-CURBING THE RATE OF PUPILS' DROPOUT IN MAINTAINING EDUCATIONAL SUSTAINABILITY: THE EXPERIENCE OF PUBLIC PRIMARY SCHOOLS IN IKORODU, LAGOS STATE

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ABSTRACT

Dropout rates differ by various demographic factors including gender, race and ethnicity, immigration status and geographic location. Internationally, there is considerable variation in dropout rate because different nations are in different stages of extending universal basic education. Rate in other countries but primary admission and completion rate has been increasing worldwide. Hence, the main purpose of the study was to examine the strategies used in curbing the rate of pupils' dropout in the maintenance of educational sustainability of public primary schools in Ikorodu local government area of Lagos State, Nigeria. Also, to evaluate the causal factors responsible for pupils' dropout, such as financial constraint, personal or family issues, and academic unpreparedness. The study employed the descriptive survey research design. The qualitative methodology of research through the lens of a historical approach to data collection and interpretation was adopted for the study. Based on the findings, the researcher recommended that there should be a central organization which will comprise the teachers, parents and representatives of national, state and local primary education boards.

Keywords: Dropout Rate, Curbing, Sustainability, Education, Primary School.

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INTRODUCTION

Education is the acquisition and application of knowledge in various fields for the effective performance of one's task. Education is an important medium for imparting cultural traits and for change and transition and for instructing members of any society on the accepted norms, values and practices. Omebe (2005), states that the main aim of educational institutions is to bring change in the behaviour of human beings from the time an individual is born and lasts till death. Omebe (2005) defined education as that training which is given by suitable habits to the first instincts of virtue in children when pleasure and pain are rightly implanted in a non-rational soul. The particular training in respect of pleasure and pain which leads to hate and love what love ought to have and love is called education.

The federal government of Nigeria has adopted education as an instrument for excellence for effecting not only national development but also as a tool in the achievement of her five national objectives stated in the National Policy on Education (2007) namely:

a) a free and democratic society,
b) a just and egalitarian society,
c) a united, strong and self-reliant nation,
d) a great and dynamic economy, and
e) a land full of bright opportunities for all citizens.

This implies that among other things Nigeria intends to produce education for all her children of school age. National Policy on Education (2007) defined primary education as the education given in institutions for children aged 6 to 11 plus since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. The duration shall be six years. The goal of primary education is to:

> Inculcate permanent literacy and numeracy and the ability to communicate effectively. Lay a sound basis for scientific and reflective thinking. Given citizenship education as a basis for effective participation and contribution to the life of the society. Mould the character and develop sound

> attitude and morals in the child. Develop in the child the ability to adapt to the Child's changing environment. Give the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity. Provide the child with basic tools for further educational advancement including preparation for trades and crafts of the locality. These goals will form the basis of primary education in all the states of the federation.

Omebe (2005) defined dropout as a person who withdrew from conventional or who never completed his or her education in primary school or other higher institution because of one circumstance or the other. The cost of dropping out of primary school can have a profound effect on a young person's life. Ecological achievement, during planting and farming season, pupils from the populous farming and fishing areas are drawn out from schools to help in these activities. Still speaking on economics, young girls who are unfortunate to come from a poor background drop out of school due to the inability of their parents to afford school fees, and are forced into hawking simply to make ends meet. Both boys and girls drop out of school to take up a nanny job either in their homes or outside their homes.

At home to save the cost of employing a well-trained mature nanny who will be suited for the job, outside the home to get paid for and provide for the family's needs. They are sobering statistics when contrasted with the reality of a workplace that continues to require skills and the ability to embark on careers that require an increase in literacy. More education enhanced technical skills and the ability to embark on careers that require lifelong learning without the skills and training that schooling provides. Davidson (2014), states that those who do not complete their education face a lifetime of limited opportunities or even possibly a life of delinquency and crime.

