Psychological Factors and Drop out Tendency of Year One Students in Schools of Nursing, Akwa Ibom State, Nigeria

By

UDOMAH, Ndifreke Godwin
Institute of Education
and Professional Development
University of Uyo, Uyo

&

Dr. ARCHIBONG, Uto I.
Institute of Education
and Professional Development
University of Uyo, Uyo

ABSTRACT

The study examined the psychological factors and drop out tendency of year one students in schools of nursing, Akwa Ibom State, Nigeria. Two hypothesis were drawn for the study. The study adopted ex-post facto design of the correlational type. The researchers developed an instrument called "Psychological Factors and Drop out Tendency Questionnaire (PFDTQ)" for data collection. The reliability test for the instrument was conducted on 20 year two students in School of Nursing, Eket. Cronbach's Alpha reliability technique revealed coefficients of 0.77 for self-concept, 0.72 for attitude and an average coefficient of 0.82. These indices indicated a high reliability of the instrument for use in data collection. Form the hypothesis it was seen that there is significant relationship between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State also that there is significant relationship between attitude and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State. Bases on the findings of the study, it was concluded that there is significant relationship between self-concept, attitude and dropout tendency of year one students in Schools of Nursing Akwa Ibom State. One of the recommendations was that government should assist in reducing dropout rate by providing incentives to students. This could take the form of books, and conducive environment for extra-curricular activities. These are essential and Schools of Nursing can be provided with funds to purchase them.

<u>KEYWORD</u>: **psychology, drop out tendency, student, nursing, self-concept, attitude**

Introduction

Education as a powerful instrument for developing hidden talents in an individual is also a means of eliminating illiteracy in any society. The role of education in the development of individuals in particular and the nation in general cannot be over emphasized. It is a great investment any country can make for accelerating development of its technology, economic and

human resources. Onwuka (2012) pointed out that education is the instrument that is used to free people from incapacitation and exclusion. When an individual is freed from incapacitation and exclusion or illiteracy, there is usually a change in that person's behaviour. This change influences the person's attitude and his whole life (Apebende, 2013).

Despite the claim to increase in school gross enrolment ratio under the impact of government initiative for the last over six decades through various educational schemes, it has fallen short to keep pace with the gross completion. School drop-out is one of the major concerns that hamper youth's progress in professional setting and it has been a subject of major concern in most developed and developing countries including Nigeria.

Drop out of school among student nurses means student nurses withdrawing from school before graduation due to some factors. Hornby (2000) explained drop out of school as a process whereby a person leaves school before he completes the study. United Nation Educational Scientific and Cultural Organization (UNESCO) (2008) said that dropouts of school are those who could not complete a particular level of schooling. A school dropout is a learner who discontinues from school at any level of the educational process.

There are many potential causes of dropout pertaining to the individual, the school and the social environment (Ramberger and Lim, 2008). According to Asim (2000), the possible causes of drop out in school may be complex and deep rooted, a teacher who superficially treats the easily observable signals like delinquency, inattentiveness, health problems, poor teaching methods should realize that some socio-psychological factors like attitude, self-concept, peer pressure, home environment value system, motivation and study habit may constitute real hidden agenda.

Causes of students dropping out of school according to Okwori, Ma'aji, Kareem, and Egbeta (2014) include parents' socio–economic status, attitude of the teachers to students, culture of the people, distance of the school from the students, early marriage, domestic work, parents' literacy level, school infrastructure. From Umana's (2018) viewpoint factors contributing to school dropout among students in Nigeria include economic factors, household level factors, school level factors and cultural factors. In addition to the factors identified by various authors and researchers, self-concept and attitude which are psychological factors could also lead to students dropping out of school.

Drop out of school has negative effects on the students themselves and the society at large. Drop out of school is not only an educational problem but is a significant social and psychological problem also. The effects include prostitution, early marriage, spreading diseases, increase in crime rate and other social vices, delinquency (Okwori et al., 2014).

School drop outs experience considerable larger unemployment rates than their better educated peers and are much more exposed to poverty and delinquency (Belfield and Levin, 2008). In period of economic stagnation, the gap between dropouts and the rest of the youth tends to increase over time leading to rising polarization and concern for social conversion.

