Family Resources, Peer-Rejection, Academic Stress and Locust of Control as Predictors of Drop-out Risk among In-School Adolescents in Ibadan

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Abstract
The study examined family resources, peer rejection, academic stress and locus of control ***as predictors of drop out risk among in-school adolescents in Ibadan****.* ***It adopted a descriptive survey research design.*** *A total of 200 students selected using stratified sampling technique, participated in the study. They responded to "Drop-out Risk Assessment Scale", a battery of researcher-developed scales. This comprised of Section A, on respondents' socio-demographic information, and five other Questionnaires; Adolescent School Drop-out Scale* ***(10*** *items, r=0.79)****,*** *Family Income Scale (10 items, r=0.91), Peer-rejection Scale (10 items, r=0.79)****,*** *Mental Health Scale (10 items, r=0.60)* ***and*** *Motivation Scale (10 items, r=0.85). The scales were structured based on five-point Likert-scale. Three research questions were answered and data were analysed using Pearson Product Moment Correlation and Multiple Regression. Results revealed that family resources (.327**), peer rejection (.213**), academic stress (.254 **) and locus of control (.211**) were significant to the prediction of* ***drop out****.risk. It also revealed that the joint contribution of independent variables (family resources, peer rejection, academic stress and locus of control) on dependent variable (****drop out risk****) was significant F (4/*$_{197}$*) = 35.23;* R^2*= .521, R2=311 p<.05). About 31.1% variation was accounted for by the independent variables.* ***The most pot****ent factor was peer rejection, followed by Locus of control, then Academic stress and lastly family resources. It was however recommended that it is important to foster classroom environments that encourage children to be more tolerant of their peers. Also, that government and non-governmental agencies, school administrator and manager, parents, educationists, counsellors, researchers and the policy maker should step up their efforts combating the issue of the drop-out risks in schools at all level.*

Keywords: Family Resources, Peer-Rejection, Academic Stress, Locust of Control and Drop-out Risk

Introduction

Education is indispensable for national development, this makes governments ad several stakeholders to invest in the formal school system. In several societies, every adolescent is expected to be in school making efforts towards a bright and fulfilling future. Some of these adolescents however are dropping out of school before school graduation. Asikhia (2010) sees drop-out tendency as a kind of hunger-drive that pulls students out of their academic pursuit before the end of the programme. This issue of school drop-out has become a worrisome challenge to education stakeholders globally, Nigeria inclusive. This is due to the realization of the social implications that could emanate from having a large population of school drop-outs, who do not possess relevant skills in the labour market, and therefore, unemployable. Drop-out is a canker worm that has eaten deep into the fabrics of the educational system in Nigeria. Students appear to be under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education (Adika, 2016; Adams and Owodunni, 2018).

In spite of the efforts of successful governments in Nigeria, to provide free education in Nigeria, adolescents are still dropping out of school for various reasons which could be psychological, emotional and intellectual problems (Ananga, 2011a; Patrick, 2012). There are many potential causes of drop-out, pertaining to the individual, the school and the social environment (Okwakpam and Okwakpam, 2012). Audu, Pur and Mbahi (2017) remarked that reason responsible for students dropping out of school could be more than a single factor. Also, there are several reasons for dropping out which may include finding employment, poor grade, avoiding bulling, family emergency, depression and other mental illness, unexpected pregnancy and boredom. Among the student characteristics identified as factors are gender, low socioeconomic status, poor school performance, low self-esteem, delinquency, substance abuse, pregnancy and family characteristics, such as single-parenthood. Previous studies such as Reid (2010), Roorda, Koomen, Spilt and Oort (2011) Solakoglu, (2016) and Smetana (2017) have shown that as other problem behaviours increase, the risk for drop-out from school increases. Personal characteristics, home, finance and society were found by Ananga (2011b) as predisposing factors to school drop-out among adolescents. Ogunboyede and Agokei (2016) discovered influences of bad peer group, parent low socio-economic status, high cost of school, poor instructional methods and teachers' nonchalant attitude, unwanted pregnancy, as factors that can instigate students' drop-out tendency.

