Original Article

APPLICATION OF MENTORING STRATEGY FOR REDUCING MALE DROPOUT IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The purpose of the study was to determine the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. One research question and two null hypotheses were formulated and tested at .05 level of significance. Descriptive survey research design was adopted for the study. The population for the study comprised all the 335 (295 and 40) secondary school principals in the public secondary schools and Science Technical, and Vocational schools respectively in Enugu State under the control of PPSMB and STVSMB. It is made up of 175 female 160 male principals in the 273 rural and 62 urban public secondary schools in Enugu State. A structured questionnaire was used for data collection. The instrument was validated by three research experts. Cronbach Alpha Reliability Coefficient was used to determine the internal consistency of the instrument. The instrument yielded a reliability coefficient of .69, indicating that the instrument is reliable and suitable for the study. The questionnaire was administered and retrieved by the researcher with the help of six research assistants. Out of the 335 copies of the administered instrument, only 318 copies were retrieved while 17 copies were not retrieved. Data collected with the questionnaire were analyzed using Mean ($\bar{x}$) with Standard Deviation (SD) to answer the four-research question. However, the hypotheses were tested using t-test statistics at .05 level of significance. Real limit of the mean scores was applied for the decision rule. The null hypotheses were rejected when the significant level was more than .05 and were not rejected when the significant level was equal or less than .05 level of significance. From the result of the findings, it was concluded that; to a great extent mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. Comparison of male and female principals showed that, there was no significant difference in the mean response scores of male and female principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State, while, there is no significant difference in the mean response scores of urban and rural principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. The researcher recommended among others that; mentoring strategy should be strengthened both at the urban and rural secondary schools in the six Education Zones of Enugu State.

Keywords: Application, Mentoring, Strategy, Dropout, Secondary Schools.

Original Article

Introduction

Education is the key to the production of human capital that drives the economy of any nation. The quality of the educational system today can to a great extent shape what the country will be tomorrow (Udoka, 2016). Formal education which is synonymous with schooling is as a matter-of-fact indispensable for national development, hence the indiscriminate expansion of the colossal investment in the formal school system. However, in spite of the huge investment in formal education in Nigeria, researches have revealed that school dropout rate seems high particularly among male secondary school students which calls for attention of all and sundry (Ikechukwu, 2017). According to Asogwa (2021), fifty-nine million children in the world were out of school in 2010, which dropped slightly to fifty-seven (57) million children in the world in 2011.The report further stated that sub–Saharan African countries account for more than half of all out-of-school children and have the highest out of school rate in the world. Nigeria is reported to account for almost a fifth of the worlds out of school children (Ugwu, 2017).

The issue of male school dropout and out of school children has consequently become a worrisome challenge to the federal and state governments of Nigeria. This is probably due to the realization of the social problems that could emanate from having a large population of school dropouts, who do not possess useable skills relevant to the labour market, and therefore, unemployable. Udoka (2016), stated that dropout rate from school is increasing. It is sad to note that it is not every child who starts secondary education that completes his or her education, hence they are called dropout. Dropping out refers to a student quitting school before the student graduates. It cannot always be ascertained that a student has dropped out as he or she may stop attending school without terminating enrolment. Obikwelu (2018), described dropout among students as a strong desire born in their heart to leave the school system before normal graduation period. In the same vein, Parker (2013), defined dropout as a kind of hunger-drive that pulls students out of their academic pursuit before the end of the programme. Parker, lamented that if this motivated propelling force is left unchecked, the aims, goals and objectives of the educational system will not be attained. Ugwu (2017), asserted that dropout is a canker worm that has eaten deeply into the fabrics of the educational system in Nigeria. It is estimated that 7.3 million students annually dropout of school in Nigeria (UNICEF, 2014).

