CONSTRUCTION AND VALIDATION OF STUDENTS' DROPOUT SCALE

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ABSTRACT
This study constructed and validated a measure for students' dropout from secondary school programme. The Students' Dropout Scale (SDS) is a 25-items instrument developed according to the frame work of the social sciences literature on concepts of dropout. Descriptive survey research design was employed. Four hundred dropouts randomly selected using random sampling techniques within Ibadan metropolis were administered the SDS and Emotional Intelligence Scale (EIS). Principal Components and confirmatory factor analyses resulted to a seven component model of SDS. For further purification of data, items with factor loading less than 0.30 and those with more than 0.4 on two or more factors were removed. The instrument has high internal consistency, and adequate construct and discriminant validity. The subscales of SDS were: Self Ability, Self Ignorance, Parents' Role, Self Desire, Individual Preference, School Relationship and Antisocial Behaviours. The implications of the findings were discussed.

***Keywords**: Student, Dropout, Scale, Adolescents, Validation, Construction.*

INTRODUCTION
Over the years, the issue of students' dropout from senior secondary school programme has been neglected. Teenagers including adolescents were usually found loitering streets and corners of the city during the school period, while others are seen at the motor garages, bar joints, pool centers, clubs, hotels, bus-stops and markets going about with their different activities. The issue of students' dropout in Nigeria has been with us for a very long time. Fafunwa (1983) noted that dropout is one of the most serious problems that have continued to bedevil our educational system since independence in 1960 from the colonial administration. Even before our independence, the problem of dropout has already established its grip on our educational system. This was buttressed by Nuffied foundations (1953) remark that "in the West coast of Africa, a considerable proportion of students drop out of school programme each year".

De Cos (2005) simply stated that dropout is the ultimate withdrawal from school. Student who withdraw from senior secondary school prematurely end up not obtaining any certificate of graduation. The term dropout qualifies those students who could not complete their education programme at any level of education due to one reason or the other (Ayodele & Bada, 2007). Teenagers between ages thirteen and nineteen who have failed to complete their senior secondary school education tend to become problem to themselves, parents and the society at large. Peer influence, delinquency and the desires to become a millionaire within a day makes it difficult for majority of the students to concentrate on their studies thereby increasing the dropout rate. Dropouts within our community are found with different characteristics such as inferiority complex, joblessness, over-ambitiousness, laziness, lack of self discipline, non-purposive striving, poor intelligence, low self-esteem, low self-concept, low cognition skill, non-creativeness, dependency, inability to make good decision, aggressiveness, frustration, lack of vision or goal, conformity, poor time management, fantasies, among others.

These characteristics have left dropouts to various maladjusted behaviors within the society and this has become a great challenge for educators, parents, employers and the governments (Haycock & Huang, 2001). It could not be an exaggeration to mention that over

the years, the high incidence of dropouts from senior secondary school programme has led to eruption of so many social devices in Nigeria. The high level of youths' restiveness is constituted by individuals who dropped out of senior secondary schools programme. This is hinged on the fact that the members of various militant groups across the country are made up of youths between ages fifteen to twenty who dropped out of senior secondary school programme (Ajaja, 2012). In the south-south part of Nigeria, there are different militant youth groups used by politicians to advocate for resource control in Niger-Delta which is very rich in oil.

In the Northern part of Nigeria, there are the "Alamanjeris" who are used by politicians in the North to protest political issues, policies, ethnicity and religion bigotry. They kill, maim and burn down properties without any remorse. Most, if not all of the "Alamanjeris" do not have access to western education. All the militant groups whether in the North or South perpetuate different evil out of ignorance because they do not have the right education which could have moderated their behaviours.

There is also a very high level of robbery, assassination and kidnapping associated with youths, most of whom are senior secondary school dropouts. In fact, the state of insecurity in Nigeria today is ascribed to criminal activities of the youths who are dropped out of school. Media survey mentioned that a larger percentage of criminal activities perpetuated in Nigeria are done by dropouts. This again agrees with the position held by the National Center for Education Statistics (1998) on the consequences of dropouts; that school dropouts make up a disproportionate percentage of the nation's prisons and death roll inmates.