STUDY LOCATION

Ikorodu Division is one of the five geo-administrative divisions that was created in Lagos State in 1968. Eti-Osa Local Council which was part of the Ikorodu Division was removed from it in 1971, while the Imota Local Council which was initially under the Epe Division was merged with the Ikorodu Division in 1976 (Boge & Audu, 2022). Ever since the local government geo-administrative re-alignment in Nigeria in 1976, the Ikorodu Division had been intact except for the minor dissections in 1983, and the delimitation into a single Local Government Area (LGA) and five Local Council Development Areas (LCDAs) in 2003. Hence, the purpose of this study is to broaden people's understanding of dropout by taking into consideration psychological behavioural risks and protective factors associated with primary school dropout in Ikorodu local government Area of Lagos State. Also, can dropout be seen as a personal decision, it should not be forgotten that other contributing factors such as family, peer relationships, school and individual psychological processes must be taken into consideration (Boge & Audu, 2022).

CONCEPTUAL FRAMEWORK

SCHOOL DROPOUT

Chadzuka (2008) views children who disengage from school as those learners who leave school before the final year of the educational cycle in which they are enrolled, which could be primary, ordinary or advanced level or even college or university levels. Dropout most commonly refers to a learner leaving school before the official exit-grade level, Tsomo (2012). According to Tsomo (2012), a child who disengages from school can be defined as a learner who exits the education system before completing the programme for which he or she was registered. This definition could embrace students at all levels of the education system whether primary, secondary or tertiary. However, a classification difficulty arises when learners leave one institution and move to another location.

From a historical standpoint, research has shown a one-sided view as to why pupils drop out of primary school. According to

Whelage (2006), it is the characteristics of students along with their families and cultural background that are responsible for their dropping out. Whelage (2006), further added that a more complex and balanced picture addressing the cause of dropping out of school has been identified. There is strong evidence that subject failure and school disciplinary problems in combination with chaotic personal, social and family background conditions contribute to dropping out.

The argument by Tsomo (2012) is that, if a learner soon continues his or her education elsewhere, he or she cannot be reasonably classified as a child who disengages from school. If a learner exits the formal education system at a particular level without completing the programme designed for that level, he or she can be classified as a dropout.

School dropout is preceded by indicators of withdrawal or unsuccessful school experiences that often begin in primary school (The Ministry of Education and Training, 2008). Overt indicators of disengagement are generally accompanied by feelings of alienation, a poor sense of belonging and a general dislike of school. Those children at risk can be identified by the following characteristics:

- They are usually two years older than their age group.
- They have poor attendance at school.
- They read below their mental age.
- They resist the educator's and principal's authority.
- They have little or no interest in schoolwork.
- They do not follow what other learners do.
- They benefit from the automatic promotion (The Ministry of Education and Training, 2008).

EDUCATIONAL SUSTAINABILITY

Educational Sustainability is a tool for maintaining all-around educational developments that meet the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and

- the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

Thus, the goals of economic and social development must be defined in terms of sustainability in all countries - developed or developing, market-oriented or centrally planned. Interpretations will vary but must share certain general features and must flow from a consensus on the basic concept of sustainable development and on a broad strategic framework for achieving it. Development involves a progressive transformation of the economy and society. A development path that is sustainable in a physical sense could theoretically be pursued even in a rigid social and political setting. But physical sustainability cannot be secured unless development policies pay attention to such considerations as changes in access to resources and the distribution of costs and benefits. Even the narrow notion of physical sustainability implies a concern for social equity between generations, a concern that must logically be extended to equity within each generation.

CAUSES OR FACTORS RESPONSIBLE FOR PUPIL DROPOUT

Compulsory attendance: Some learners attend school with no desire of their own. They may have been forcibly sent to school by their parents or guardians against their will. Subsequently, the results of compulsory attendance include passive attitudes (meaning these children are at school physically but without actively responding), active resentment (these children hate schooling), and hostility towards the school environment (meaning that they dislike the school environment) (Lekhesa 2007).