School drop-out negatively impacts students for the rest of their lives. For instance, students who drop-out report higher levels of unemployment, lower wages, and greater health concerns later in life (Inuwa and Yusof, 2014). Unfortunately, the negative effects do not stop there. There is high tendency that these high-school drop outs end up as prison inmates and also as drugs and alcohol addicts, which in turn impacts social services, and crime rates (Henry and Thornberry, 2010). Adolescents who leave school without completion are at a disadvantage on the labour market, and are at risk of social exclusion and life of poverty. Family resources, peer-rejection, academic stress, and locust of control greatly predicts drop-out risks among in-school adolescents

Family resources comprise of parents' level of education and socio-economic status. It is said to have great impact on adolescents' education and stand great chance of predicting students' education continuity. Asikhia (2010) notes that family educational

background and socio-economic status influence the academic performance of students. Among the strongest family domains predicting drop-out are parental education, occupation and income in other words, socio-economic status (Hoskins, 2014). More family financial resources often imply increased learning opportunities both at home and in school. Various studies such as Reid (2010) Roorda, Koomen, Spilt and Oort (2011) Breda (2014) Solakoglu (2016) Smetana (2017) Adams and Owodunni (2018) have confirmed a strong link between household income and student's school drop-out. According to Gasper, DeLuca and Estacion (2012), the main barrier to sending children to school was financial and parents' inability to pay. Poor household tend to have lower demand for schooling than richer household. In the opinion of George (2011), children in poorer homes drop-out of school in greater numbers, and fail to make the transition to junior high schools compared to their peers in richer homes. When a child finds himself miserable in school, eventually he will prefer to stop schooling and thereby drop-out. The child is likely to be busy with home chores, making him/her get to school late. A good number of children from poor homes are likely to fall back home must assist in farm work or disposal of farm produce on school days and this is strongly associated to poverty in the family (Ananga, 2011b). Studies have also shown that family socio-economic position influences a child's education in society (Patrick, 2012; Oluremi, 2013). These altogether includes, home, poverty, distance, perception of parents on education (Gentle-Genitty, Karikari, Chen, Wilka and Kim, 2015).

Peer rejection is also an issue among adolescents. Sometimes, peers and fellow students do not want anything to do with a particular child and as such reject him/her. This can go a long way causing the student to want to drop-out as he/she finds difficulty coping alone amidst assignments and other school challenges. It has been established that peer-rejected adolescents are more likely to drop-out of school (Macionis and Schaefer, 2012; Oluremi, 2013; Solakoglu, 2016; Ogunboyede and Agokei, 2016). It is clear that the experience of rejection can initiate or exacerbate adjustment difficulties among adolescents that often lead to dropping out of school (Ananga, 2011a).

Peer rejection for a child in school may actually be triggered by a teacher's behaviour towards such a student. For example, a teacher's likeness for a child predicts that child is becoming better accepted by peers over time (Ready, 2010) because the teacher's behaviour may set a model for peers to follow. A teacher's liking of a student may mediate as well as moderate the typical link between a child's aggressive and withdrawn behaviour and peer rejection (Adika, 2016) because peers take cues about whether or not to judge a child as deviant based on the teacher's response to that child's behaviours. A teacher's sincere praise of a rejected student may lead peers' perceptions of the child to be more favourable (Ingul and Nordahl, 2013; Breda, 2014; Eremie, 2015), perhaps because the teacher is drawing attention to positive behaviour that disconfirms negative stereotypes held by the peer group about that adolescent.

Academic Stress, to a large extent, creates a kind of negative environment for much of the students (Okorodudu, 2010; Adeyemi, 2011; Musa, 2014). Several sources of academic-related stress have included fear of falling behind with coursework, finding the motivation to study, time pressures, financial worries, and concern about academic ability (Patrick, 2012). Additionally, students report stress over struggling to meet academic standards, time management worries, and concerns over grades (Musa, 2014). Additionally, these sources may exist easily throughout the span of college students' academic careers and may result in school students' experiencing a great deal of stress during their school career. It is expected that students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Also, the ability to comprehend what the teacher is teaching, competing with other class mates, fulfilling teachers and parents' academic expectations. As a consequence, some of them are likely to be under stress, since the demand is related to achievement of an academic goal.

