



CAUSES AND CONSEQUENCES OF STUDENT DROPOUT AS PERCEIVED BY MALE AND FEMALE LECTURERS IN FEDERAL COLLEGE OF EDUCATION, IWO, OSUN STATE

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ABSTRACT

This study assessed the causes and consequences of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State. Descriptive research design of survey type was adopted. All the 143 lecturers in the institution constituted population of the study. All the 143 lecturers were purposively selected as the respondents. Causes and Consequences of Dropout Questionnaire (CCDQ) was used for data collection. The instrument was thoroughly validated and its reliability test carried out via the use of Chronbach's Alpha yielded a reliability coefficient of 0.82. Mean and standard deviation were used to answer research questions, while t-test was used to test hypotheses. The study found among other things, that the causes of dropout were financial challenge, unwanted pregnancy, inordinate passion for richness, threat from cultists, and poor academic performance; while the consequences of dropout included drug abuse, increase in wastage rate in education, reduction in an individual's social status and untimely death. The study concluded that dropout is a very serious case in tertiary institutions in Nigeria and it manifested in Federal College of Education of Education, Iwo, Osun. It was recommended among other things, that Nigerian governments should improve on its strategy to revamp the economy, to ensure that the citizens, especially parents and guardians find it easy to conveniently finance the education of their children and wards, thereby preventing dropout.

Key words: Assessing, Causes, Consequences, Dropout, Lecturers

Introduction

Students are school properties from the period of admission and matriculation processes until graduation. They are expected to stay in schools for the number of years required to complete their academic programme, as enshrined in the act that established each institution. However, it is a pity to behold that many students have left educational institutions in Nigeria, especially Colleges of Education, without completing their Nigeria Certificate in Education programme. This scenario is regarded as dropout. Dropout means a situation whereby a student exits an educational institution without completing the years required to graduate from the system. The menace of dropout cuts across all the levels of education. Oke and Tejumola (2021) explained that drop-out means a situation whereby a student quits a school without completing the



educational programme that he started. A person identified as a drop-out is someone who leaves a school before the completion of the programme he came in for. Inyangetoh and Johnson (2026) stated that dropout has been a serious issue in tertiary institutions in the developing countries, especially in Nigeria where institutional resources are often insufficient and intervention strategies are essentially reactive. Okolie et al. (2020) submitted that high dropout rates negatively impact productivity of institutions, increase monetary losses, and hinder national development in polytechnics in Nigeria, Inyangetoh and Johnson (2026) opined that dropout challenges continue as a result of socioeconomic constraints, limited data-driven monitoring systems, academic difficulties and low engagement.

Akinwale and Ojakorotu (2026) asserted that the persistent increase in the case of dropping out educational institutions in Nigeria signifies a devastating educational crisis with extensive socio-economic consequences. Akinwale and Ojakorotu (2026) posited that the increasing level of dropout among students in educational institutions in Nigeria poses a serious significant challenge. Peer influence, cultural norms and economic hardships are borderline intelligence, parenting style, lecturers' attitudes, early marriage and schooling costs. The causes of drop-out as found by the study of Ogazi et al. (2022) were association with peers, early marriage and unwanted pregnancies of unmarried girls, high cost of education, unemployment and the quest to get rich quick. Ma'aruf and Katami (2025) submitted that dropout is a serious issue that affects families, societies and students. It occurs due to various reasons such as financial constraints, social pressure, poor academic performance, lack of parental support, and social pressures. Ajao (2023) opined that one of the challenges facing tertiary institutions in Nigeria is dropout. Factors responsible for this menace include poor parenting, economic challenges, societal influence, threat from cultists, unwanted pregnancy and the likes. Alarape (2022) argued maintained that there are various factors responsible for dropout in tertiary institutions in Nigeria. These include student-related, parent-related, management-related, government-related and peer-related factors. All hands need to be on deck to stamp out the menace. The findings of the study conducted by Monday and Kayode (2021) showed that there was no significant difference in the lecturers' perceptions on the causes of dropout among polytechnic students in Ogun State, Nigeria. In addition, the study carried out by Samuel and Oladapo (2020) also revealed that there was no significant difference in the lecturers' opinions on the causes of dropout among students in secondary schools in Osun State, Nigeria. The findings of the study conducted by Monday and Kayode (2021) showed that there was no significant difference in the perceptions of male and female lecturers on the causes of dropout among polytechnic students in Ogun State, Nigeria.

