
**PSYCHO-SOCIAL FACTORS AND PUPILS' RETENTION AMONG
PRIMARY SCHOOLS IN SOKOTO METROPOLIS AND ILLELA TOWN****LATEEF ADEYEMI YUSUF**

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Abstract

The study investigated psychosocial factors (socio-economic, socio-cultural and geographical factors) and pupils' retention among primary schools in Sokoto metropolis and Illela town. A correlational survey research design was adopted with a questionnaire as the major instrument for data collection. The study population consists of 1,144 classroom teachers and 75 education officers from Sokoto metropolis and Illela town. The stratified random sampling technique was used to select a total of 220 respondents (primary school teachers and SUBEB officials) across Sokoto metropolis and Illela town, stratification was based on the dimensions of local governments. The researcher designed and validated instruments tagged Pupils' Retention Scale (PRS) with a reliability index of 0.79 and Psychosocial Inventory Scale (PIS) with a reliability index of 0.86, 0.83, and 0.89 respectively were used for data collection. Data were analysed using Pearson Product Moment Correlation and Analysis of Variance – ANOVA statistics, findings indicated a significant relationship between the socio-economic factors and pupil's retention, geographical factor and pupil retention. However, there was no significant relationship between the socio-cultural factors and pupils' retention. Part of the recommendations stated that highly robust and proper school mapping should be implemented to enforce standard school locational planning when establishing new schools to improve the efficiency of the education system.

Keywords: Socio-economic, Pupils' retention, Primary school.

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Introduction

Education is seen as a transformative project, the primary goals of which are social ascent and the corresponding opportunities. Attempts at restructuring educational systems in sub-Saharan Africa to improve student outcomes and opportunities have therefore become of paramount importance, this was perhaps best demonstrated by the Millennium Development Goal (MDG) of universal primary education by 2015. Also, the Sustainable Development Goal (SDG) of a quality education extended the MDG target to free, equitable, and quality primary and secondary education by 2030. Unfortunately, out-of-school children's data from the UNESCO Institute of Statistics indicates that 59 million children were out of school in 2013, of which 30 million lived in sub-Saharan Africa.

Education in Sub-Saharan Africa can serve as a vehicle for fiscal and societal emancipation. The government's investment in education had had positive impacts on

poverty rates, and universal literacy policies have helped to narrow the poverty gap (Hanjra, Ferede & Gutta, 2009). However, the universal primary education (UPE) and free primary education (FPE) policies have not been successful, even with effective FPE in Nigeria, the opportunity cost of attendance for poor students is just too high, resulting in students from wealthier households being more likely to attend primary school (Lincove, 2009). The Education for All (EFA) goal for primary education, which was adopted in the year 2000, stated that all vulnerable children should access and complete good quality education by the year 2015. As of the year 2000, according to the United Nations report, more than 75 million children around the world who were of school age were not in school. The majority of these children were in the region of sub-Saharan Africa of which Nigeria has the highest population in terms of human numbers and children out of school with Nigeria accounting for 10.5 million of these children (UNICEF, 2013). Despite the interventions by the Nigerian government to keep children in school, reduce drop-out rates and ensure children's access to education, school-age children remain out of school due to several reasons. The result of the 2010 survey reveals that over a million children dropped out of school during the reference year. This represents 3.2% of the population of children that were attending primary school at that time.

(National Bureau of Statistics, 2010).

Social-cultural and religious factors that are responsible for pupils' failure to complete primary education in Kenya include participation in initiation ceremonies, traditional circumcision, early marriages and low value attached to the girls' education by their parents and the society in general (Mohammed, 2012). A study by Holmes (2003) revealed that females receive less education and are prone to dropping out than males, mainly due to economic and social-cultural reasons. In addition, Ncanira (2005) highlighted high cost, parental child gender preferences, and poor parental attitude towards education, low socio-economic levels of parents, environment and community in which the school is located as causes of low retention in primary schools. World Bank (2007) report states that pupils from low socio-economic backgrounds, who learn in rural areas, are more prevalent to drop out in primary school than the rich and those learning in urban areas. Parental poverty makes pupils go to school on empty stomachs and dressed in tatters making it difficult for them to concentrate or participate in school activities. Parents mostly involve their children in domestic work to supplement their earnings and leave no time for the children to study (Teacher Service Commission, 2009).

