53169	42.03
6	Baure	65138	43628	66.98	21510	33.02
7	Mani	103862	57417	55.28	46445	44.72
8	Daura	69331	53883	77.72	15448	22.28
9	Funtua	170139	101140	59.45	68999	40.55
10	Malumfashi	159192	103288	64.88	55904	35.12
11	Faskari	116746	77784	66.63	38962	33.37
12	Musawa	50887	29995	58.94	20892	41.06
<b>Total</b>		<b>1276873</b>	<b>798348</b>	<b>62.52</b>	<b>478525</b>	<b>37.48</b>

**Source:** Education Committee Report, Katsina State

Table 3 depicted enrolment, attendance and dropout rates across the education zones in Katsina State. Safana education zone had the highest dropout percentage (46.68%) in the state followed by Mani and Katsina zones with 44.72% and 43.71% respectively. Daura education zone had the list percentage dropout

(22.28%) followed by Rimi and Dutsinma zones with 25.41% and 31.04% respectively. This information was also graphically presented on Figure 3. General, percentage dropout among primary school pupils in Katsina State under the year under review was 37.48%.

**Figure 3: Percentage Dropout across Education Zones in Katsina State**



**Research Question Four:** What are the differences in male and female primary school pupils’ dropout rates across education zones in Katsina State?

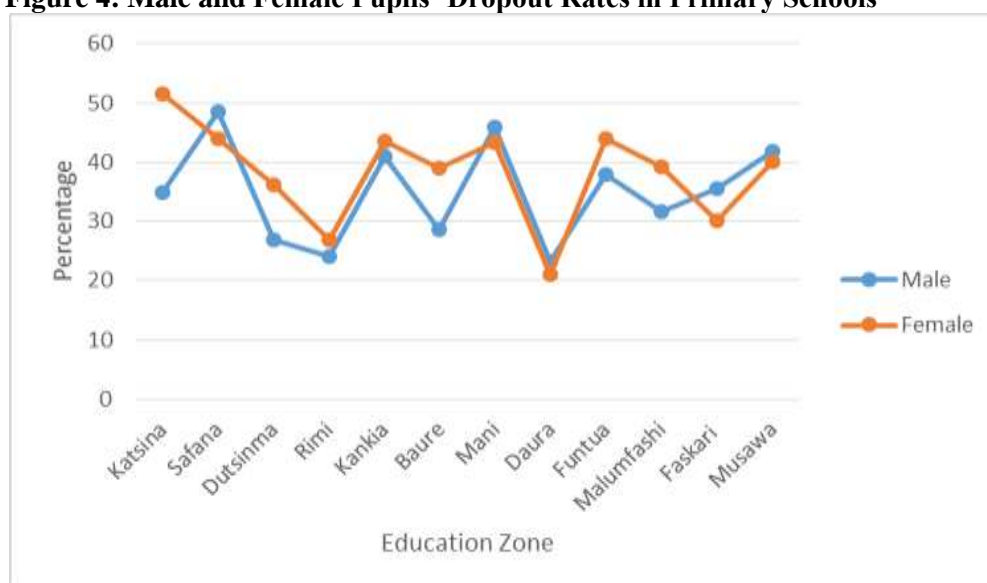
**Table 4: Male and Female Pupils’ Dropout Rates in Primary Schools**

S/N	Education Zone	Male		Female	
		Number	Percentage	Number	Percentage
1	Katsina	24603	34.85	41620	51.44
2	Safana	24733	48.61	16548	44.07
3	Dutsinma	13460	26.80	15143	36.13
4	Rimi	10868	24.09	10221	26.98
5	Kankia	28984	40.85	24185	43.53
6	Baure	10620	28.58	10890	38.92
7	Mani	26729	45.83	19716	43.30
8	Daura	8699	23.26	6749	21.14
9	Funtua	37059	37.95	31940	44.07
10	Malumfashi	27678	31.69	28226	39.28
11	Faskari	24449	35.63	14513	30.16
12	Musawa	11495	41.90	9397	40.07
<b>Total</b>		<b>249377</b>	<b>35.54</b>	<b>229148</b>	<b>39.84</b>

**Source:** Education Committee Report, Katsina State

Table 4 showed male and female pupils dropout rate across the twelve education zones in Katsina State. Number of dropout among the male pupils is higher than their female counterparts. However, going by the enrolment figures for both genders, percentage dropout among the female is higher than their male counterparts. This implies difference in male and female primary school pupils' dropout rates across education zones in Katsina State. This analysis is also presented on Figure 4 below.

