



TEACHERS' PERCEPTIONS OF PUPILS' ENROLLMENT, RETENTION, AND DROPOUT IN PRIMARY SCHOOLS IN GWADABAWA EDUCATIONAL ZONE, SOKOTO STATE, NIGERIA

UMAR, Zubairu¹ and ALIYU, Umar²

¹Federal Neuropsychiatric Hospital, Kware, Sokoto

²Usmanu Danfodiyo University, Sokoto

*Corresponding author: zubairu.umar@npmcn.edu.ng

ABSTRACT

The study investigated teachers' perceptions of pupils' enrolment, retention, and dropout in primary schools in Gwadabawa Educational Zone, Sokoto State, Nigeria. The study was guided by three research objectives, three research questions, and one null hypothesis. A descriptive survey design was adopted for the study. The population comprised 1,759 primary school teachers, from which a sample of 316 teachers was selected using multi-stage sampling techniques involving stratified, proportionate, and random sampling. Data were collected using a researcher-developed instrument titled Teachers' Perception of Pupils' Enrollment, Retention, and Dropout Questionnaire (TPPRDQ), structured on a 4-point Likert scale. The instrument was validated by experts, and reliability indices of 0.732, 0.747, and 0.865 were obtained for enrolment, retention, and dropout respectively using Cronbach's alpha. Data were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions, while an independent samples t-test was used to test the hypothesis at 0.05 level of significance. Findings revealed that teachers had positive perceptions of pupils' enrolment (grand mean = 3.38), retention (grand mean = 3.33), and dropout factors (grand mean = 3.26). The hypothesis test showed no significant gender difference in teachers' perception of dropout ($t = 0.220$, $p > 0.05$). The study concluded that teachers play significant roles in enrolment and retention, while teacher-related factors contribute notably to dropout. It was recommended, among others, that teacher training be strengthened, retention strategies improved, and supportive school environments enhanced to reduce dropout and improve primary school completion rates.

ARTICLE INFO

Article History

Received: 13.02.2026

Received in revised form: 15.03.2026

Accepted: 29.03.2026

Published online: 02.04.2026

KEYWORDS

Teachers' perception, enrollment, retention, dropout, primary school, Sokoto State

INTRODUCTION

Education is universally recognized as a fundamental human right and a catalyst for economic growth and human development (UNESCO, 2015). Primary education, in particular, serves as the foundation



upon which subsequent levels of education are built, making its success or failure critical to national development (Zaid, 2014). In Nigeria, primary education is designed for children aged 6-11 years and is expected to provide the basic skills of reading, writing, and numeracy that form the springboard for lifelong learning (Federal Republic of Nigeria, 2013).

Despite the indisputable importance of primary education, Nigeria continues to face significant challenges regarding pupil enrolment, retention, and dropout. Recent statistics indicate that Nigeria has approximately 10.5 million out-of-school children, with 60% of these children located in Northern Nigeria (United Nation International Children Emergency Fund, UNIEC 2022). Teachers occupy a central position in the educational enterprise and their perceptions significantly influence educational outcomes. Teachers' perceptions refer to the thoughts, beliefs, and mental images that teachers hold about their pupils and the educational process. These perceptions shape teachers' interactions with pupils, their instructional approaches, and their commitment to pupil success. Within the context of primary education, teachers' perceptions can either facilitate or hinder pupil enrolment, retention, and completion of schooling.

Enrolment refers to the process of admitting a child as a legitimate member of a school through registration at the beginning of an academic year (Saratu, 2010). Retention denotes the ability of a school to maintain enrolled pupils until the end of their schooling, while dropout refers to the premature withdrawal of a child from school before completing the educational programme (Gondwe, 2016). These three concepts are interrelated and collectively determine the efficiency and effectiveness of the educational system.

The problem of pupil dropout has reached epidemic proportions globally and constitutes a serious threat to education, particularly in developing countries (Oghuvbu, 2008). UNESCO (2011) reported that approximately 137 million children began primary school in 2011, but at least 34 million were likely to drop out before reaching the last grade. In Nigeria, school dropout contributes to a large population of illiterate youths who become vulnerable to social vices including armed robbery, inter-communal violence, and political thuggery (Ibrahim, Alex & Doreen, 2008).