Socio-economic factors can be defined as a person's overall social position to which attainment in both the social and economic domains contribute. When used in studies of children's school access and attendance, it refers to the socio-economic status of the parents or family. Social-economic status is determined by individuals' achievement in education, occupational status, income and wealth (Sachs, 2005). Further on that, Trang Vander Velder's (2006) research with young students demonstrates that having unsupportive parents is likely to be associated with dropouts from school, while children with low socio-economic mobility characteristics have fewer chances of attending school and that children from better-off households are more likely to enrol and remain in school (Brown & Park, 2002; Hunt, 2008). The study necessary implies that children from poorer households have fewer chances of enrolling in school but higher chances of dropping out after they have enrolled. Osakwe and Osakwe (2010) writing on perceived factors responsible for dropping out in primary schools in Delta

Central Senatorial District, submits that pupils from low-income families are 2.4 times more likely to drop out of schools than children from middle-income families and 10.5 times more likely than pupils from high-income families.

Profula and Gareth (2009) reported the findings from a survey carried out during 2004 on indigenous children primary school attendants and dropout rates in North-Eastern Bangladesh, which revealed that only 22% of the indigenous children completed a year of primary school education and an additional 18% attended some schools but later dropped out. Minasbi and Mutabaazi (2008) give insight into the Karimojong people's strong cultural structures, which are headed by elders. Ryan (2016) reported that large family size limits the parental involvement in the academic welfare of each child. This led to low participation of the child in school activities and may eventually lead to dropout. Socio-cultural attitudes and practices have a big influence on education. It is culture and attitude that moulds society and determine the way of life. Orhodo (2003) in a study on participation in primary school education in Kenya found out that there exist deep and severe regional and gender disparities in access and pupil's retention in primary education. The study showed that dropout rates at the primary level differ by region. In the year 1999, the highest dropout at the first level was reported in Eastern Province at 61.3 per cent and lowest in Nairobi at 1.5 per cent. Findings revealed that the majority of those who had dropped out of school were female, represented by 63.6 %. Emunemu (2000) investigated socio-economic cultural correlates of the civil child access to education and withdrawal from secondary school in the Delta of Nigeria. Findings reported that once pupils enrolled in school, the females are likely to drop out of school first due to early marriage and teenage pregnancy. This necessarily implies that the effect of early marriage, farm work and other labour harms the retention of pupils in school. A male child who marries early stops schooling to fend for the family.

According to Tinto (2004) where an individual lives could be an important influential factor in many life decisions. This motion could also be true for pupils living far distance to their schools. The location could be a driving force when pupils are considering whether or not to remain in school. The effect of a geographical factor on retention is a commonly discussed issue. Omondi (2003) examined factors influencing the retention of pupils in public primary schools in drought-prone areas in Turkana Central District, Kenya. The study revealed that the majority of the respondents believed that geographical factors, such as distance travelled to school and harsh climate influenced the retention of the pupils in school. Ishler (2005) reported that geographical characteristics affect the persistence of the pupils in school. According to Ishler long distance from home to school and other climate conditions negatively influences enrolment and retention of pupils in school. According to Karam, Murenga and Osamba (2015) climatic conditions and long distances to school negatively affected primary school pupils' retention.

Statement of the Problem

Retention of primary school pupils is a major challenge to the government in Nigeria. Despite the government huge annual investment in education, the problem of pupils' retention persists. Pupils who dropped out of school face a difficult future, they will head down to a path that leads to low-paying jobs and the continuation of the cycle of poverty that creates immense challenges for families and communities at large. These

stakes are too high for our economy and our country, it is against this background that this study seeks to investigate psychosocial factors and pupils' retention among primary schools in Sokoto metropolis and Illela town.

Objectives of the Study

This study aims to investigate psychosocial factors and pupils' retention among primary schools in Sokoto metropolis and Illela town. Specifically, the objectives of the study are to:

examine the degree of relationship between socio-economic factors and primary school pupils' retention in Sokoto metropolis and Illela town.

investigate the degree of relationship between the socio-cultural factor and primary school pupils' retention in Sokoto metropolis and Illela town.

determine the extent of the relationship between the geographical factor and primary school pupils' retention in Sokoto metropolis and Illela town.

Hypotheses

H₀1: There is no significant relationship between parents' socio-economic factor and primary school pupils' retention in Sokoto metropolis and Illela town

H₀2: There is no significant relationship between the socio-cultural factor and primary school pupils' retention in Sokoto metropolis and Illela town

H₀3: There is no significant relationship between the geographical factor and primary school pupils' retention in Sokoto metropolis and Illela town

Research Design

The study is a correlational survey research design, with a questionnaire as the major instrument of data collection. The study is correlational because it seeks to establish what relationship exists among variables. Usually, such a study indicates the direction and magnitude of the relationship between variables. The study population consists of 1,144 classroom teachers and 75 education officers.