Frustration: The curriculum structure demands an attraction of interest to the learners. An irrelevant curriculum may result in frustration for some learners or the curriculum can be linked to school standards and long-term goals beyond the comprehension and ability of the learners. Some may not see the subjects or course as having any significance for their personal development, or they may see it as forcing them into a pattern which has no relevance to their preferred lifestyle. Frustration

is fertile ground for deviance and aggressive attitudes in school (Ministry of Education and Training, 2007).

Peer group pressure: Peer group pressure can trigger a negative attitude towards schoolwork, which can lead to dropping out (Lekhanya 2008).

Personal problems: Personal problems such as health, social and economic stressors can cause resentment and difficulty coping with the demands of schooling (Ministry of Education and Training, 2007).

Lack of confidence in the educator: Learner's confidence has to be earned. Confidence
will vanish when an educator fails to meet the expectations of the class. Lack of interest in a subject and poor lesson preparations can easily be noticed by learners. This weakens confidence in the educator and will trigger deviant behaviour which in turn may lead to expulsion or dropout (Lekhesa, 2007).

There is no data on primary school attendance rates in Nigeria. Though, the school enrolment rate is a sign of the level of commitment to education. In Nigeria, however, they do not always reflect a child's participation in school. In 1976, Universal Primary Education (UPE) was introduced throughout the country. It should be noted, however, that only tuition was free while parents and guardians were responsible for the provision of books, uniforms, seats, transport and others. For the parents who could not provide such basic requirements, their children and wards were forced into child labour because the requirements were more financially involved than the tuition fees.

Also, the Universal Basic Education (UBE) was introduced in 1999, the latter policy made the first nine years of schooling free and compulsory for all Nigerian children of school age. UBE is backed by law which also stipulates free compulsory and universal education when it is practical. The plan aims to improve the relevance, efficiency and quality of schools and to create programmes to address the basic needs of nomadic and out-of-school children, youth and adults and vulnerable children generally.

Economic depression: can lead to economic and educational problems, unemployment, and mass retrenchment which gave rise to parents'

inability to cater for their children's basic and educational needs making the children engage in economic activities (child labour) at the expense of schooling. All these are capable of affecting the attitudes of children and parents towards learning, such that if the government lacks the financial resources to take care of them, the parents too are affected so they engage the children in economic activities.

Disability and Special Educational Needs: Sebatane (2009) considers the disability of learners as one of the contributing factors to dropout. They stated that the lack of initial access for learners with Special Educational Needs (SEN) means most of them can drop out of school. The role of the educator is important because appropriate teaching methods could enhance the learning potential of many learners with SEN. Many educators do not gain the appropriate training nor do they in some cases know how to identify forms of learning difficulties. According to the Education Statistics Bulletin (2010), pupils with SEN or disabilities amounted to 20490 (5.3%) out of 388681 learners who were enrolled in 2010. In 2011 learners with some form of disability amounted to 20636 which is 5.4% of 385437 learners who were enrolled in 2011.

The Education Statistics Bulletin (2011) stated that gender comparison revealed that boys with special educational needs topped girls in all grades. The number of males with special educational needs or disabilities was also dominant in most types of special needs such as learning difficulty, physical disability and visual impairment while the number of females took the lead in hearing impairments, as shown in the table below which shows registered primary schools'' enrolment of learners with special educational needs/disabilities in 2011.

That means these learners are at risk of dropping out of school due to exclusion and lack of appropriate support from the teachers and their peers. The school environment also contributes to pushing disabled learners from schools in such a way that the surroundings do not accommodate them. For example, the school toilets or playgrounds are not made easy for learners on wheelchairs to be able to use them (Education Statistics Bulletin, 2010).