Adeyemi (2011) has identified four components of academic stress as academic frustration, academic conflict, academic pressure and academic anxiety. Academic Stress makes a significant contribution to the prediction of subsequent school performance and acts as a negative predictor of school dropout in school children (Solakoglu, 2016). Academic stress and overall adjustment of students were inversely related to each other for both public school as well as private school students. Private school students by and large stiffer from higher level of academic stress than their government school counterparts.

High school students cite day to day stresses of school (e.g. tests, grades, homework, academic and achievement expectations) among their greatest stressors (Okorodudu, 2010; Onukwufor, Ugwu and Ahamefule, 2015). There are several types of school-related stresses, including interactions with teachers and balancing one's leisure time with school. Darling and Toyokawa (1997) earlier inventories of school-related stressors indicated nine types, including inadequate instructional methods, teacher-students relationships, heavy academic workload, poor physical classroom environments and disorganization surrounding academic assignments and schedules (Melor Wan and Noriah, 2011), while one specific academic stressor involves standardized testing, which is increasingly common in schools (Marchant, Richardson and Coombs, 2012).

Locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their

own behaviours and actions. Those with a high external locus of control believe that powerful others, fate, or chance primarily determine events. Those with a high internal locus of control have better control of their behaviour, tend to exhibit more political behaviour, and are more likely to attempt to influence other people than those with a high external locus of control; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation (Adeyemi, 2011).

Gage, Sugai, Lunde and DeLoreto (2013) states that locus of control refers to what one ascribes responsibility or blames for what is happening in one's life. A locus of control indicates the influence that circumstances/environment or individual characters/traits have on directing people's activities. Research indicates that people perform better when they have a moderate to strong internal locus of control. The position of the locus of control is significant because all things being equal, people will either see themselves as masters of their destiny or victims of circumstances. Locus of control has been a cause of a person's experience and factors affecting success or failure (Patrick, 2012) as well as a predictor of academic and social behaviours (Ananga, 2011a). Marchant, Richardson and Coombs (2012) argued that there is a relationship between academic achievement and locus of control. Ready (2010) reported that there is a significant difference in academic achievement of students who have internal locus of control and those who have external locus of control. According to Oluremi (2013), students that have internal locus of control are likely to be more successful than students that have external locus of control. Thus, having an internal locus of control is related to higher academic achievement (Gentle-Genitty et al., 2015), students with internal locus of control earn better grades, work harder and include spending more time on home work as well as studying longer for test (DiPrete and Jennings, 2012). Ananga (2011a) also reported that children who have an internal locus of control tend to have higher tendency to stay in school than those with external locus of control.

Melor Wan and Noriah (2011) confirmed the evidence that there is a relationship between locus of control and willingness to stay in school among children. Also, many researches (Adeyemi, 2011; Musa, 2014) on academic achievement had focused on students' perceptions of the psychological factors related to academic achievement.

Statement of the Problem

School drop-out issue is a major problem that poses complex difficulties for policy makers, educators, parents, counsellors, students and others. Young adolescents who leave school without completion are at a disadvantage on the labour market in today's knowledge-based society. They are also at risk of social exclusion and life of poverty. They are also less likely to participate in lifelong learning than other students who continue their education and training. The consequences of dropping out of school are numerous. Determining the factors and life circumstance that influence individuals in the secondary schools to drop-out would be important in finding counselling strategies to be used to lower drop-out cases and graduate students who will go on to live more productive and better lives. While few researches have focused on family socio-economic resources, peer rejection and academic stress independently, neither much publicity has been given to combining these variables nor any searchlight beamed on locus of control as a factor that could predict drop out risk among in-school adolescents. This study therefore focused on the combined and relative contributions of family resources, peer rejection, academic stress and locus of control to drop-out among in-school adolescents.