**Figure 4: Male and Female Pupils' Dropout Rates in Primary Schools**



### Test Hypotheses

Due to digits of number in the study, corresponding percentages are used for computation of the hypotheses test. Summary results from hypotheses test were presented below.

**Hypothesis one:** There is no significant difference in the enrolment of male and female primary school pupils across education zones in Katsina State.

Gender	Zone	Mean	Variance	df	t-cal.	t-crit.	Decision
Male	12	55.10	9.69	22	8.02	1.72	Rejected
Female	12	44.90	9.69				

Calculated value was 8.02 while the table value at degree of freedom of 22 was 1.72. Since, the calculated value was greater than the table value, the null hypothesis one is rejected. This implies significant difference in the enrolment of male and female primary school pupils across education zones in Katsina State in favour of male.

**Hypothesis two:** There is no significant difference in the dropout rate of male and female primary school pupils across education zones in Katsina State.

Gender	Zone	Mean	Variance	df	t-cal.	t-crit.	Decision
Male	12	35.00	69.98	22	0.95	1.72	Not Rejected
Female	12	38.26	71.78				

Calculated value was 0.95 while the table value at degree of freedom of 22 was 1.72. Since, the calculated value was lesser than the table value, the null hypothesis two cannot be rejected. This implies the difference in the dropout rate of male and female primary school pupils across education zones in Katsina State is not significant.

### Discussion of Findings

In this study, differences in enrolment of primary school pupils across the twelve education zones in Katsina State, and gender difference between the male and female were disclosed. Enrolment of boys was higher than their girls' counterparts across the zones except one. In addition, dropout is a phenomenon across the entire education zones in Katsina State. In spite the difference between male and female pupils' enrolment in the State, dropout rate between male and female is not significant. Percentage of dropout girls in primary schools during the year under review in Kastina State is worrisome.

This finding is consistent with the findings of Duze (2011) which disclosed high dropout rate among female than male pupils in primary schools in Delta State, Nigeria; Christian (2015) which also revealed prevalent of dropout in secondary schools in River State, particularly among the female students; and Ogiri (2016) which revealed high rate dropout in Benue State.

However, finding of this study is inconsistent with findings of Nakpodia (2010) which disclosed dropout as a common phenomenon in secondary schools in Delta State, and gender differences in which boys' dropout rate is higher than their female counterparts; Kassahun (2011) which established that girls have lower chance of school enrollment than boys, but no gender difference in dropout in Ethiopia; Aliyu (2015) that revealed progressive increase in the rate of enrolment; and insignificant gender disparity among UBE students in Kwara State; and Arowolo, Arowolo and Adaja (2016) that disclosed high rate of student dropouts in both primary and secondary schools across North-central geopolitical zone of Nigeria with prevalent rates among male students than their female counterparts in transition from primary to secondary schools.

### Conclusion and Recommendations

Enrolment of boys was higher than girls across education zones in Katsina State, in spite this, dropout is prevalent without gender bias. Factors that could be responsible for this ugly incident to be linked to classified into three – family, school,

and society – factors. To ameliorate this phenomenon, the following recommendations were proffered:

- i. Education should be prioritized in the government budget to ensure conducive school environments.
- ii. More schools should be established to take care of problems of distance to schools, particularly in the rural areas.
- iii. Sensitization and awareness programs across the State on the importance of education should be created.
- iv. Female should be encouraged through scholarship to bridge the gap between male and female enrolment syndrome in the State.
- v. Parents should be proactive in providing essential educational materials for their children.
- vi. Organize a solution-driven conversation with corporate organizations to solicit for corporate social responsibility to schools. This should be extended to the stakeholders.
- vii. The State UBEB should explore scholarships and other financial assistance offered by foundations, NGO's etc for special groups' students such as gender groups, physically challenged etc.

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