Furthermore, UNESCO (2011) stated that some schools are so far away that the twice-daily routine is uncertain, difficult and tiring for disabled learners to complete their primary schooling in Nigeria. Working conditions too are hardly ideal for teaching and learning; classes are overcrowded and the equipment and staff are inadequate.

Orphanhood: The Ministry of Education (2007), states in the final report of consultancy on educational policies, programmes and legislation in Nigeria relating to disadvantaged children, stated that the disastrous AIDS pandemic has increased the problems for special education in Nigeria in two ways. Firstly, it has increased the number of learners who may be regarded as having special educational needs in that orphans are vulnerable to emotional and behavioural disorders. Secondly, the rise in the number of orphans requiring social and financial support has preoccupied authorities and may be absorbing resources from which the disabled might otherwise benefit learners who are double orphans; the most statistical returns for 2006 show 30,513 at the primary level. The estimated numbers of learners who have lost either one or both parents are much larger. It was reported in the MOET joint review of September 2007 as 141792 at the primary level.

The Education Statistics Bulletin (2010) denotes that the number of paternal orphans was dominant representing 56% whereas the percentage of complete and maternal orphans followed at 24 and 20% respectively. This created a great challenge to Nigerian primary education because these learners drop out of school due to different reasons including hunger, lack of parental support, health problems and financial support especially related to school needs. The Education Statistics Bulletin (2010) stated that the number of orphans has been fluctuating over the years though there has been a minor decline in enrolment of orphans from 2008-2011. That means most of them drop out of school while others do not enrol at school at all after the death of their parents.

The Ministry of Education (2008) maintains that in the evaluation of free primary education in Nigeria, the growing number of

paternal orphans makes it difficult for Nigerian education to reach its maximum potential goal of education for all.

The remaining parents, especially mothers, who are central to learners‟ education, are forced to look for work and thus more and more learners end up in the care of grandparents and relatives. Those caregivers are not always able to monitor schooling and may not prioritize the learners‟ education as would natural parents. Eventually, these learners who experience frequent interruptions drop out of school to head households and sometimes seek employment to maintain families. Lepheane, Thamae, Mokone and Maphokoane (2011), explained that with the multitudes of problems experienced by orphaned children, it is quite clear that their rights to survival, life and development are being violated. The situation of these learners does not conform to society's standard of what is acceptable under prevailing cultural norms for this particular age group.

Practices such as early marriages violate their rights and make them more vulnerable to HIV/AIDS infection and also tend to interrupt their access to education. School dropouts are increasing as more and more parents die as a result of HIV/AIDS. When this happens, learners are left to fend for themselves and older ones take on the responsibility of caring for the young ones. Learners in these situations become overwhelmed with the new roles and duties. Finally, they quit school because they cannot deal with the conflict of acting as a learner and a housekeeper or manager at the same time (Lepheane, Thamae, Mokone and Maphohoane, 2011).

Child Maltreatment in the Family: A family is indeed a safe place of sustenance and care. It is equally true that most child maltreatment occurs within families. Parents are the perpetrators in approximately 80% of the submitted cases, with mothers the most likely perpetrators of physical abuse and neglect cases and fathers the most likely of sexual abuse cases (UNICEF, 2007). The physically abused learners exhibit lower intellectual and cognitive functioning relative to comparative groups of learners on general intellectual measures. They also experience problems in specific measures of verbal facilities, memory, dissociation, verbal language, communication ability, problem-solving

skills and perceptual motor skills. Academic performance is another area of substantiated difficulty in physically abused learners. Compared with non-abused learners, victims of child physical abuse display poor school achievement and adjustment. They also receive more special education services; score lower on reading and mathematics tests, exhibit more learning disabilities and are more likely to repeat a grade. As a result, a learner may feel obliged to drop out of school (Pridmore 2007).