Research Questions

1. What is the relationship between the independent variables (family resources, peer rejection, academic stress and locus of control) and the dependent variable (drop-out risk) among In-school adolescents in Ibadan?
2. What is the joint contribution of the independent variables (family resources, peer rejection, academic stress and locus of control) on the dependent variables (drop-out risk)?
3. What is the relative contribution of the independent variables (family resources, peer rejection, academic stress and locus of control) on the dependent variables (drop-out risk)?

Methods and Materials

The descriptive survey design was adopted in the study. Participants were selected from four schools, comprising of two hundred (200) adolescent students (50 from each school) within Ibadan metropolis, using stratified sampling technique. They responded to "Drop-out Risk Assessment Scale", a battery of adopted scales, which comprised of Section A, which centres on respondents' socio-demographic information, and five other scales; Adolescent School Drop-out Scale developed by Cummins (2003) (10 items, r=0.79), Family Income Scale developed by Downs (2005) (10 items, r=0.91), Peer-rejection Scale developed by Morgan and Jinks (1999) (10 items, r=0.79), Mental Health Scale developed by Mitchell (1993) (10 items, r=0.60), and Motivation Scale developed by Aremu and Hammed (2002) (10 items, r=0.85). The scales were structured based on five-point Likert-scale. Data were analysed using Pearson Product Moment Correlation Coefficient and multiple linear regression to test the three research questions.

Results

Research question 1: What is the relationship between the independent variables (family resources, peer rejection, academic stress and locus of control) and the dependent variable (drop-out risk) among In-school adolescents in Ibadan?

Table 1: Means, Standard Deviations and Correlation Matrix

Variables	Mean	Std.dev	1	2	3	4	5
Drop-out risk	68.83	11.32	1.000				
Family resources	54.12	12.64	0.327**	1.000			
Peer rejection	43.98	9.08	0.213**	0.172*	1.000		
Academic stress	41.19	9.43	0.254**	0.090	0.044	1,000	
Locus of control	43.31	8.69	0.211**	0.078	0.102	0.091	1.000

** Correlation is significant at the 0.05 level (2-tailed).
*Correlation is significant at the 0.01 level (2-tailed).

The table above shows that there was significant relationship between Family resources (r = 0.327, p<.05), Peer rejection (r= 0.213, p<.05), Academic stress (r = 0.254, p<.05) and Locus of control (r = 0.211, p<.05) and Drop-out risks of students.

Research question 2: What is the joint contribution of the independent variables (family resources, peer rejection, academic stress and locus of control) on the dependent variables (drop-out risk)?

Table 2: Multiple Regression summary table showing joint contribution of the independent variables to Drop-out risks

R =0.521, R^2 = 0.422, Adj = 0.311, Std Error =10.873							
ANOVA							
Model	Sum of Squares	Df	Mean Square	F	Sig	P	Remark
Regression	19636.38	4	3927.27	35.231	0.000	<.05	Sig
Residual	22935.95	197	118.23				
Total	42572.32	199					

The table 2 above shows that there was joint contribution of the independent variables to Drop-out risks of students; R = 0.521, P<.05. The table further revealed that 31.1% (Adj.R^2 =0.311) variance in the Drop-out risks of student was due to prediction of the independent variables. The result of ANOVA from regression analysis also attests to casual effect of the independent variables on their Drop-out risks; F (2,197) =35.231, P<.05.

Research question 3: What is the relative contribution of the independent variables (family resources, peer rejection, academic stress and locus of control) on the dependent variables (drop-out risk)?