Akinwale and Ojakorotu (2026) argued that the impacts of dropout on students are many. They include disorderliness, vandalism in the society, hindered technological progress, widespread illiteracy, and moral decline, wasted school resources, economic setbacks and traumatic life situations. Ogazi et al. (2022) found in their study that the consequences of drop-out are unsteady growth and development of the nation; anti-social behaviours like drug abuse, sexual promiscuity, fraud and armed robbery; inferiority complex due to low self-image; poor performance; low ambition; low self-esteem and poor performance; social ill and discord to the family relationship; involvement in conflicts in the society. Ma'aruf and Katami (2025) argued that the effects of school dropout are grievous because they affect both students and society at large. Students who dropped out of school could face the problems of increased susceptibility to crime and social instability, unemployment, low earnings, Ogazi et al. (2022) maintained that dropping out of school has its tremendous consequences such as inferiority complex, early marriage, marital



discord, decline in economic development, low ambition and engagement in anti-social behaviours. Alarape (2022) asserted that increase in the crime rate in Nigeria especially armed robbery, kidnapping, banditry assassination, prostitution and the likes could be as a result of dropout, especially in tertiary institutions in Nigeria. Obalowu (2020) lamented that a serious problem that needs to be tackled in Nigerian tertiary institutions is drop out. The reason is that when a student dropped out especially due to financial reason, an attempt to survive could make him or her to easily explore other illegal means to survive. The findings of the study carried out by Ajadi and Komolafe (2021) revealed that there was no significant difference in the opinions of the male and female lecturers on the consequences of dropout among undergraduates in Universities in Lagos State. In addition, the outcome of the study conducted by Emmanuel and James (2022) showed that there was no significant difference in the perceptions of male and female lecturers on effects of dropout on undergraduates in public universities in Rivers State, Nigeria. Lamidi (2023) also found that male and female lecturers were not significantly different in their opinions on the consequences of dropout among students of tertiary institutions in Edo State.

Considering the above discussions, the researchers decided to conduct this study bothering on the causes and consequences of student dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State

Statement of the Problem

Educational institutions, regardless of the level, are established for the purpose of educating the learners and graduate them. Therefore, each institution is expected to admit students, nurture, and graduate them after all the necessary requirements have been fulfilled. In recent times, between the admission year and the graduation period, significant number students in tertiary institutions in Nigeria, especially Colleges of Education dropped out. The problem of dropout could be as a result of poor parenting, economic hardship, bad governance, peer influence, among others; while its consequences may be drug abuse, robbery, prostitution and the likes. For instance, as announced by the Provost of Federal College of Education, Iwo, Osun State, in 2022/2023 academic session, the institution matriculated 824 as its first set of students. In 2026, 586 graduated, while 178 repeated (Adebayo, 2026). This clearly shows that 60 students dropped out.

Apparently, the figure of those who dropped out is a big challenge which gave the researchers a big concern on what could have led to that, as well as the implications that the bad scenario could have on the students, the societies and the country at large. However, many researchers have conducted similar studies related to this present study. Ogazi et al. (2022) conducted a study on the causes and consequences of school dropouts among government secondary school students in Owerri Municipal Council of Imo State. Obalowu (2020) assessed the causes and consequences of dropout as perceived by lecturers in Delta State College of Education, Warri. Emmanuel and James (2022) examined the causes and consequences of dropout among undergraduates in public universities in Rivers State, Nigeria. However, none of the studies mentioned above focused on the causes of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State. Therefore, the scenario was seen as an academic lacuna and the researchers conducted this study to fill it.



Purpose of the Study

The study:

assessed the causes of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State;

determined the consequences of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State;

investigated the difference in the perceived causes of dropout among male and female lecturers at Federal College of Education, Iwo, Osun State; and

determined the difference in the perceived consequences of dropout among male and female lecturers at Federal College of Education, Iwo, Osun State;

Research Questions

The following research questions were raised.

What are the causes of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State?

What are the consequences of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State?

Research Hypotheses

The following hypotheses were formulated.

Ho1: There is no significant difference in the perceived causes of dropout among male and female lecturers at the Federal College of Education, Iwo, Osun State.