Reasons for dropping out are varied and may include seeking for gainful employment, poor grade, avoiding bulling, family emergency, depression and other mental illness, unexpected pregnancy and boredom from lack of lessons relevant to their desired occupations. Personal characteristics, home, finance and society were found by Ikechukwu (2019) as predisposing factors to school dropout among adolescents. Researchers like Ogunowo (2019), Akonobi (2019), and Okedara (2015), discovered the following factors that can instigate students' dropout tendency as: influences of bad peer group, parent low socio-economic status, and high cost of school, poor instructional methods and teachers' nonchalant attitude, unwanted pregnancy, problem among others. Understanding why students drop out of schools is difficult, because, as with other forms of educational achievement, it is likely to be influenced by individuals and institutional factors. Murithi (2021), lamented that even though a lot has been done by the government to reduce dropout among students in the society, the act seems to still be on

the increase in schools and society at large. In view of this, Madziyire (2022), argued that in order to curb dropout among students particularly among the male secondary school students, strategies should be deployed. In the opinion of Charles (2022), many of the discipline strategies relied on by schools over the years are ineffective especially those that involve demanding, bossing, scolding, belittling and punishing as these tactics can keep behaviour partially under control only for a while. Charles added that they can produce detrimental side effect such as uneasiness, fearfulness, avoidance, dishonesty, and undesirable attitude towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible. Nwajagu (2017), asserted that reducing male dropout in secondary schools is a very important action of the school life, thus, requires a well thought out strategies. Nwajagu added that such strategies and methods should be non-punishment based. Charles (2022), posited that in reducing dropout among students in secondary schools, strategies to be adopted should be void of scolding, belittling, infliction of physical pain, canning or punishment on a student disobeying the rules and regulations of the school. Maduekwe (2017), noted that strategies in reducing male dropout in secondary schools should involve among others; the use of mentoring strategy.

Mentoring strategy have to do with assigning of each student to a teacher as guardian and making form masters move along with their classes as they progress in years. Aleke (2016), saw mentoring in education as paring young people with an older peer or adult volunteer, who act as a positive role model. Aleke, continued that mentoring aims to build confidence and relationships, to develop resilience and character or raise aspirations, rather than to develop specific academic skills or knowledge.

Heyes (2019), stated that mentoring is a positive facilitation of learning and development between a person with more experience, knowledge, or expertise in a certain field, and a person who is less knowledgeable or that is new to the field. Heyes, continued that mentoring strategy take on many forms and structures, with a range of objectives such as support for transition, academic supplemented instructions and social support. All mentoring strategy, regardless of structure, are fundamentally a transactional process of support underpinned by a mutually respectful behavour. Uche (2017), asserted that part of the principals' and teachers' roles is to serve as models of positive behaviour, positive self-concept and respect for others and to establish importance of academic achievement. Ugwu (2019), asserted that mentoring has been part of the educational process over the years; however not strengthened as a strategy of reducing students' dropout. Onyeike and Nwosu (2018), noted that utilization of these strategies in secondary schools must be applied by principals who are the heads of the school. This strategy appears to have the potential to reduce male dropout in secondary schools. This is because they are devoid of tension and fear. However, what is not certain is the extent to which this strategy is applied in secondary schools and by the school principals particularly for reducing male dropout in schools. This is the thrust of this study. The study is geared towards determining strategies useful to reducing male dropout in secondary schools which is equally dependent on some factors such as gender and location. This constitutes the gap that this study intends to fill.

Gender is described as the biological sex of an individual in terms of being male or female. It has to do with socially expected behaviours of male and females. In Nigerian society, there are differences and inequalities in the assignment of responsibilities

between women and men, activities taken, access to and control over resources as well as possession of some qualities (Adigwu, 2014). Selpher and David (2015), stated that there is significant relationship between secondary school principals' gender and effectiveness in school management. Alhourani (2013), observed that female principals are found to motivate students' interest in the school than their male counterparts. Manning (2014), showed that male principals pay more attention to school challenges than the female principals. An ex-post factor design study of 100 male and 100 female high school principals by Ikoy (2013), showed that more female principals (60%) used mentoring approach to motivate students in schools. The observed difference is probably due to man's assumption of their ability to handle and deal with issues, unlike women who may not be prepared to deal with violent situations so they make adequate plans and preparations to prevent such occurrences in the school. The issue of gender has gained much attention with little or no conclusion especially as regards the secondary school principals in reducing male dropout in both urban and rural secondary schools in Enugu State.