Poverty and Unemployment: The other reasons for learners not attending school despite the removal of barriers to schooling are as comprehensive as they are complex. There is no doubt that there are increasing socio-economic pressures that include growing poverty and unemployment. There were reports of herd boys still being denied access to education despite the removal of fees and girls being hired as domestic workers due to poverty in the households. Mothers who are central to learners' education are forced to look for work and thus more and more learners end up in the care of grandparents and relatives who are not always able to monitor schooling and may not prioritize the learners' education as would natural parents.

Eventually, learners who experience interruptions drop out of school to head households and sometimes seek employment to maintain families (Ministry of Education, 2008). Due to the high rate of unemployment and poverty in Nigeria, most learners quit school to maintain their families. This was corroborated by Okoye, (2018) when he observed that poor parents find it difficult to maintain their children in school and that the condition of poverty tends to keep children out of classes. The International Labour Organisation (ILO) (2011), estimated that 21.3% of learners between the ages of 10 and 14 in Nigeria are working, boys as herd boys and girls as domestic workers.

Health Problems: Pridmore (2007) explained the negative effects of the health and nutritional status of younger learners and their implications for school enrolment, dropout and school achievement on learners. He further explained that school-aged learners who suffer from protein deficiency, malnutrition, and hunger or who lack certain micronutrients in their diet, do not have the same potential for learning as healthy and

well-nourished learners. These learners attend school less frequently, are more likely to repeat grades, drop out early and fail to learn adequately due to poor levels of attention. They also have low motivation and poor cognitive function.

Lack of Support: According to UNESCO (2011), another factor perpetuating high rates of school dropouts includes a lack of parental support. Rejection by one of the parents or both is yet another serious form of neglect as the learner is made to feel excluded and rejected. Possible reasons may be that the mother was not ready and willing to assume responsibility for parenthood. A foster child or adopted child not bound by blood ties may sometimes also be rejected by caregivers or relatives. Such a disturbance in relations poses a threat in the form of anxiety to the learner and stunts his psychological development.

UNESCO (2011), further stated that it is the parent's responsibility to care for their learners and guide them in their school work. If not, learners are likely to lose their love for school. Coming straight to the issue of HIV/AIDS orphans, they are not prone to stigmatization and discrimination but also lack the resources needed to meet their educational costs. Without the care, support and guidance of parents, learners who venture into education end up dropping out of school. Many parents choose to take their learners, especially boys, out of school to herd animals and attend initiation school. Girls are then taken out of school to cook for the initiates (UNESCO, 2011).

Introducing Free Primary Education: The Ministry of Education (2008), on the evaluation of free primary education (FPE), stated FPE is the cause of the high rate of dropouts in Nigerian primary schools. Introducing FPE without full planning for its requirements, quality has been compromised. There is a lack of adequately trained educators. Most educators are unqualified to teach in the school system. This situation affects learners' performance, especially at the grade 7 level. Educators do not have a housing facility and this means they have to walk long distances to come to school (Universal Basic Education, 1999)

Indeed, FPE has attracted many learners, some of whom cannot afford school uniforms and some of whom are rather too old for their

level. Many of these learners do not have the resilience to withstand the discomfort of looking odd and mocking looks of their peers. Therefore, descriptions of learners who regularly miss school and eventually drop out include those who feel uncomfortable amongst peers even in the face of the measures to include them. The educational materials like stationary including the learner's books arrived late with the result that quality was severely compromised. The delays in the delivery of teaching materials, some of which were described as poor quality, as well as declining conditions as a result of overcrowding, were the main reason (Ministry of Education, 2008).

FPE has lowered the value of education so that learners come and go and change schools without any regard for what they would lose by doing so. Learners are not regular in attendance as they are free to go to any school of their choice. Educators are clearly frustrated by this situation and feel helpless in dealing with the increasing occurrence of transfers.

Poor Quality Education: According to the UNESCO Institute for Statistics report (2007), argues that the poor quality of primary education in Nigeria is a matter of concern and has multiple causes. The unfavourable learning environment is strongly related to severe overcrowding, especially in the lower primary standards. This situation is, in turn, caused by severe shortages of educators, classrooms and high repetition rates.