Ho2: There is no significant difference in the perceived consequences of dropout among male and female lecturers at the Federal College of Education, Iwo, Osun State.

Methodology

Descriptive research design of survey type was adopted for the study. All the 143 academic staff in Federal College of Education, Iwo, Osun State constituted the population of the study. Purposive sampling technique was utilised to select all the 143 lecturers as respondents. The reason was that they had adequate information about the causes and the consequences of dropout among students. A questionnaire which was self-designed and titled 'Causes and Consequences of Dropout Questionnaire (CCDQ)' was used for data collection. The instrument had three sections: A, B and C. Section A contained bio-data of the respondents, B comprised items on the causes of dropout, while C consisted of the items on consequences of dropout. Likert-rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree rated 4, 3, 2 and 1 respectively was used for the questionnaire. The questionnaire was validated by three experts. Twenty-five copies of the questionnaire were administered to some lecturers in a public College of Education. The data gathered were analysed using Chronbach's Alpha and reliability coefficient of 0.82 was realised. This confirmed the reliability of the instrument. Mean and Standard deviation were used to answer research questions, while t-test was used to test hypotheses at 0.05 level of significance. The benchmark set for taking decision on each item on the research questions was that mean scores: 1.00-2.49 fell in the region of 'Rejected', while 2.50 and above considered 'Accepted.' Out of the one hundred and forty-three copies of questionnaire distributed, only 132 copied properly filled and retrieved were used for analysis.



Results and Discussions

Research Question 1: What are the causes of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State?

Table 1

Lecturers' Perceptions on the Causes of Dropout

S/N	Items	N	X	SD	Decision
1.	Financial challenge	132	3.51	1.29	Accepted
2.	Unwanted pregnancy	132	3.11	.98	Accepted
3.	Inordinate passion for richness	132	3.04	.92	Accepted
4.	Threat from cultists	132	3.43	1.11	Accepted
5.	Poor academic performance	132	3.01	.89	Accepted
6.	Security challenge	132	3.50	1.24	Accepted
7.	Peer influence	132	3.22	1.05	Accepted
8.	Poor economy	132	3.59	1.35	Accepted
9.	Fear of unemployment after graduation	132	3.04	.92	Accepted
10.	Securing admission in universities	132	2.79	.50	Accepted

Mean scores less than 2.50 = Rejected; 2.50 and above = Accepted

As shown in Table 1, the mean scores of items 1 to 10 are not less than 2.50; hence, all the items were accepted. This depicts that financial challenge, unwanted pregnancy, inordinate passion for richness, threat from cultists, poor academic performance, security challenge, peer influence, poor economy, fear of unemployment after graduation and securing admission for another course were causes of dropout.

Research Question 1: What are the consequences of dropout as perceived by lecturers in Federal College of Education, Iwo, Osun State?

Table 1

Lecturers' Perceptions on the Consequences of Dropout

S/N	Items	N	X	SD	Decision
1.	Armed robbery	132	3.53	1.30	Accepted
2.	Drug abuse	132	3.06	.95	Accepted
3.	Shortage of manpower	132	3.47	1.28	Accepted
4.	Increase in wastage rate in education	132	3.41	1.22	Accepted
5.	Reduction in an individual's social status	132	3.01	.89	Accepted
6.	Suicide	132	3.22	1.05	Accepted
7.	Increase in poverty cycle	132	3.60	1.29	Accepted
8.	Prostitution	132	3.33	1.16	Accepted
9.	Untimely death	132	3.05	.96	Accepted



S/N	Items	N	X	SD	Decision
10.	Hindrance to national development	132	3.44	1.37	Accepted

Mean scores less than 2.50 = Rejected; 2.50 and above = Accepted

From Table 2, the mean scores of items 1 to 10 are not less than 2.50; hence, all the items were accepted. This means that armed robbery, drug abuse, shortage of manpower, increase in wastage rate in education, reduction in an individual's social status, suicide, increase in poverty cycle, prostitution, untimely death and hindrance to national development were consequences of dropout. Ho1: There is no significant difference in the causes of dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State.