Table 3: Relative Contribution of the independent variables

Model	B	Std. Error	Beta	t	Sig	P
Family resources	.321	.120	.128	2.675	.012	<.05
Peer rejection	1.215	0.052	.692	23.295	.000	<.05
Academic stress	.208	.077	.132	2.705	.010	<.05
Locus of control	.257	.086	.189	2.987	.003	<.05

Table 3 above shows relative contribution of the independent variables to Drop-out risks of students. It was observed that the independent variables had relative significant contribution to Drop-out risks in the following order: peer rejection (β =.692, t = 23.292, P<.05), Locus of control (β = .189, t = 2.987, P<.05), Academic stress (β =. 132, t = 2.705, P<.05) and family resources (β =. 128, t = 2.675, P<.05). Peer rejection appeared as the most potent contributor to drop-out risk among the adolescents.

Discussions

The relationships between the independent variables (family resources, peer rejection, academic stress and locus of control) and the dependent variable (drop-out risk) have been revealed. Finding showed that the independent variables jointly predicted drop-out risk among the students. All these factors have been identified by past researchers, corroborating the finding of this study. Ogunboyede and Agokei (2016) had earlier discovered influences of parent low socio-economic status among others factors that can instigate students' drop-out tendency. Hoskins (2014) added that among the strongest family domains predicting drop-out are parental education, occupation and income in other words, socio-economic status. On the issue of peer rejection, Ananga (2011a) corroborates this finding that experience of rejection can initiate or exacerbate adjustment difficulties among adolescents that often lead to dropping out of school. It has been established that peer-rejected adolescents are more likely to drop-out of school (Macionis and Schaefer, 2012; Oluremi, 2013; Solakoglu, 2016; Ogunboyede and Agokei, 2016). Academic stress is another prominent factor predicting drop out risks among in-school adolescents as revealed in the finding of this

study. This finding is supported by that of Solakoglu (2016) that academic Stress makes a significant contribution to the prediction of subsequent school performance and acts as a negative predictor of school dropout in school children. Other researchers (**Okorodudu, 2010;** Onukwufor, Ugwu and Ahamefule, 2015) have also reported that high school students cite day to day stresses of school among their greatest stressors that encourages the tendency for school dropout. Locus of control, being the last of the factors, also predict dropout risks among in-school adolescents. This finding is in line with that of Ananga (2011a), who reported that children who have an internal locus of control tend to have higher tendency to stay in school than those with external locus of control.

Findings have equally revealed the joint contribution of independent variables (family resources, peer rejection, academic stress and locus of control) on the dependent variable (drop-out risk). The result showed that 31.1% of the variance of drop-out risks was predicted by the combination of these independent variables; hence, the other variables responsible could be accounted for by the other variables not included in this study. This means that the meagre the family resources, the higher the peer rejection, the higher the academic stress as well as the external locus of control, the more likely the tendency for the individual child to want to drop out of school. This finding is corroborated by the earlier findings of other researches (Reid, 2010; Roorda, Koomen, Spilt and Oort, 2011; Solakoglu, 2016; Smetana, 2017) who have reported that as other problem behaviours increase, the risk for drop-out from school increases. More family financial resources often imply increased learning opportunities both at home and in school. Studies (Reid, 2010; Roorda, Koomen, Spilt and Oort, 2011; Breda, 2014; Solakoglu, 2016; Smetana, 2017; **Adams and Owodunni,** 2018) have confirmed a strong link between household income and student's school drop-out. According to Gasper, DeLuca and Estacion (2012), the main barrier to sending children to school was financial and their inability to pay. Supporting the finding of this study, it has been established that peer-rejected adolescents are more likely to drop-out of school (Macionis and Schaefer, 2012; Oluremi, 2013; Solakoglu, 2016; Ogunboyede and Agokei, 2016). Ananga (2011a) added that the experience of rejection can initiate or exacerbate adjustment difficulties among adolescents that often lead to dropping out of school. Other researchers (**Okorodudu, 2010;** Adeyemi, 2011; Musa, 2014) have also reported that ***academic Stress, to a large extent, creates a kind of negative environment for much of the student***s. Melor Wan and Noriah (2011) have also confirmed the evidence that there is a relationship between locus of control and willingness to stay in school among children.