Location refers to the urban or rural setting or situation of the school. Sarah (2015), observed that there is significant difference in the performance of secondary school principals in promoting learning climate in urban and rural secondary schools. Mulkeen (2015), remarked that monitoring of school activities in the rural areas are difficult as factors such as poor security and other administrative arrangements as well as inaccessible roads which keep the principal away forms challenge to adequate school monitoring. Schools in the rural areas are less likely to be visited by external inspectors according to Uduak and Usang, (2015), thus, constituting to a high rate of dropout within the rural schools. Odi (2019), pointed out that even in most rural schools, punishment cannot be used in influencing students' punctuality and attendance to school as a result of fear of teachers being harmed by the students. Many cases have been reported according to Odi (2019), of secondary school teachers and principals being ambushed and tortured by students of rural schools, therefore, utilization of these strategies in secondary schools must be permitted and directed by principals who are the heads of the school. Onyeike and Nwosu (2018), noted that principals are the uncompromising leaders of their schools as well as administrators in whose hands lies the future of the institution. Okoli (2015), asserted that the success or failure of secondary school programs depends on the individual principals' ability and leadership skills to maintain the school. Principals' behaviour according to Ngene (2016), normally encourages the subordinates to achieve and maintain the school standard by setting rules and guidelines pertaining to school standard. It is the duty of the secondary school principals to ensure that goals of educational policies and programs are realized. It is worthy to note that the goals of the educational policies and programmes can only be realized through a conducive school environment.

This researcher is worried that if adequate measures are not taken to reduce male dropout in secondary schools in Enugu State, education delivery might be jeopardized. This is because no meaningful teaching and learning can occur in an environment characterized by students' lack of interest and absenteeism. This situation will further scare away other students from school and encourage teachers' absenteeism. When this happens, teachers' productivity will be affected and by extension, students' performance and quality in the outer world will be adversely affected.

As strategies such as corporal punishment has been proved to be counter-productive in reducing male dropout in secondary schools, it has become imperative that another strategy of decline in male dropout among secondary school students should be explored. It is against this background that the researcher is motivated to carry out this research on application of mentoring strategy in reducing male dropout in secondary schools in the six Education Zones of Enugu State. This constitutes the gap that this study intends to fill.

Statement of the Problem

It has been realized that male student's dropout in secondary school in the six Education Zones of Enugu State is on the increase. Male students seem to have little or no interest in schooling and their studies particularly in recent times. This is evident in the male students' behaviour disposition and regard for education which is nothing to write home about. As a result of male students' poor interest in academics, they portray different types of ill-behaviours among which include boycotting of lessons, watching and practicing of different forms of illicit sexual acts, drug abuse, violence, telling lies, confronting teachers and principals, vandalism, lateness, absenteeism, rioting, cultism to mention but a few. These ill-behaviours have direct effect on teaching and learning process in secondary schools and may not be efficiently controlled with the use of corporal punishment measures that have been adopted over decades which yielded little or no impact.

More so, the society has gotten more complicated and complex as a result of civilization and industrialization and this complexity has crept into the school system. This may explain why the degree of male dropout in secondary schools has escalated exponentially and the structure of education at the verge of utter collapse. Consequently, there is the need for strategies in reducing male dropout in secondary schools. The application of mentoring strategy in reducing male dropout in schools could yield productive results necessary to achieve school goals and objectives as well as checkmating mal-adjusted behavioral patterns among secondary school students. It is against this background that the researcher is motivated to investigate the extent to which mentoring strategy is applied to reduce male dropout in secondary schools in the six education zones of Enugu State.