The high rate of prostitution in the country practiced both within and outside Nigeria can also be linked to school dropouts because of the category of females involved. A reasonable percentage of females who dropped out of senior secondary school programme engaged in prostitution not for the sake of sexual satisfaction but because of financial difficulties since they are not employable. The issue of dropout in Nigeria may also be linked to the high level of child abuses prevalent throughout the country. The abuses range from children being made to hawk and go to farm when their mates are in school. The sexual abuses result in teenage pregnancies, early parenthood, and single parents who are unable to take care of themselves and their children. Stressing the inability of dropouts to take care of themselves, Bridgeland (2006) noted that students who drop out of senior secondary school programme are often unable to support themselves and are twice as likely as senior secondary school graduates to slip into poverty from one year to the next.

The recent development about gang of suicide bombers in the Northern part of Nigeria is no doubt one of the consequences of drop out of our youths from senior secondary school programme. This group superseded the 'Alamanjeris'. They kill and destroy both individual and government properties. These irrational behaviours of the suicide bombers could be linked to poverty, and unemployment of the youths who are dropouts from senior secondary schools. High level of unemployment is found among dropouts due to lack of the necessary skills required for the available job opportunities.

With the recent economy changing from a dependence on manufacturing towards more reliance on technology, services, and a "knowledge economy", it is important that students complete their senior secondary school programme in other to gain the required skills for job opportunity (De Cos, 2005). A high number of youths found requesting for public assistance are dropouts within the community. They rely on public support for their daily bread because they were unable to complete their secondary school education based on one reason or the other. But in the absence of public support, they are likely to experience hunger, poverty, sickness, diseases, dangers or untimely death

In Nigeria of today, Senior School Certificate is considered as the minimum requirement for most jobs and status positions. Recent advances in technology have fueled the demand for a highly skilled labour force which the dropouts do not have. This makes them more likely to be unemployed than the senior secondary school graduates. This development has serious implications for the economic well-being of dropouts and the society at large. In this era of

global economic meltdown and global economic competitiveness, Nigeria as a nation that has vision must make concerted efforts to raise the educational attainment of all its youths who are the leaders of tomorrow. All the developments as discussed above, which may be linked to the high incidence of dropouts in Nigerian senior secondary schools, tend to suggest that there is high level of illiteracy found among the Nigerian youths. Therefore, this study stands to determine the factors that are responsible for students drop out of school using the sample of dropout students in Ibadan metropolis.

Statement of Problem

The prevalence of dropouts in Nigeria cannot be overemphasized as members of various militant groups across the country are made up of youths between ages fifteen to twenty who dropped out of senior secondary school programme. In the south-south part of Nigeria, there are different militant youth groups used by politicians to advocate for resource control in Niger-Delta which is very rich in oil (Ajaja, 2011). “Ten million Nigerian children are out of school”, the economic and socio-cultural factors kept nearly 40% of Nigerian children aged between six and fourteen out of school. Meanwhile out of the country’s 35.6 million children aged between six and fourteen, 10.1 million were not in school as at 2008. This was highlights of a draft report of a study on out of school children (OOSC) jointly anchored by the United Nations International Children Emergency Fund (UNICEF), United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Institute of Statistics (UIS) and Federal Ministry of Education for the Universal Basic Education Commission (UBEC) which was presented to the stakeholders in July 18, 2011 (a press released by Demola Abimboye of the Newswatch magazine on Thursday, 22 September 2011).

It was discovered that during the harvesting period of cocoa season, students drops out of school to engage in farm or other menial labour for money (Ayodele & Bada, 2007). The high rate of prostitution can also be linked to school dropouts because of the category of females involved. A reasonable percentage of female dropouts engaged in prostitution not for the sake of sexual satisfaction but because of financial difficulties since they are not employable. The level of child abuse range from children being made to hawk and go to farm when their mates are in school is a pointer to dropout. The sexual abuses result in teenage pregnancies, early parenthood, and single parents who are unable to take care of themselves and their children are evidence of dropouts (Bridgeland et al., 2006).

Due to high unemployment rate many school going children have drop out with the notion that those passed out and graduated where is the work for them to do? The researchers thought it right that if this scenario is allow continuing it will lead this country to serious problems whereby the country will have many miscreants, armed robbers, thugs, and etc.

Purpose of the Study

The major purpose of this study is to construct a scale that can be used to measure factors responsible for children dropout of schools and to validate the instrument. The specific objectives are: to determine the characteristics of the crude students dropout scale to be constructed. Also, to determine the factors that is motivating the children into dropout of school and to know the construct and discriminant validity of the students’ dropout scale. Finally, to determine the reliability coefficient of the instrument and its tenacity.