For the purpose of this study, self-concept and attitude will be considered as psychological factors that could lead to students dropping out of school. Self-concept (also called self construction or self identity) is a collection of beliefs about oneself. Generally, self-concept

embodies the answer to who am I? An individual can have a high or low self–concept. Self-concept denotes the picture an individual has about himself. It is self-assessment and devaluation; self-concept can be positive or negative (Thomas, 2005). A positive self-concept is a situation in which an individual sees himself as being capable of having the ability to perform, make adequate decision and effective choices (Polany, 2009).

The perception an individual has about himself influences the expectation of the individual. For example, if a student has or make a positive statement about his expectation of being able to complete his school without dropping out; that is a positive self-concept. The student will have confidence, will no bet unduly worried by criticism, will enjoy participating in all activities and finally will succeed academically without dropping out. Okuro (2011) stated that it is only a child with positive view of himself and his ability who can maximally benefit from and contribute to the school experience. This shows that academic success and ability to complete a school program is firmly linked with self-concept and low self – concept may lead to low achievement and drop out from school.

Attitude towards learning may be one of the causes of drop out among students. Thus, the need to know the attitude learners have towards academic cannot be over emphasized. Attitude according to Vaughan (2005) is a relatively enduring organization of belief, feelings and behavioral tendencies towards socially significant object, groups, event or symbol. Sasson (2010) opined that a student with a positive attitude sees the bright side of life, becomes optimistic and expects the best to happen, expecting success and not failure that could lead to drop out.

Tinio (2009) asserted that student's attitude is an essential factor that determines academic success. Parker (2001) maintained that a student with negative attitude may develop academic burnout with negative consequences such as depression, negativism and drop out at last. The attitude towards school and learning is understood as belief, thoughts and opinion about school and learning. It is emotions and relationship towards school and learning built upon feelings, and a tendency to behave in accordance with favorable and unfavorable experiences with school and learning. Attitude towards school and learning are associated with academic achievement. Student with poor learning attitude have poor academic performance which eventually leads to drop out (Gndeias, Rebelo and Oliveira, 2010).

Researches on factors associated with school dropout have been conducted. Laryea, Saani and Dawson – Brew (2014) investigated the influence of students' self-concept and their academic performance which leads to drop out. A total of 297 randomly selected Junior High School Students in Elmina Township, Ghana were used. The students completed a questionnaire comprising 40 close-ended items related to student's self-concept. The average scores of the third term test-score of students in Mathematics, Integrated Science, English Language, and Social Studies were used to measure syudent's academic achievement. The questionnaire used for the study was a five point scale questionnaire. Cronbach's alpha was used to test for reliability of the instrument and a coefficient of 0.86 was obtained. Both descriptive and inferential statistics were used to analyze the data. It was found that students' self-concept was perceived positively; however, this self-concept did not directly predict students' academic achievement thus leading to drop out tendency.

Stephen (2011) conducted a study on self-concept and secondary school students' drop out tendency in Uyo Local Government Area. A sample size of 500 senior secondary two

physics students took part in the investigation. Self-concept Questionnaire (SCQ) was used in generating data for the study. The reliability of the instrument using Cronbach's alphatechnique was 0.77. The major findings of the study showed that students with high self-concept achieved positively while those with low self-concept achieved negatively leading to drop out.

A trend analysis of students' dropout rate and the effects on social and educational systems in Nigeria was conducted by Arowolo, Arowolo and Adaya (2016). In the study, descriptive survey design was employed to study the pattern, trend of enrollment and dropout among primary and secondary school students in Nigeria with the North Central Geopolitical Zone as a case study. All students enrolled in the states of the North Central Zone of Nigeria who could not complete their basic study before leaving school constituted the population of the study. Data were obtained from secondary sources which include publications of different national and international organizations such as Nigeria Bureau of Statistics (NBS), United Nations Educational and Scientific Organization (UNESCO), Federal Ministry of Education, UNICEF. Data were analysed using mean, time series, regression, bar chart and percentages. From analysis, it was found that high rate of students dropout is a common phenomenon in all the states under study in both primary and secondary schools. The rate of dropouts among male students was also found to be higher than their female counterparts in transition from primary to secondary schools in the period under review.

Dropout tendency of students in Nigeria has been a case of much concern to all. Investigation of the factors that influence academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, researchers, educational policy makers and school administrators in Nigeria. Interaction with educators and assessment of students' scores generally indicate that some nursing students do not perform well in some courses, may be due to lack of interest for the particular course among other unhealthy practices. Therefore, this study examines the relationship between psychological factors and drop out tendency of students in Schools of Nursing, Akwa Ibom State.