Purpose of the Study

The main purpose of the study is to determine the application of mentoring strategy for reducing male dropout in secondary schools in the six Education Zones of Enugu State. Specifically, the study sought to:

1. determine the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Research Question

The following research question is posed to guide the study;

1. To what extent is mentoring strategy applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State?

Hypotheses

The following null hypotheses are formulated and will be tested at .05 level of significance.

1. There is no significant difference in the mean response scores of male and female principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

2. There is no significant difference in the mean response scores of urban and rural principals on the extent to which mentoring strategy is applied in

reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Method

The researcher adopted descriptive survey research design for the study. Descriptive survey research design is that in which the researcher does not manipulate the independent variable to determine their effect on the dependent variables (Idoko, 2011). It is deemed suitable for the study because it is concerned with finding out and describing the situation the way it is. Specifically, census survey research design is adopted meaning that the entire respondents were involved. It is considered appropriate for the study following the description of census survey by Odi (2019) as the type of survey research design in which the entire population for the study is used. The design specifies how such data are collected and analyzed. The population for the study comprised all the 335 (295 and 40) secondary school principals in the public secondary schools and Science Technical, and Vocational schools respectively in Enugu State under the control of PPSMB and STVSMB. It is made up of 175 female 160 male principals in the 273 rural and 62 urban public secondary schools in Enugu State. This is based on data obtained from the Post Primary School Management Board Enugu (PPSMB, 2022/2023), and Science Technical, and Vocational schools Management Board. (STVSMB). The entire population of 335 secondary school principals was used for the study. 175 female 160 male principals in the 273 rural and 62 urban public secondary schools in Enugu State respectively. Therefore, census sampling was adopted because the population also serves as the sample. A structured questionnaire named "Application of Mentoring Strategy for Reducing Male Dropout in Secondary Schools" (AMSRMDSS), developed by the researcher was used for data collection. The instrument has two sections; A and B. Section A contains the respondents bio data while section B has 16 items, structured to assist the researcher in providing answers to the research question that guided the study. The response format for the instrument was 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent(LE) and Very Little Extent(VLE). In order to ensure the validity of the instrument, draft copies of the instrument together with the research topic, purpose of the study, research questions, hypotheses, and the developed instrument were given to three experts for validation. Two experts were from the Department of Education Management and Administration while the other expert was from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The experts were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 11 generated items were increased to 16 items as suggested by the validators, while barrel questions and grammatical errors were corrected as well. The validators' comments were used to draft the final instrument that was used for data collection.

The reliability of the instrument was determined by administering 20 copies of the questionnaire to a sample of 8 male and 12 female principals from public secondary schools in Ebonyi State and another 25 copies of the questionnaire to a sample of 6 male and 14 female principals in urban and rural schools, in a trial testing to ascertain the internal consistency of the instrument. The choice for Ebonyi State was dictated by the fact that both States have the similar educational characteristics in terms of administration, population and environment. The respondents were assured of confidentiality of all the

information they supplied. Data collected from the respondents were analyzed using Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument. Cronbach Alpha Reliability Coefficient was used because the study has multiple likert questions. The instrument yielded a reliability coefficien .69, indicating that the instrument is reliable and suitable for the study. The questionnaire was administered and retrieved by the researcher with the help of six research assistants that were briefed on the content of the questionnaire and its administration to ensure that the questionnaire is properly administered. Appointments were booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of the 335 copies of the administered instrument, only 318 copies were retrieved while 17 copies were retrieved. The data collected with the questionnaire were analyzed using Mean ($\bar{x}$) with Standard Deviation (SD) to answer the four research questions. However, each of the hypotheses were tested using t-test statistics at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). The decision rule; real limit of the mean scores was applied, therefore, the upper and lower limits of the mean is as follows;

Mean scores from 3.50 – 4.49 Very Great Extent (VGE)

Mean scores from 2.50 – 3.49 Great Extent (GE)

Mean scores from 1.50 – 2.49 Little Extent (LE)

Mean scores from 0.50 – 1.49 Very Little Extent (VLE)

The null hypotheses were rejected when the significant level was more than 0.05 and were not rejected when the significant level was equal or less than 0.05 level of significance.