Significance of the Study

This instrument will be useful in the hands of researchers as it will help them to determine the factors responsible for students’ dropout. The instrument will also be useful for the government and all the education stakeholders in the sense that it will help them to know the factors responsible for students dropout and to make necessary planning that can be used to block all the causes of students drop out if they so wish to do so. It also helps parents, the

children and society at large on factors responsible for students' dropout and the possible ways to eliminate it if it cannot be completely eradicated.

Scope of the Study
The study has to do with factors responsible for students dropout most especially here in Ibadan metropolis.

Research Questions
To actualize the main objective of this study, the following research questions were answered in the study.

1. What are the characteristics of the "crude" Students' Dropout Factors Scale (SDFS)?
2. What factors are inductive of the Students' Dropout Factors Scale?
3. What is the construct and discriminant validity of the Students' Dropout Factors Scale?
4. What will be the reliability (internal consistency and split half reliability) of the Students' Dropout Factors Scale?
5. How tenable is the new model?

METHODOLOGY

Research Design
This study adopted a descriptive research design. This design is adopted in lieu of the fact that the researchers do not manipulate any variable. The information was collected from the respondents without any manipulation. The researchers attempt to observe the respondents in their natural setting inform of distributing research instrument to them.

Population
The population for this study comprises of all the dropout children from schools either from primary or from secondary schools in Ibadan metropolis

Sample and Sampling techniques
Four hundred dropout students were randomly selected using simply random sampling techniques. Participants consist of 246 males and 154 females. The Scale mean and standard deviation are 85.14 and 4.15 respectively.

Measures of **Students' Dropout Scale**
Some school dropouts' children were interviewed and their response to the question why they dropped out of school programme was listed as reasons for dropouts. Some items were also generated from school dropouts' literature. Sources of student's dropout generated from dropout respondents and school dropout literatures constituted the 52 items students' dropout factor scale referred to as un-validated instrument. This un-validated instrument was used in this validation study.

The un-validated Students' Dropout Scale (SDS) consists of seven groups of sources of student dropouts namely: Self Ability, Self Ignorance, Parent role, Self Desire, Self Preference, School Connectivity, and Antisocial Behaviour. Respondents were asked to indicate to what extent each item contributed to their dropping out of secondary school programme. The format is a four point Likert-type scale with responses ranging from strongly disagree =1, Disagree = 2, Agree = 3, strongly agree = 4.

The Emotional Intelligence Scale (Wong & Law, 2002):
The Emotional Intelligence Scale (EIS) is a 16-item with five point Likert-type response format self-report measures of the degree of emotion. The EIS was designed to assess the

degree of self emotion appraisal, regulation of emotion of others, use of emotion, and others emotion appraisal. Items were scored by summing across the 4 items in each degree of emotion appraisal. Wong & Law, 2002 found Cronbach Alpha for EIS was 0.86. The reason for including this instrument here is to test whether the new scale will be able to measure what it purport to measure and not measuring another thing like emotional intelligence of the school dropout children.

Procedure (Data Collection and Analysis)
The 43 item students' dropout factor scale (after removing the repeated ones) and emotional intelligence scales were administered on four hundred secondary school dropouts within Ibadan metropolis in Oyo State, Nigeria. Descriptive and reliability survey analysis were carried out on the items. Items with item-total correlation less than 0.3 were dropped to increase the homogeneity of the items. This is in consistence with the procedure recommended of Nunnally and Bernstein (1994). Principal component analysis with orthogonal (varimax) rotation was employed for the analysis.

Method of Item Development
The initial pool items included in the SDS was based on interviews with dropout students (male and female) found in different areas of Ibadan metropolis, responses to the questions that asked for reasons for dropping out of school, a review of literature, personal experience of the researchers and professional assistance of experts in the field of tests and measurement was used to generate initial items for the study. Efforts were made to ensure that the items could be easily understood by someone who must have attempted secondary school education. Fifty two items were initially generated and all potential items were reviewed by the researchers and experts, and nine items found to be repetitious were dropped from the scale. Based on these procedures, a total of 25 items were generated and grouped into seven factors namely: Self Ability, Self Ignorance, Parent role, Self Desire, Self Preference, School Connectivity, and Antisocial Behaviour after factor analysis.

Method of Data Analysis
The main data analyses carried out here are descriptive statistics, factor analysis, Chi-Square and Pearson product moment correlation analysis. Discriminant validity was established by correlating the SDS and emotional intelligence scales.