Poor Condition and Infrastructure: The Ministry of Education (2008) signifies that in the evaluation of free primary education in Nigeria, there are also those situations in which infrastructure and conditions are quite poor and all that learners have. There are several schools in very remote areas where the conditions are extremely poor. Learners would have to skip school to go and fetch food supplies. In such schools, there are also regular interruptions because of the poor infrastructure. On some days, there is no teaching and learning as learners would be applying dung to the floor. On most Fridays schooling is suspended to apply dung to the floors and walls. Many learners skip that day to avoid the chores.

In other schools, there are virtually no chalkboards and no chairs; the classroom conditions are so very poor that the roll has declined. In other schools, there is simply no option within kilometres and many learners have to cross rivers to get to school. These poor conditions result in high levels of disruption and declining quality and eventually learners drop out of school (Ministry of Education 2008).

STRATEGIES FOR CURBING PUPIL DROPOUT RATE

Develop Policy Guidelines on Inclusive Education

The government should develop policy guidelines on inclusive education, focusing on how best to integrate learners with special needs, indigenous language minorities and religious minorities. The guidelines could serve as the point of reference for all interventions in the school system.

Development of Policy on Repetition and Progression

Considering the opportunity costs that are borne by the government resulting from the high repetition rates, the government should develop, disseminate and enforce a policy on repetition and progression in all public basic schools. The issues that should be addressed should include the designing of approaches to improving the transition rate from lower to upper basic education.

Free and Compulsory Quality Basic Education on Equitable Basis

Free and compulsory education should be enforced and expanded throughout the nation. This will help to cater for children from motherless homes and those whose parents are not financially strong to train in school (Universal Basic Education, 1999).

Construct Additional Classrooms/Schools

For the Government to meet the quantitative challenges of school dropout, it should provide resources for the construction of more basic schools and the expansion of classrooms in already existing schools. Furthermore, the government should renovate existing classrooms in existing schools with priority being given to remote areas

and densely populated districts. In addition, special attention should be given to the construction of schools for children with special needs. A policy framework should be developed for a unified and continuous basic education system that provides opportunities for learners with special needs and otherwise disadvantaged learners.

Community Campaigns on Education for All (EFA)

The government should continue to popularize primary education through advocacy for free and compulsory primary education through the medium of public campaigns and publications. Through the community and campaigns, the government hopes to enlist the vulnerable community and civil society's involvement in advocacy for basic education by encouraging parents to permit their children to take advantage of educational opportunities opened for them.

Make Education Attractive

Most of the respondents concur that education has to be enticing to the learners. The latter have to want to attend school without being forced to do so. They suggest that learners need to be sensitized to the importance of education and that an environment has to be created to enable them to share their views. Of importance is the creation of a learning environment in which educators recognise the intrinsic worth of all learners in the classroom through a child-centred and inclusive curriculum. From a learner development perspective, children need to feel safe, secure and cared for. It is for this reason that the parents propose that school fencing be provided and security be stepped up. As part of caring, they indicate that the learners should be supervised, both in class and on the school grounds. Many stakeholders agree that the creation of child-friendly schools should be the ultimate goal in enticing children to come to school and to remain there until they complete their primary education. The educators have to understand that they are in school for the learners and they are expected to act in the best interests of the learners.

Provision of Learning Materials

The government should provide additional resources to meet the expanding demand for relevant teaching and learning materials to secure quality basic education. The involvement of other stakeholders in education services providers should be sought.

Increasing Teaching Positions

The government should explore the best ways to create additional teaching positions to cater for increased enrolments and to fill the places caused by the HIV/AIDS pandemic. The training of more educators and the facilitation of training opportunities for untrained/unqualified educators should form the main approach to meeting the rising demand for educators.