Population, Sample and Sampling Technique

The study population comprises 1,144 classroom teachers and 75 education officers from the State Universal Basic Education Board (SUBEB). Stratified Random Sampling Technique was used to select 200 classroom teachers across 20 public primary schools in Sokoto metropolis and Illela town. Also, 20 education officers were selected from SUBEB making a total of 220 respondents. There are four Local Government Areas (LGAs) within the Sokoto metropolis while Illela town is made up of one LGA making a total of 5 LGAs (i. Sokoto North, ii-Sokoto South, iii. Wamakko, iv- Kware, and v- Illela). The sample characteristics could therefore be described as a better approximation of the population characteristics and this will enhance proper generalizability of the result of the sample.

Instrumentation

The instrument used for this study is a researcher designed instrument tagged "Pupils' Retention Scale" (PRS). The questionnaire was structured along a four-point Likert type rating scale, whereby 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D) and 1 = Strongly Disagree (SD). The Instrument consists of three parts. Part-A focused on respondents' demographic data. Part-B contains the "Pupils' Retention Scale" (PRS), which is made up of 10 items. While Part-C contains the Psychosocial Inventory Scale (PIS), this is made up of 15 items. The instruments were subjected to face, content and construct validity through the comment, observation and criticism of experts and seasoned educationists who copiously vetted and moderated the instrument. The instruments were tested for reliability, using a test-retest reliability technique of three – weeks intervals. For the Pupils' Retention Scale (PRS), a reliability index of 0.79 was obtained. While for Psychosocial Inventory Scale (PIS), reliability indexes of 0.86, 0.83 and 0.89 were obtained.

Procedure for Data Collection

The researcher designed an instrument tagged "Pupils Retention Scale" (PRS) was used for data collection. Questionnaires were administered and collected through twenty trained research assistants. Team leaders were appointed among the research assistants who collated the completed questionnaires and handed them over to the researcher. However, 1,200 questionnaires (PRS) were administered to the respondents, only 1,144 returned questionnaires were found usable for the study. This represents a usable rate of 95.3%.

Procedure for Data Analysis

Although 220 copies of questionnaires were administered to the respondents, only 207 were found usable for data analysis. This represents a usable rate of 94%. The inferential statistical tools employed are Pearson Product Moment Correlation and Analysis of Variance (ANOVA) Statistics, purposely to establish the correlation between the dependent variable (Pupils' Retention) and independent variables (socio-economic factor, socio-cultural factor and geographical factor).

Results

H₀1: There is no significant relationship between parents' socio-economic factor and primary school pupils' retention in Sokoto metropolis and Illela town

Table 1: Summary of regression analysis of sample data (parents' socio-economic factor and primary school pupils' retention)

Analysis of Variance (ANOVA)

Sum of	Mean	Df	Square	Fc	Ft	r	Decision
	square						
Regression	378.303	1	378.303	93.197	3.841	0.558	Ho
Residual	836.192	206	4.059				Not
Total	1214.495	207					accepted

P < 0.05

The result in Table 1 shows that the calculated F-ratio (Fc) of 93.197 at the degree of freedom (df1 = 1, df2 = 206) is greater than the table value (Ft) of 3.481. (P<0.05)

Hence the null hypothesis is not accepted. The finding indicates that there is a significant positive relationship between parents' socio-economic factors and primary school pupils' retention in Sokoto metropolis and Illela town. This implies that parents' socio-economic factor enhances the level of primary school pupils' retention.

H₀2: There is no significant relationship between the socio-cultural factor and primary school pupils' retention in Sokoto metropolis and Illela town.

Table 2: Summary of regression analysis of sample data (socio-cultural factor and primary pupils' retention)

Analysis of Variance (ANOVA)

Sum of	Mean square	df	Square	Fc	Ft	R	Decision
Regression	0.712	1	0.712	0.121	3.841	-	Ho
Residual	1213.784	206	5.892			0.024	accepted
Total	1214.495	207					

P > 0.05

Result in Table 2 shows that the calculated F-ratio (Fc) of 0.121 at degree of freedom (df1 = 1, df2 = 206) is less than the table value (Ft) of 3.481. (P>0.05) Hence the null hypothesis is accepted. The finding indicates that there is a significant relationship between socio-cultural factors and school primary pupils' retention in Sokoto metropolis and Illela town. This implies that socio-cultural factors do not enhance the level of primary school pupils' retention.

H₀3: There is no significant relationship between the geographical factor and primary pupils' retention in Sokoto metropolis and Illela town.