The relative contribution of the independent variables (family resources, peer rejection, academic stress and locus of control) on the dependent variable (drop-out risk) has also been unveiled, as the result shows that **all of** family resources, peer rejection, academic stress and locus of control **are potent predictors of** drop-out risk**.** In term of magnitude of the contribution, peer rejection contributed most to the prediction of drop-out risks in the students, followed by locust of control, then academic stress and lastly, family resources. This study corroborated the study of Eremie (2015) which found that peer rejection is a strong predictor of drop-out risks among secondary school students. It has earlier been reported that peer-rejected adolescents are more likely to drop-out of school (Macionis and Schaefer, 2012; Oluremi, 2013; Solakoglu, 2016; Ogunboyede and Agokei, 2016). The experience of rejection can actually initiate or exacerbate adjustment difficulties among adolescents that often lead to dropping out of school (Ananga, 2011a). The next potent factor being the locust of control, is supported by the earlier report of Ananga (2011a) that locus of control has been a predictor of academic and social behaviours. Melor Wan and Noriah (2011) had also confirmed the evidence that there is a relationship between locus of control and willingness to stay in school among children. The third potent factor being the academic stress, is supported by the earlier report of Solakoglu (2016) that academic Stress makes a significant contribution to the prediction of subsequent school performance and acts as a negative predictor of school dropout in school children. Other researcher (**Okorodudu, 2010;** Onukwufor, Ugwu and Ahamefule, 2015) have echoed this viewpoint. The last potent factor in the prediction of drop-out risk among these in-school adolescents was the family resources. Studies (Reid, 2010; Roorda, Koomen, Spilt and Oort, 2011; Breda, 2014; Solakoglu, 2016; Smetana, 2017; **Adams and Owodunni,** 2018) have confirmed a strong link between household income and student's school drop-out. Gasper, DeLuca and Estacion (2012) had reported lack of or insufficient financial resources and family's inability to pay as barriers to sending children to school. Other prominent researchers (George, 2011; Patrick, 2012; Oluremi, 2013; Gentle-Genitty et al., 2015) have supported this viewpoint, corroborating the find of this study.

Conclusion

This study has investigated the predictive strength of family resources, peer rejection, academic stress and locus of control on drop-out risk among in-school adolescents in Ibadan. Despite the relentless efforts of governments over education as a social importance, numerous evidences abound that many of the in-school adolescents were drop out of school before completing their programmes leading to negative consequences like involvement in drug and other social vices. Findings revealed that family resources determine the power of the family to sustain the child in school. In cases where the child feels he/she is not accepted by his/her peers, the likelihood that such a child would drop out of school is high. Also, where a child feel stressed due to academic pressure. Some in-

school adolescents actually believe that the tendency for them to survive in school is in their abilities while some other ones believe that they are not in control of their destinies. It also showed that family resources, peer rejection, academic stress and locus of control jointly accounted for 31.1% when pulled together have significant effects on drop-out risk of in-school adolescents, and that the remaining is accounted for by variables outside this study. **The most pot**ent factor was peer rejection, followed by Locus of control, then Academic stress and lastly family resources. The present study concluded that drop-out risk has a lot of negative consequences among adolescents and to the society at large.

Recommendations

Parents should ensure they enrol their wards in schools they can afford the tuition and not do more than they can handle. Government and relevant agencies must work in collaboration to ensure family stability and the socio-economic progress of the parents. Also with this achieved Proper impromptu check-up on students while in school should be done so as to avoid anti-social behaviours that could encourage school drop-out.

Ministries of education and schools should ensure peer acceptance among peers in classroom, as it is important to foster classroom environments that encourage peers to be more tolerant of children who deviate from group norms, to avoid cognitive biases against disliked children, and to minimize a social dominance hierarchy in the of the peer group. The number of hours students spend in school could be looked into to alleviate some burden and stress from these young students. Government and non-governmental agencies, school administrator and manager, parents, educationists, counsellors, researchers and the policy maker should step up their efforts combating the issue of the drop-out risks in schools at all levels. The physical environment in which the students are learning should also be made more conducive for learning in schools.

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