Purpose of the Study

The purpose of this study was to examine the relationship between psychological factors and dropout tendency of students in Schools of Nursing, Akwa Ibom State, Nigeria. Specifically, the objectives of the study were to:

1. Assess the relationship between self-concept and dropout tendency of year one students in Schools of Nursing, Akwa Ibom State.

2. To determine the relationship between attitude and dropout tendency of year one students in Schools of Nursing, Akwa Ibom State.

Research Questions

1. What is the relationship between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State?

2. What relationship exists between attitude and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State?

Hypotheses

The hypotheses stated for the study were:

1. No significant relationship exists between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State.

2. Attitude and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State do not significantly relate.

Method

The study adopted ex-post facto design of the correlational type. All year one Nursing students in all the three Schools of Nursing in Akwa Ibom State during the 2018/2019 academic year totaling 150 made up the population. All the students in the population were purposively used for the study since the size was manageable.

The researchers developed an instrument called "Psychological Factors and Drop out Tendency Questionnaire (PFDTQ)" and used same for data collection. The instrument had two sections: A and B. Section A had three items on demographic data of respondents. Section B was a four point likert- type scale which measured students' psychological factors of self-concept and attitude. There were ten items in Section B of the instrument. Three experts in the Department of Educational Foundations, Guidance and Counselling validated the instrument after which reliability test was conducted on 20 year two students in School of Nursing, Eket. Cronbach's Alpha reliability technique revealed coefficients of 0.77 for self-concept, 0.72 for attitude and an average coefficient of 0.82. These indices indicated a high reliability of the instrument for use in data collection.

Copies of the instrument were administered to all year one student Nurses in their respective schools by the researches and two other research assistants. Administration of the instrument lasted for two weeks. All the 150 copies of the instrument were retrieved and useable. Data generated from the instrument were analyzed using Pearson Products Moment Correlation analysis for answering the research questions and testing the hypotheses at .05 level of significance.

Results

Research Question 1

What is the relationship between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State?

Table 1: **Pearson Product Moment Correlation (r) analysis showing the relationship between self-concept and drop out tendency of year one student Nurses**

Variable		$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	Remark
Self-concept	(X)	2279	35035			
				69316	0.94	High positive relationship
Drop out tendency(y)		4615	143779			

Table 1 presents the obtained r-value as (0.94). This value was observed to be high positive relationship, meaning that the higher the self-concept, the lower the rate of drop out tendency of year one students in Schools of Nursing and vice versa.

Research Question 2

What relationship exists between attitude and drop out tendency of year one students in Schools of Nursing in Akwa Ibom State?

Table 2: Pearson Product Moment Correlation (r) analysis showing the relationship between attitude and drop out tendency of year one student Nurses

Variable		$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	Remark
Attitude	(X)	2129	30627			
				64701	0.92	High positive relationship
Drop out tendency(y)		4615	143779			

Table 2 presents the obtained r-value as (0.92). This value was observed to be highly positive, meaning that the higher rate of attitude the lower the rate of drop out tendency of students in schools of nursing and vice versa.

Hypotheses 1

No significant relationship exists between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State.

Table 3:   Pearson Product Moment Correlation (r) analysis showing the relationship between self-concept and drop out tendency

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	df	r-crt	r-cal
Self-concept (X)	2279	35035				
			69316	148	0.197	0.94*
Drop out tendency(y)	4615	143779				

*Significant at 0.05 level

Table 3 presents the obtained r-value as (0.94). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 levels with 478 degree of freedom. The obtained r-value (0.94) was greater than the critical r-value (0.197). Hence, the result was significant. The result therefore means that there is significant relationship between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State.

Hypothesis 2

Attitude and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State do not significantly relate.

Table 4:   Pearson Product Moment Correlation (r) analysis showing the relationship between attitude and drop out tendency of year one Nursing students

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	df	r-crt	r-cal
Attitude (X)	2129	30627				
			64701 148	148	0.197	0.92*
Drop out tendency(y)	4615	143779				

*Significant at 0.05 level

Table 4 presents the obtained r-value as (0.92). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 levels with 478 degree of freedom. The obtained r-value (0.92) was greater than the critical r-value (0.197). Hence, the result was significant. The result therefore means that there is significant relationship between attitude and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State.