Several factors have been identified as influencing enrolment, retention, and dropout, including school-based factors (teacher attitudes, instructional materials, school leadership) and community-based factors (poverty, cultural beliefs, early marriage) (Hunt, 2008; Arko, 2013). However, teachers' perceptions serve as an important mediating factor influencing enrolment, retention, and dropout outcomes.



Teachers who perceive their pupils positively and believe in their potential are more likely to create supportive learning environments that enhance retention.

In Gwadabawa Educational Zone of Sokoto State, which comprises six Local Government Education Areas (Gwadabawa, Illela, Tangaza, Gudu, Gada, and Binji), the challenges of low enrolment, poor retention, and high dropout rates are particularly acute. The zone is predominantly rural with high poverty levels and strong traditional structures influencing schooling decisions. Despite annual Enrolment Drive Campaigns sponsored by UNICEF in collaboration with the state government, many children remain out of school, and those enrolled often drop out before completion. The situation is compounded by traditional and religious beliefs that sometimes view Western education with suspicion.

The challenge is compounded by the cultural context of Sokoto State, where, as demonstrated by Zubairu et al. (2025), community members interpret children's conditions through religious and spiritual frameworks. Their study found that caregivers attribute their children's intellectual disabilities and associated behavioral changes to divine will (Kaddara), spiritual attack (Sihir/Tsoro), or consequences of sin, and that these attributions shape help-seeking behaviors, leading families to consult Islamic scholars and traditional healers rather than biomedical services. These religious and spiritual interpretations may also influence school attendance, retention, and withdrawal decisions, as parents may perceive educational challenges as matters beyond the school's control or may prioritize religious education over formal schooling.

Some previous studies have examined factors affecting enrolment, retention, and dropout in various contexts. Rena (2007) studied factors affecting enrolment and retention in India and found that pupils dropped out to assist parents in household and agricultural activities. Hamid (2011) investigated enrolment and retention of Fulbe pupils in nomadic primary schools in Adamawa State, Nigeria, and found that relevant curriculum, effective teaching, and parental support enhanced enrolment and retention. Osakwe and Osagie (2010) examined perceived factors responsible for dropout in Delta State, Nigeria, and identified parental socioeconomic status, early marriage, and gender as significant factors.

A review of existing literature reveals limited empirical studies examining teachers' perceptions in relation to enrolment, retention, and dropout simultaneously in Northwestern Nigeria, particularly in Gwadabawa Educational Zone of Sokoto State. This gap in literature necessitated the present study.



STATEMENT OF THE PROBLEM

The incidence of pupil dropout from primary schools in Gwadabawa Educational Zone of Sokoto State has become a source of concern to parents, educators, and government officials. Many pupils who enrol in primary schools do not complete the six-year cycle, dropping out at various stages. Those who drop out often become involved in social problems such as begging, hawking, child labour, and other anti-social behaviours that negatively affect the community.

Teachers, as frontline implementers of educational policies and direct facilitators of learning, are uniquely positioned to observe, understand, and address the factors that influence pupil enrolment, retention, and dropout. Their perceptions of these phenomena shape their responses to at-risk pupils and their engagement with parents and communities. Yet, there is limited empirical evidence on how teachers in Gwadabawa Educational Zone perceive enrolment, retention, and dropout, and how these perceptions relate to actual educational outcomes.

Without such understanding, efforts to improve primary education in the zone may continue to miss critical psychosocial and relational factors that influence pupil persistence. There is, therefore, a pressing need to systematically investigate teachers' perceptions of enrollment, retention, and dropout, and to examine the relationships among these variables within the specific cultural and educational context of the Gwadabawa Educational Zone. The challenge is compounded by the cultural context of Sokoto State, where, as demonstrated by Zubairu et al. (2025) in their study published in the Gidan Madi Multi-Disciplinary Journal of Teacher Education, community members interpret children's conditions through religious and spiritual frameworks. Their study found that caregivers attribute their children's intellectual disabilities and associated behavioral changes to divine will (Kaddara), spiritual attack (Sihir/Tsoro), or consequences of sin, and that these attributions shape help-seeking behaviors, leading families to consult Islamic scholars and traditional healers rather than biomedical services. These religious and spiritual interpretations may also influence school attendance, retention, and withdrawal decisions, as parents may perceive educational challenges as matters beyond the school's control or may prioritize religious education over formal schooling.