Table 3: Summary of regression analysis of sample data (geographical factor and primary school pupils' retention)

Analysis of Variance (ANOVA)

Sum of	Mean square	df	Square	Fc	Ft	R	Decision
Regression	45.237	1	45.237	7.970	3.841	0.193	Ho
Residual	1169.258	206	5.676				Not
Total	1214.495	207					accepted

P < 0.05

The result in Table 3 shows that the calculated F-ratio (Fc) of 7.970 at the degree of freedom (df1 = 1, df2 = 206) is greater than the table value (Ft) of 3.481. (P<0.05) Hence the null hypothesis is not accepted. The finding indicates that there is a significant positive relationship between the geographical factor and primary pupils' retention in Sokoto metropolis and Illela town. This implies that geographical factor enhance the level of primary school pupils' retention.

Discussion

Finding from Table 1 shows that there is a significant relationship between parents' socio-economic factors and pupils' retention in primary school. This logically implies that parents' socio-economic factor enhances the level of pupils' retention. The study supports that of Hunt (2008) that educational level and income of household members are particularly of greater influence in pupil's retention in primary school. The view of Osakwe and Osakwe (2010) was corroborative, pupils from low-income families are 2.4 times more likely to drop out of schools than pupils from middle-income families simply because the families are unsupportive. The role of income among the poor and the rich is a major determinant for pupils' retention. Poor families are constrained in their investment in education and withdraw their pupils from school prematurely. At home, the child might not have appropriate facilities and resources to enable them to carry on with school work. In some homes of the poor, there might be neither table nor chairs that can be used for reading, provision of light for studies is either of very poor quality or non-existent at all. Thus, the home environment might not be conducive for learning, the child becomes too frustrated to continue under hardship and eventually drop out of primary school.

The finding from Table 2 shows that there is no significant relationship between the socio-cultural factor and primary school pupils' retention. This necessarily implies that socio-cultural factors do not enhance the level of primary school pupil retention. This study is not in line with Otonge (2004) that socio-cultural factor in terms of large family size limits the parental involvement in the academic welfare of each child, and eventually leads to dropout of pupils from the school. The study is also not in tandem with Emunemu (2004) that once pupils are enrolled in school, the females are likely to drop out of school due to early marriage and teenage pregnancy. The reason could be that possibly in the area under study male pupils greatly outnumbered female pupils and therefore the result might not be generalized in Emunemu's case. The finding supports that of Holmes (2003) that girls are not even allowed to enrol in the school so the issue of retention does not even come up. The girls are married off early since the benefits of their schooling do not accrue to the parental household. It is also seen as an escape route from poverty. Though large family size could be strongly associated with socioeconomic disadvantage and this could limit parental involvement in the academic welfare of each child and possibly may eventually lead to low participation of the child in school activities.

The finding from Table 3 revealed that there is a significant relationship between the geographical factor and pupils' retention. This logically implies that geographical factor enhances the level of primary school pupils' retention. The study attempted to establish the relationship between the conveniences and distance of the school from home and the level of pupils' retention. This finding agrees with Orodho (2014) that reported a significant association between the location of the school and pupils' retention. The finding equally supports Omondi (2013) that geographical factors, such as distance travelled to school and harsh climate influenced the retention of pupils in school. The view of Ishler and Uperaft (2005) was corroborative, geographical characteristics affect the persistence of pupils in school. This means that long distance from home to school and other climatic conditions negatively influence pupils' retention. The way public schools are territorially distributed could make it difficult for children in all areas to have access to school. How near the school is to the

residential places of school clients and how easily the pupils can move between home and school greatly influences pupils retention. Definitely a six-year-old cannot trek for more than 5 kilometres to school and not feel too tired, if this situation persists, pupils will be psychologically discouraged to continue with primary education.

Conclusion

It is important to note that retention is an institutional measure used to evaluate the effectiveness of a given school. When a student transfers to another institution, this affects the completion rate of the initial school where she counted as a dropout. When pupils drop out of school, it represents a loss to society in terms of human capital and potential proactive labour. The study relatively established the following points as follows; parent's socio-economic factor and geographical factor enhances the level of primary school pupil's retention, while socio-cultural factor does not enhance the level of pupils' retention.

Recommendations

The following recommendations were generated from the findings.

Ministry of Education should work in collaboration with the local government and other stakeholders in education to organize free feeding programmes and provision of necessary items such as school uniforms, textbooks and writing materials to encourage pupils and consequently improving primary school completion rate.

The government needs to urgently establish Adult Education programs in regions to improve the literacy level among the parents so that they can value education, thereby assisting the pupils to complete primary education.

Highly robust and proper school mapping should be implemented to enforce reliable school locational planning when establishing new schools to improve on the efficiency of the education system.

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