Discussion of Findings

The results of the data analysis in Tables 1 and 3 revealed a high significant relationship between self-concept and drop out tendency of year one student Nurses in Schools of Nursing, Akwa Ibom State. This was evidenced in the fact that the obtained r-value (0.94) was greater than the critical r-value (0.197) at 0.05 level with 148 degree of freedom. This implies that there

is significant relationship between self-concept and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State. This result supports the findings of Stephen (2011) who in a study on self-concept and secondary school students' drop out tendency in Uyo Local Government Area found that students with high self-concept achieved positively while those with low self-concept achieved negatively leading to drop out. The consistency in the findings between the two studies indicates that positive self-concept is important for school completion irrespective of the educational level involved.

The results of data analysis in Tables 2 and 4 were significant due to the fact that the obtained r-value (0.94) was greater than the critical r-value (0.197) at 0.05 significant level with 148 degree of freedom. This implies that there is significant relationship between attitude and drop out tendency of year one students in Schools of Nursing, Akwa Ibom State. This result supports the assertion by Sasson (2010) that a student with a positive attitude sees the bright side of life, becomes optimistic and expects the best to happen, expecting success and not failure that could lead to drop out.

Conclusion

Based on the findings of the study, it is concluded that there is significant relationship between self-concept, attitude and dropout tendency of year one students in Schools of Nursing Akwa Ibom State.

Recommendations

1. Government should assist in reducing dropout rate by providing incentives to students. This could take the form of books, and conducive environment for extra-curricular activities. These are essential and Schools of Nursing can be provided with funds to purchase them.

2. School has a great role to play in preventing students dropping out of school. There should a Guidance Counselor in all Schools of Nursing to talk to students and advise them especially the weak ones who intend to drop out of school.

3. It is not an over statement to say that some parents contribute to school dropout. Parents should not force any profession on a chid as this could impact negatively on a child's performance and success in the profession. Parents should provide all the necessary materials required by the school, sensitize their children by telling them the importance of education and monitor the progress of their children by visiting the schools to check their performances.

REFERENCES

Apehende, E.U. (2013). Reforms and innovation of the primary education system in Nigeria. In E. Akpangban; P. E. Eya; Igboji & P. C. Waekwa (Eds.), *Reforms and innovation in Nigerian Education.* Kano: West and Solomon publishing Coy Ltd.

Arowolo, A. A., Arowolo, E. A. & Adaya, I. J. (2016). Trend analysis of students' dropout rate and the effects on social and educational systems in Nigeria. *International Journal of Latest Research in Engineering and Technology* (IJLRET), 2 (4), 8-16.

Beifield, G. and Levin H. (2008). *The price we pay: Economic and social consequences of inadequate education*. Washington DC: The Brookings Institution.

Hornby, A. S. (2000). *Advanced learners dictionary*. Oxford: University Press

Laryee, J., Saani, A. and Dawson-Brew, E. (2014). Influence of students' self-concept on their academic Performance in the Elinan Township, European Journal of Research and Reflection in Education Science, 2(4), 1-10.

Okwori, R. O., Ma'ayi, A. S., Kareem, W. B. & Egbeta, U. A. (2014). Dropout among Basic Technology students in Nigerian educational system: Causes, effects and remedies. *Journal of Educational Policy and Entrepreneurial Research (JEPER), 1* (2), 204-210. Retrieved online from https://pdff.semanticscholar.org/d711/6700255f22c5...

Onwuka, E. C. (2012). Perspectives on education and development: An appraisal of Nigeria's experience. *Multidisciplinary Journal of Research Development,* 20(1), 1-5.

Osakwe, R. N & Osagie, S. (2010). Perceived factors responsible for drop out in primary schools in Delta Central Senatorial District, Nigeria. *Pakistan Journal of Social Science*, 7(5), 5 -6.

Polany R. (2009). Dropout of middle school: A multi-level analysis of students and schools. American Educational Research Journal, 30, 438-449.

Sasson, V. (2010). Context of learning for minority students. Education forum, 522(3), 243-253.

Stephen, U. (2011). Self-concept and secondary school students' dropout. International Multi-Disciplinary Journal, Ethiopiak, 5(1), 265-371.

Thomas, P. (2005). Relationship between self-concept and dropout amongst pre-university students. Journal of Applied Science 11, 232-245.

Umana, K. (2018). Factors contributing to school dropout among students in Nigeria. Available online at https://researchcyber.com/causes-school-dropout-among-students-Nigeria/

UNESCO (2008). *The drop out and its effects on secondary students*. Available online at Scholars Work. com/academic Materials/drop effects.