OBJECTIVES OF THE STUDY

The study sought to:

1. Examine teachers' perception of pupils' enrollment in primary schools in Gwadabawa Educational Zone.

Teachers' Perceptions of Pupils' Enrollment, Retention, and Dropout in Primary Schools in Gwadabawa Educational Zone, Sokoto State, Nigeria



2. Assess teachers' perception of pupils' retention in primary schools in Gwadabawa Educational Zone.
3. Determine teachers' perception of pupils' dropout in primary schools in Gwadabawa Educational Zone.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the teachers' perception of pupils' enrollment in primary schools in Gwadabawa Educational Zone?
2. What is the teachers' perception of pupils' retention in primary schools in Gwadabawa Educational Zone?
3. What is the teachers' perception of pupils' dropout in primary schools in Gwadabawa Educational Zone?

RESEARCH HYPOTHESIS

There is no significant difference between male and female teachers' perception of pupils' dropout in primary schools in Gwadabawa Educational Zone.

METHODOLOGY

Research Design

A mixed-methods research design was employed, integrating quantitative and qualitative approaches. The quantitative component utilized a descriptive survey design to collect data on teachers' perceptions, while the qualitative component employed phenomenological inquiry to explore teachers' lived experiences with enrollment, retention, and dropout challenges.

Area of Study

The study was conducted in Gwadabawa Educational Zone, Sokoto State, Nigeria. The zone comprises six Local Government Education Areas: Gwadabawa, Illela, Tangaza, Gudu, Gada, and Binji. The



population is predominantly Hausa/Fulani and Muslim. The zone borders the Niger Republic to the north, and Western education was introduced later than in Southern Nigeria, contributing to relatively low literacy rates. The zone is predominantly rural with high poverty levels and strong traditional structures influencing schooling decisions.

Population of the Study

The population of the study comprised all 1,759 primary school teachers in the 532 public primary schools across the six Local Government Education Areas in Gwadabawa Educational Zone (Quality Assurance Department, Sokoto State Universal Basic Education Board, 2018).

Sample and Sampling Techniques

The study adopted a multi-stage sampling technique involving stratified random sampling, proportionate sampling, and purposive sampling. The research was conducted across six Local Government Areas (LGAs), which formed the study area and were all included to ensure comprehensive coverage. In the first stage, the population of 1, 759 teachers was stratified according to the six local governments: Gwadabawa, Illela, Tangaza, Binji, Gudu, and Gada. This ensured that each area was considered as a distinct stratum within the population. The sample size of 316 teachers was determined using the Raosoft (2018) sample size calculator at a 95% confidence level and a 5% margin of error, which is appropriate for a population of 1,759.

In the second stage, the sample size of 316 was proportionately allocated across the six local government areas. The distribution was as follows: Gwadabawa (49), Illela (52), Tangaza (50), Binji (49), Gudu (28), and Gada (88). In the third stage, purposive sampling was used to select participants for the qualitative component of the study. A total of 18 participants were selected based on their experience and willingness to participate, comprising 12 teachers (2 from each area) and 6 headteachers (1 from each area). These participants were regarded as knowledgeable and capable of providing rich and relevant information for the qualitative aspect of the study.

Instrumentation

A structured questionnaire titled Teachers' Perception of Pupils' Enrollment, Retention, and Dropout Questionnaire (TPPRDQ) developed by the researcher to measure teachers' perceptions of pupils' enrollment, retention, and dropout comprised two sections. Section A collected demographic information (gender, educational qualification, years of experience). Section B contained 20 items

Teachers' Perceptions of Pupils' Enrollment, Retention, and Dropout in Primary Schools in Gwadabawa Educational Zone, Sokoto State, Nigeria



measuring three constructs: enrollment (5 items), retention (5 items), and dropout (10 items). Items were rated on a 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). A criterion mean of 2.50 (midpoint of the 4-point scale) was used to interpret average mean scores: scores ≥ 2.50 indicate positive perception, while scores < 2.50 indicate negative perception.