Results

Research Question 1

To what extent is mentoring strategy applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State?

Table 1: Mean Responses and Standard Deviation of the Respondents on the Extent to which Mentoring Strategy is applied in Reducing Male Dropout in Secondary Schools in the Six Education Zones of Enugu State.

N=318

S/N	Extent mentoring strategy in reducing male dropout in secondary schools include;	Male N=155		Female N= 163		Overall		Decision
		$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_G$	SD_G	
1	assigning students to a particular teacher for guidance	3.46	0.50	3.47	0.50	3.46	0.49	GE
2	form masters/mistresses moving with their classes as they progress	3.38	0.63	3.39	0.63	3.38	0.63	GE
3	inviting eminent members of the society to speak to the students periodically	3.23	0.80	3.24	0.80	3.23	0.80	GE
4	sending unruly students to spend time with respectable members of the society	3.54	0.64	3.55	0.63	3.54	0.63	GE

5	assigning junior students to a particular senior student for guidance	3.08	0.73	3.07	0.73	3.08	0.73	GE
6	assisting students to develop positive self-image	3.54	0.50	3.55	0.49	3.54	0.49	GE
7	help students to develop positive image of others	3.61	0.49	3.62	0.48	3.62	0.48	GE
8	help students to achieve new relations with age mates of both sexes.	3.38	0.63	3.39	0.62	3.38	0.62	GE
9	encourage healthy interpersonal relationship among students	3.15	0.87	3.16	0.85	3.16	0.86	GE
10	encourage students to have weekly individual session with the school counselor	3.31	0.73	3.31	0.72	3.31	0.72	GE
11	instructing form masters/ mistresses to hold regular interactive sessions with their assigned classes	3.46	0.50	3.46	0.49	3.46	0.50	GE
12	using audio visual materials to shape students' academic interest	3.23	0.70	3.22	0.70	3.22	0.70	GE
13	daily teaching of moral instruction on the assembly ground	3.38	0.49	3.39	0.49	3.38	0.49	GE
14	displaying good qualities for students to model after	2.99	0.55	3.00	0.56	2.99	0.55	GE
15	assist students to achieve a socially responsible behaviour	3.39	0.49	3.38	0.48	3.38	0.49	GE
16	providing mentorship seminar program for students	3.08	0.83	3.08	0.82	3.08	0.83	GE
	Cluster Mean/SD	**3.33**	**0.63**	**3.33**	**0.62**	**3.33**	**0.63**	**GE**

Note: X=Mean; SD=Standard Deviation; VGE = Very Great Extent; GH = Great Extent

Data presented in table above shows that the overall mean rating of items depicted very great extent. Only a few items overall mean ranges from 2.99 to 3.46 indicating great extent which were all above cup-off point of 2.50. The standard deviation of 0.63 shows that the respondents have homogeneity in their responses to the items. The overall cluster mean of 3.33 also showed great extent. This implies that mentoring strategy to a great extent is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Hypotheses

Hypothesis 1

There is no significant difference in the mean response scores of male and female principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Table 2: Summary of t-test Analysis of Mean Response Scores of Male and Female Principals on the Extent to which Mentoring Strategy is Applied in Reducing Male Dropout in Secondary Schools in the Six Education Zones of Enugu State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male Principal	155	.156	316	.876	-.05767	.36908	
							NS
Female Principal	163						

NS= Not Significant

The result of data analysis obtained from the t-test in Table 2 shows that the t-value at .05 level of significant and 316 degrees of freedom for the items is .156 with a significant value of .876. Since the significant value of .876 is more than the .05 level of significant the null hypothesis is not significant. This means that there is no significant difference in the mean response scores of male and female Principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Hypothesis 2