Difference in the Causes of Dropout as Perceived by Male and Female Lecturers

Table 2 showed 2.55 as the calculated t-value, 0.7 as the mean difference and .061 as the p-value which is greater than 0.05 level of significance⁵. Therefore, the decision taken on the null hypothesis one was 'Acceptance'. This depicts that there was no significant difference in the causes of dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State.

Ho1: There is no significant difference in the consequences of dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State.

Difference in the Consequences of Dropout as Perceived by Male and Female Lecturers

Table 4 showed 2.45 as the calculated t-value, 0.22 as the mean difference and .062 as the p-value which is greater than 0.05 level of significance. Therefore, 'the decision taken on the null hypothesis two was 'Acceptance'. This depicts that there was no significant difference in the consequences of dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State.

Discussions

The findings of the study revealed that the causes in dropout in federal Colleges of Education in Iwo, Osun State were financial challenge, unwanted pregnancy, inordinate passion for richness, threat from cultists, poor academic performance, security challenge, peer influence, poor economy, fear of unemployment after graduation and securing admission in universities. This finding supports the finding of Emmanuel and James (2022) that financial challenge, harsh economy, social influence, peer influence, poor academic performance and inordinate passion for money were the causes of dropout among undergraduates in public universities in Rivers State, Nigeria. This finding agrees with the finding of Ajadi and Akomolafe (2021) that peer influence, drug abuse, laziness, economic hardship, poverty and lack of money, and fear of unemployment were the causes of dropout among undergraduates in Universities in Lagos State, Nigeria.

This finding is in tandem with the finding of that armed robbery, drug abuse, shortage of



manpower, increase in wastage rate in education, reduction in an individual's social status, suicide, increase in poverty cycle, prostitution, untimely death and hindrance to national development were consequences of dropout. This finding corroborates the finding of Obalowu (2020) that the consequences of dropout as perceived by lecturers in Delta State College of Education, Warri were kidnapping, future destruction, unemployment, recycling of poverty, prostitution and shortage of manpower. This finding is in tandem with the finding of Ajao (2023) the consequences of dropout as perceived by lecturers in public tertiary institutions in Kogi State were loss of social prestige, untimely death, drug abuse, challenge to national development, prostitution and increase in poverty.

The findings of the study revealed that there was no significant difference in the causes of dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State. This finding is in consonance with the finding of Obalowu (2020) that there was no significant difference in causes of dropout as perceived by male and female lecturers in Delta State College of Education, Warri. The finding is also in agreement with the finding of Samuel and Oladapo (2020) which revealed that there was no significant difference in the lecturers' opinions on the causes of dropout among students in secondary schools in Osun State, Nigeria.

This finding showed that there was no significant difference in the causes of dropout as perceived by male and female lecturers in Federal College of Education, Iwo, Osun State. This finding supports the finding of Ajadi and Komolafe (2021) which revealed that there was no significant difference in the opinions of the male and female lecturers on the consequences of dropout among undergraduates in Universities in Lagos State, Nigeria. The finding also supports the outcome of the study conducted by Emmanuel and James (2022) which showed that there was no significant difference in the perceptions of male and female lecturers on effects of dropout on undergraduates in public universities in Rivers State, Nigeria.

Conclusion

The study concluded that dropout is a very serious case in tertiary institutions in Nigeria and it manifested in Federal College of Education of Education, Iwo, Osun. Various factors such as economic hardship, drug abuse, financial challenge, and peer influence were responsible for it. The consequences included increase in wastage rate in education, reduction in an individual's social status, kidnapping and armed robbery. Male and female lecturers were not significantly different in their perceptions on the causes and consequences of dropout.

Recommendations

The following recommendations were made. Nigerian governments should improve on its strategy to revamp the economy, to ensure that the citizens, especially parents and guardians find it easy to conveniently finance the education of their children and wards, thereby preventing dropout. Parents and guardians should intensify the level of their commitment to the schooling of their children and wards and always counsel them to be serious to their studies and shun all acts that could make them lose their studentship. There is need for the management of the institution to periodically and regularly orientate students to genuinely convince that seriousness to their studies is the only key they have to success, to correct the notion of 'education is a scam' which has made many students to drop out. Students should be wary of the kind of friends they move with, to prevent them from being influenced or lured into acts such as cultism, drug abuse, and holding studies with levity that could force, subject, or trick them to losing their studentship and become dropouts.



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