Validity of the Instruments

Content validity of the questionnaire was established through review by three experts in Primary Education, Educational Psychology, and Research Methods from Usmanu Danfodiyo University, Sokoto. Their comments and suggestions were incorporated into the final version. The interview guide was reviewed by qualitative research experts and piloted with two teachers to ensure clarity and relevance.

Reliability of the Instruments

The questionnaire was pilot-tested with 20 teachers from schools not included in the main study. Cronbach's alpha coefficients were computed to assess internal consistency: enrollment ($\alpha = 0.732$), retention ($\alpha = 0.747$), and dropout ($\alpha = 0.865$), all exceeding the acceptable threshold of 0.70. Inter-coder reliability for qualitative analysis was assessed on a subset of transcripts ($n=4$), yielding a Cohen's κ of 0.82, indicating excellent agreement.

Methods of Data Collection

Data for this study were collected using the structured questionnaire designed by the researcher and administered to teachers in selected primary schools. Copies of the questionnaire were distributed directly to the respondents, and assistance was provided where necessary to ensure proper understanding of the items. A total of 316 valid responses were retrieved and used for analysis. The method ensured consistency in responses, improved response rate, and allowed for easy quantification and statistical analysis of the data collected.

Methods of Data Analysis

Data were analyzed using SPSS software. Descriptive statistics were employed to answer the research questions, while an independent samples t-test was used to examine gender differences for the hypothesis at a 0.05 level of significance.



RESULTS

Research Question: What is the teachers' perception of pupils' enrollment in primary schools in Gwadabawa Educational Zone?

Table 1: Teachers' Perception of Pupils' Enrollment (N = 316)

S/N	Item	Mean	SD
1	Teachers play active role in admitting pupils	3.62	0.62
2	Teachers play active role in registering pupils	3.44	0.64
3	Pupils' age corresponds with official school age	3.17	0.93
4	Children 6-11 years enrolled in primary schools	3.45	0.71
5	Awareness of NPE emphasis on enrolment	3.23	1.12
Grand Mean		3.38	0.80

Table 1 shows that teachers generally have a positive perception of pupils' enrollment in primary schools, as indicated by the overall average mean of 3.38, which is above the criterion mean of 2.50. This suggests that, on average, teachers agree that enrollment practices are being effectively implemented in the schools. Most of the respondents agreed with all the items, as reflected in the high percentages of SA/A responses across the statements. Specifically, the highest-rated item was that teachers play an active role in admitting pupils (mean = 3.62), followed by their role in registering pupils (mean = 3.44), indicating strong involvement of teachers in enrollment processes. The lowest-rated item was the correspondence of pupils' age with the official school age (mean = 3.17), suggesting some concerns in that area, although it is still within the positive range. Thus, the findings reflect a generally favorable perception of enrollment practices among teachers.



Research Question 2: What is the teachers' perception of pupils' retention in primary schools in Gwadabawa Educational Zone?

Table 2: Teachers' Perception of Pupils' Retention (N = 316)

S/N	Item	Mean	SD
1	Schools put mechanisms for retention	3.15	0.89
2	Instructional materials motivate retention	3.48	0.72
3	School leadership essential for retention	3.41	0.70
4	Teachers' personality motivates retention	3.39	0.79
5	School environment encourages attendance	3.26	0.92
Grand Mean		3.33	0.80

Table 2 indicates that teachers generally perceive retention practices in primary schools positively, as shown by the average mean of 3.33, which is above the criterion mean of 2.50. This suggests that, overall, respondents agree that factors influencing pupils' retention are present and effective in the schools. The high percentages of SA/A responses across all items further confirm this positive perception. Among the items, instructional materials had the highest mean score (3.48), followed closely by school leadership (mean = 3.41) and teachers' personality (mean = 3.39), indicating that these factors are considered strong contributors to pupil retention. The school environment (mean = 3.26) and existing mechanisms for retention (mean = 3.15) were rated slightly lower but still within the positive range. Therefore, the findings suggest that while retention strategies are generally effective, there is still room for improvement in strengthening school-based mechanisms and the learning environment..