Improve the Quality of Educators

It is worth returning to the issue of the quality of educators. A recurring concern of the stakeholders in particular is the educators‟ inadequacy in working with learners with special needs. The educators themselves acknowledge that they have not been adequately prepared to work with learners who have different types of disabilities, the one group that is particularly marginalized in the school system.

Address the Needs of Orphans and Vulnerable Learners

Poverty is uppermost among the recurring and significant barriers to access to education as identified by all the stakeholders. The stakeholders contend that the majority of the children who are not in school are those who are marginalized by different difficult circumstances, most of whom are orphans and vulnerable learners. There is no question that the HIV/AIDS pandemic and its attendant socio-economic consequences have increased the vulnerability of very poor families and children (UNICEF, 2007). The education sector faces the serious challenge of bringing these learners into school and retaining them in the system. This state of affairs, if not mediated, has the potential of undermining the efforts of achieving the Millennium Development Goals of Universal Primary Education.

Create Employment Opportunities

Recognised by many stakeholders is the paucity of employment opportunities for school leavers. As indicated above, the stakeholders prize relevant education for its ability to empower people to transform their lives, that is, the ability of education to take them out of the trap of poverty. Indeed, compulsory education as a right can be justified because it paves the way for the future welfare of the individual child and society at large. It is recommended that free education should extend to the secondary level to enable the learners to participate more fully in the social, economic and political transformation of their lives as well as the life of the country (Ministry of Education 2008). The government is also urged to create a facilitative environment for job provisioning or job creation to ensure that the learners participate in the job market after completion of their studies (Ministry of Education 2008).

IMPLICATIONS FOR PUPILS' DROPOUTS

Chadzuka (2008) further stated that the implications for dropouts are that they cause educational wastage in several ways, namely:

- The money which is invested by the state is under-utilized.
- Materials and resources are not put into use, which is un-economic.
- The dropout cannot attain full educational capacity.
- Consequently, the dropout cannot maximally contribute to the country's economic development.
- As a result, the dropout becomes a liability to the country.
- The dropouts reduce opportunities for other children who could have better utilized those resources.

Based on the substantial rates of dropout and non-completion of primary school, many children are leaving school without acquiring the most basic skills. Their brief schooling experience consists frequently of limited learning opportunities and as a result, many children are registered in schools but fail to attend, participate and learn. They are enrolled for several years but fail to progress and drop out of school (Predimore, 2007). Failure to complete a basic cycle of primary school

not only limits future opportunities for children but also represents a significant drain on the limited resources that the country has for the provision of primary education. Children dropping out of school without completing primary school education remain key constraints for achieving success (Predimore**,** 2007**)**.

The consequences of dropping out of school are costly. Children who drop out of school are more likely to become dependent on welfare, engage in illegal activities, and experience health and affective problems. Dropping out of school creates a negative momentum for youth in a society during difficult economic periods. Such momentum may foster even higher dropout rates in the future. Dropping out of school is widely recognised as a negative life event which is often followed by further problems **(**Predimore**,** 2007**).** Hence, these positions are more idealistic than realistic within the informal sector but are valid in the formal sector.

CONCLUSION

In the light of the above, this paper rationally exposed that the factor responsible for pupils' dropout rate and maintenance of educational sustainability in Public Primary Schools in Ikorodu Division of Lagos State is overwhelming and devastating. Therefore, there is a need to curb it to promote the sustainability of educational developments. The findings also revealed that the strategies that parents adopt to reduce their pupil's dropout are by accepting from the government for free and compulsory education, Solicit for government to address the needs of orphans and vulnerable learners, creating of employment and abolishing child labour. This paper has systematically inquired and analyzed the major attempts for curbing Pupils' Dropout rate and its implications on educational sustainability in the country. Hence, it concludes that the factors responsible for the increase in pupils' dropout, such as financial constraints, personal or family issues, and academic unpreparedness and health issues can be surmounted by government intensified efforts.

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