There is no significant difference in the mean response scores of urban and rural Principals on the extent to which mentoring strategy assist is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Table 3: Summary of t-test Analysis of Mean Response Scores of Urban and Rural Principals on the Extent to which Mentoring Strategy is applied in Reducing Male Dropout in Secondary Schools in the Six Education Zones of Enugu State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Urban Principal	261	.226	316	.821	.10869	.48096	
							NS
Rural Principal	57						

NS= Not Significant

The result of data analysis obtained from the t-test in Table 3 shows that the t-value at .05 level of significant and 316 degrees of freedom for the items is .226 with a significant value of .821. Since the significant value of .821 is more than the .05 level of significant the null hypothesis is not significant. This means that there is no significant difference in the mean response scores of urban and rural principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Discussion of Findings

Result in the research question sought to find out the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. The findings revealed that mentoring strategy to a great extent is applied in reducing male dropout in secondary

schools in the six Education Zones of Enugu State. This finding agrees with Heyes (2019), who stated that mentoring is a positive facilitation of learning and development between a person with more experience, knowledge, or expertise in a certain field, and a person who is less knowledgeable or that is new to the field. The finding disagrees Ugwu (2019), who asserted that mentoring has been part of the educational process over the years; however not strengthened as a strategy of reducing students' dropout. Therefore, mentoring strategy should be constantly strengthened as a means to reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Comparison of the male and female principals showed that there is no significant difference in the mean response scores of male and female principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. This finding disagrees with Selpher and David (2015), who found that there is a significant relationship between the secondary school principals' gender and effectiveness in school management. The observed difference is probably due to man's assumption of their ability to handle and deal with behavioural issues, unlike women who may not be prepared to deal with such situations. Female genders appear to prefer adequate plans and preparations to prevent the occurrence of issues in the school.

Similarly, on the influence of location of schools, it was found in this study that there is no significant difference in the mean response scores of urban and rural principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. This finding is in line with Uduak and Usag (2015), who noted that principals in the urban schools had over time, showed a higher capacity to

manage behavioural issues. It is therefore necessary that principals apply mentoring strategy in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Conclusion

From the discussion of the findings, it was concluded that to a great extent mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. Comparison of male and female principals showed that, there was no significant difference in the mean response scores of male and female principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. Similarly, on the influence of location of schools, it was found in this study that there is no significant difference in the mean response scores of urban and rural principals on the extent to which mentoring strategy is applied in reducing male dropout in secondary schools in the six Education Zones of Enugu State. Therefore, mentoring strategy should be strengthened both at the urban and rural secondary schools in the six Education Zones of Enugu State.

Educational Implications of the Findings

The findings of this study hold implication for secondary school authorities, teachers and students.

The study holds implication for the school authorities as the result of this study will find better means of reducing male dropout in secondary schools instead of the traditional use of corporal punishment which have yielded little or no result in reducing dropout in schools. The findings of this study will serve as a guide to the school authorities on the best strategy to be adopted in school environment at each given situation while dealing with the issue of male dropout.

The study holds implication for the students who stand to gain more from the results of this study as it

will serve as a guide to the students against reducing dropout and will help the students to develop self-esteem, assertiveness and adjustment in behaviour, in the hope of making them better contributors and academic efficient members of society.

The findings of this study holds an implication for the counsellors and teachers whom are saddled with the responsibility of assisting students with educational, vocational and personal social problems of which dropout is one in secondary schools. The educational implication of this study, therefore, provides secondary school counsellors and teachers with better strategy in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

Recommendations

Based on the findings of the study the following recommendations were made.

1.   Mentoring strategy should be strengthened in the secondary schools in reducing male dropout in secondary schools in the six Education Zones of Enugu State.

2.   Deliberate efforts should be made at mentoring secondary school students by assigning a student to a teacher of his choice for mentorship.

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