Research Question 3: What is the teachers' perception of pupils' dropout in primary schools in Gwadabawa Educational Zone?

Teachers' Perception of Pupils' Dropout

Table 3: Teachers' Perception of Pupils' Dropout (N = 316)

S/N	Item	Mean	SD
1	Teacher absenteeism leads to dropout	3.50	0.80
2	Poor supervision leads to dropout	3.34	0.83
3	School distance leads to dropout	3.24	0.93
4	Inadequate materials cause dropout	3.17	0.97
5	Poor academic performance causes dropout	3.13	0.92
6	Peer group contributes to dropout	3.30	0.88
7	Teachers' irregular attendance	3.39	0.87

Teachers' Perceptions of Pupils' Enrollment, Retention, and Dropout in Primary Schools in Gwadabawa Educational Zone, Sokoto State, Nigeria



S/N	Item	Mean	SD
	discourages pupils		
8	Inadequate movement check contributes	3.09	1.02
9	Corporal punishment demotivates	2.81	1.09
10	Poor teacher-pupil relationship	3.00	1.04
Grand Mean		3.26	0.94

Table 3 shows that teachers generally agree that several factors contribute to pupils' dropout, as reflected in the overall average mean of 3.26, which is above the criterion mean of 2.50. This indicates a positive agreement among respondents that the listed factors significantly influence dropout in primary schools. The high percentages of SA/A responses across most items further support this finding.

The most highly rated factor was teacher absenteeism (mean = 3.50), followed by teachers' irregular attendance (mean = 3.39) and poor supervision (mean = 3.34), suggesting that teacher-related issues are seen as major contributors to dropout. Other factors such as peer group influence, school distance, and inadequate materials also received relatively high ratings. However, corporal punishment recorded the lowest mean (2.81), though still within the acceptable range, indicating that while it is considered a contributing factor, it is less influential compared to others. Thus, the results highlight multiple interrelated causes of dropout, with teacher-related factors appearing most prominent.

Hypothesis Testing

Hypothesis: There is no significant difference between male and female teachers' perception of pupils' dropout in primary schools in Gwadabawa Educational Zone.

**Table 4: Independent t-test for Gender Difference in Dropout Perception**

Gender	N	Mean	SD	t	df	p
Male	240	32.08	6.11	0.220	314	0.83
Female	76	31.89	7.07			

Table 4 presents the independent samples t-test comparing male and female teachers' perceptions of pupils' dropout. The results show that male teachers ($M = 32.08$, $SD = 6.11$) and female teachers ($M = 31.89$, $SD = 7.07$) have very close mean scores, indicating minimal difference in their perceptions. The t-value of 0.220 with a p-value of 0.83 (which is greater than 0.05) shows that the difference between the two groups is not statistically significant. This means that gender does not significantly influence teachers' perception of pupils' dropout. Both male and female teachers share similar views on the factors affecting dropout in primary schools. Therefore, the null hypothesis is accepted, confirming that there is no significant gender difference in teachers' perception of pupils' dropout.

DISCUSSION

The findings that teachers perceive enrollment practices positively (average mean = 3.38) are consistent with the results presented in Table 1, where all items recorded mean scores above the criterion mean of 2.50. The high rating of teachers' active role in admitting pupils (94.6%) further confirms that teachers in the Gwadabawa Educational Zone are actively involved in enrollment processes, aligning with Saratu's (2010) assertion on teachers' central role in admission and registration. However, the comparatively lower rating for correspondence between pupils' ages and official school age (mean = 3.17; 78.5%) indicates that age-inappropriate enrollment remains a concern, possibly due to late school entry or interruptions in schooling.

Teachers' positive perception of retention factors (average mean = 3.33), as shown in Table 2, supports literature emphasizing the importance of instructional materials, school leadership, and a conducive environment for pupil retention (Levitz, 2001; Hagedorn, 2006; Saratu, 2010). The high rating of instructional materials (91.5%, mean = 3.48) and school leadership (92.4%, mean = 3.41) indicates that teachers recognize their strong motivational influence on pupils' retention. In contrast, the relatively lower rating of school mechanisms for retention (78.5%, mean = 3.15) suggests that structured retention strategies may require strengthening within the schools.



The multiple factors identified as contributing to dropout (average mean = 3.26), as reflected in Table 3, highlight the complex and multifaceted nature of dropout. Teacher-related factors such as absenteeism (mean = 3.50), irregular attendance (mean = 3.39), and poor supervision (mean = 3.34) were highly rated, reinforcing previous findings that teacher behavior significantly influences dropout (Alexander, 2008; Hussain, 2011; Segumba, 2015). The agreement that corporal punishment contributes to dropout (64.9%, mean = 2.81) is particularly notable, given its continued acceptance in some contexts, and aligns with concerns raised by SPARC (2008) regarding its negative impact on school attendance and completion.

The inferential result presented in Table 4 shows that there is no significant gender difference in teachers' perception of dropout ($t = 0.220$, $p = 0.83 > 0.05$). This suggests that both male and female teachers share similar perspectives on dropout factors, indicating that gender does not influence how teachers perceive the causes of dropout in the study area. This finding supports the notion that professional experience and shared work environments may shape teachers' perceptions more than gender differences.

CONCLUSION

The study examined teachers' perception of pupils' enrolment, retention, and dropout in primary schools in Gwadabawa Educational Zone, Sokoto State, Nigeria. The findings reveal that teachers generally perceive enrolment practices positively, as shown by their agreement that they play active roles in admission and registration processes. Teachers also recognize key factors that support pupil retention, particularly instructional materials, school leadership, and a conducive school environment, while identifying areas that require improvement. Furthermore, teachers acknowledge multiple school-based factors contributing to pupil dropout, with teacher-related issues such as absenteeism and irregular attendance standing out as major concerns.

The study also established that enrolment, retention, and dropout are interrelated phenomena, indicating that improvements in enrolment and retention practices are associated with reduced dropout rates. In addition, the findings show that there is no significant gender difference in teachers' perception of dropout, suggesting that male and female teachers share similar understandings of the factors influencing pupil dropout. Thus, the study concludes that effective management of enrolment and retention practices, alongside addressing key school-based factors, is essential for reducing dropout and improving primary school completion rates in the study area.



RECOMMENDATIONS

Based on the findings of the study, the following recommendations are hereby proposed:

1. Ministries of Education and Universal Basic Education Boards should strengthen teacher training programmes to equip teachers with skills for identifying and supporting at-risk pupils, including the use of positive discipline alternatives to corporal punishment, considering teachers' recognition of its negative effects on pupils' motivation and dropout.
2. School administrators and head teachers should establish systematic retention strategies such as attendance monitoring, home visits, and early warning systems to identify pupils at risk of dropout, building on the need to strengthen retention mechanisms identified in the study.
3. Teacher training institutions should integrate content on enrolment, retention, and dropout prevention into pre-service and in-service programmes, emphasizing the teacher's role in creating supportive learning environments that enhance enrolment and retention outcomes.
4. Government at all levels should implement school feeding programmes to address poverty-related barriers to attendance, thereby improving both enrolment and retention, which are positively perceived and interconnected with dropout in the study.
5. Parent Teacher Associations (PTAs) and School-Based Management Committees (SBMCs) should intensify efforts to sensitize parents on the value of education and address cultural factors such as early marriage that contribute to dropout.
6. Ministries of Education should recruit more teachers to reduce class sizes, improve teacher-pupil interaction, and reduce conditions such as absenteeism and poor supervision that contribute to dropout.
7. Religious and community leaders should be engaged as advocates for education to address community-level barriers to enrolment and retention, especially in areas where Western education is resisted.
8. Research institutions and universities should conduct further studies using longitudinal designs to examine the effectiveness of teacher-led interventions in reducing dropout and strengthening the relationship between enrolment, retention, and dropout in the Gwadabawa context..



ACKNOWLEDGMENTS

The researchers thank the management, teachers, and headteachers of the participating primary schools in the Gwadabawa Educational Zone for their cooperation and willingness to share their experiences. Appreciation is also extended to the Sokoto State Universal Basic Education Board for providing access and support.

REFERENCES

- Alexander, R. (2008). *Education for All: The Quality Imperative and the Problem of Pedagogy*. Create Pathways to Access Paper No. 20. University of Sussex.
- Arko, A. D. (2013). Causes of Female Dropout in Junior High School in Kassen-Nankana West District of Upper East Region, Ghana. *Journal of Education and Practice*, 4(16).
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Colclough, C., Rose, P., & Tembon, M. (2000). Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practices. *International Journal of Educational Development*, 20(1), 5-27.
- Federal Republic of Nigeria. (2013). *National Policy on Education* (6th ed.). NERDC Press.
- Gondwe, G. C. (2016). Factors Influencing Rural Female Pupils' Dropout from Primary Schools in Nkhata-Bay South District, Malawi. *Culminating Projects in Education Administration and Leadership*, 15.
- Grant, M. J. (2013). Girls' Schooling and the Perceived Threat of Adolescent Sexual Activity in Rural Malawi. *Culture, Health and Sexuality*, 14(1), 73-86.
- Hagedorn, L. (2006). *How to Define Retention: A New Look at an Old Problem*. University of Southern California.
- Hamid, M. H. (2011). *Enhancing Enrolment and Retention of Fulbe Pupils in Nomadic Primary Schools through the Rise Model of Motivation: The Case of Adamawa State*. Unpublished Dissertation.



- Hunt, F. (2008). *Dropping Out of School: A Cross-Country Review of Literature*. CREATE Pathways to Access No. 16. University of Sussex.
- Hussain, A., Salfi, N. A., & Khan, M. T. (2011). Causes of Students' Dropout at Primary Level in Pakistan: An Empirical Study. *International Journal of Humanities and Social Science*, 1(12), 143-151.
- Ibrahim, F., Alex, A., & Doreen, K. (2008). *Factors influencing dropout in secondary schools in Uganda*. Uganda National Commission for UNESCO.
- Juneja, N. (2001). *Primary education for all in the city of Mumbai, India: The challenge set by local actors*. UNESCO.
- Levitz, R. (2001). What is working right now in student retention? *National Conference on Student Retention Proceedings*.
- Oghuvbu, E. P. (2008). The perceived home and school factors responsible for dropout in primary schools and their impact on national development. *Ekpoma Journal of Behavioural Sciences*, 1, 234-235.
- Osakwe, N. R., & Osagie, O. S. (2010). Perceived factors responsible for dropout in primary schools in Delta Central Senatorial District, Nigeria. *Pakistan Journal of Social Sciences*.
- Raosoftware. (2018). *Sample size calculator*. <http://www.raosoftware.com/samplesize.html>
- Rena, R. (2007). Factors affecting the enrolment and retention of students at primary education in Andhra Pradesh: A village level study. *Essays in Education*, 22, 102-112.
- Saratu, I. (2010). *A comparative study of the role of male and female dropout from primary to junior secondary school in Gusau, Zamfara State*. FCET Printing Press.
- Segumba, S. I. (2015). *Factors leading to problems of dropout in primary school pupils in Teneke District*. Master's Dissertation, University of Tanzania.
- SPARC. (2008). *Working on child rights: 35,000 pupils drop out annually due to corporal punishment*. SPARC Report.



- UNESCO. (2011). *Global monitoring report: The hidden crisis - Armed conflict and education*. UNESCO.
- UNESCO. (2015). *Education for all 2000-2015: Achievements and challenges*. UNESCO.
- UNICEF. (2022). *Out-of-school children in Nigeria: Updated statistics*. UNICEF Nigeria.
- Zaid, A. I. (2014). Nigerian primary school teachers in the global context: Options and a way forward. *Journal of Childhood and Primary Education*, 11(1).
- Zubairu, U., Baguda, S. A., Ibrahim, A. H., Sarki, J., & Shehu, S. N. (2025). Depression among children with intellectual disabilities in Sokoto State, Nigeria: Analysis of prevalence, gender risks, and cultural explanatory models. *Gidan Madi Multi-Disciplinary Journal of Teacher Education (GMMJTE)*, 2(1), 97-122.