RESULTS

Research Question 1
What are the characteristics of the "crude" Students' Dropout Scale (SDS)? Mean, standard deviations, item-total correlations and alpha value for each item on SDS are presented in Table 1.

Item No	Mean	Standard Deviation	Item-total Correlation	Cronbach's Alpha
1	2.84	0.97	0.53	0.86
2	3.22	1.02	0.47	0.86
3	3.46	1.00	0.46	0.86
4	2.68	0.96	0.39	0.87
5	3.24	1.10	0.57	0.86
6	4.32	0.70	0.36	0.87
7	3.90	0.64	0.24	0.87
8	4.30	0.72	0.35	0.87
9	3.16	0.88	0.57	0.86
10	2.20	0.82	0.64	0.86
11	2.12	0.86	0.43	0.86
12	4.00	0.77	0.66	0.86
13	4.42	0.63	0.40	0.87
14	2.88	0.95	0.54	0.86
15	2.66	0.86	0.66	0.86
16	2.18	0.51	0.39	0.87
17	4.36	0.55	0.43	0.87
18	4.44	0.57	0.27	0.87
19	2.24	0.86	0.29	0.87
20	4.30	0.80	0.36	0.87
21	4.04	0.69	0.31	0.87
22	4.28	0.56	0.25	0.87
23	3.54	0.83	0.33	0.87
24	4.20	0.74	0.29	0.87
25	2.15	0.88	0.52	0.86

Over 98% of the 25 items have item-total correlation greater than 0.3. Thus, the 25-items were therefore considered to be good and were used for the factor analysis.

Research Question 2:
What factors are inductive of students' dropout scale? This research question was answered using factor analysis for the 25-items.

Exploratory Factor Analysis
The 25 items were factor analysed using principal component analysis with orthogonal (varimax) rotation with Kaiser Normalization to determine the structure of the SDS. The initial factor solution for the Students' Dropout Scale using the two rotations resulted in 7 factors with Eigen values greater than 1. The seven factors accounted for 73.78% of the variance. This is presented in table 2. To select the items for the final scale, the pattern of loading less than 0.40 were dropped. For further purification of the list, items loaded with 0.40 or more in two factors were removed from the list. These reduced the items from 25 to 21 items with 7 factors having Eigen value greater than 1.

Table 2: Total Variance Explained

Component	Initial Eigen values			Rotation Sums of Squared loading		
	Total	**% of Variance**	**Cum %**	**Total**	**% of variance**	**Cum %**
1	6.535	26.139	26.139	3.644	14.577	14.577
2	3.273	13.092	39.231	3.222	12.888	27.465
3	3.198	12.792	52.023	3.186	12.743	40.208
4	1.636	6.544	58.567	2.764	11.057	51.264
5	1.353	5.411	63.977	2.265	9.060	60.324
6	1.285	5.139	69.116	1.944	7.777	68.101
7	1.167	4.668	73.784	1.421	5.683	73.784

Table 3: Rotated Component Matrix

Item No	Component Loadings						
	1	2	3	4	5	6	7
1	.808						
2	.799						
3	.786						
4	.751						
5		.841					
6		.809					
7		.514					
8			.884				
9			.825				
10			.786				
11			.678				
12			.517				
13				.898			
14				.822			
15					.890		
16					.517		
17					.445		
18						.853	
19						.502	
20						.451	
21							.749

Factor 1, represents Self Ability (eigen value = 6.53) with 4-items (e.g Inability to understand my class work) was responsible for 26.3% of the common variance. Factor 2, represents Self Ignorance (eigen value = 3.27) with 3-items (e.g I did not found schooling important) was responsible for 13.09% of the common variance. Factor 3, represents Parent's Role (eigen value = 3.19) with 5-item (e.g Inability of my parents to pay for my school fees) was responsible for 12.79% of the common variance. Factor 4, represents Self Desire (eigen

value = 1.63) with 2-items (e.g Going around looking for money) was responsible for 6.54% of the common variance. Factor 5, represents Individual Preference (eigen value = 1.35) with 3 items (e.g I found hand work much easier for me than going to school) was responsible for 5.41% of the common variance. Factor 6, represents School Relationship (eigen value = 1.28) with 3-item (e.g Inability to get along with my teacher) was responsible for 5.14% of the common variance. Factor 7, represents Antisocial Behaviour (eigen value = 1.16) with only 1-item (I always found my way out to have fun with my other friends when I was in school) was responsible for 4.67% of the common variance.

Research Question 3:

What are the construct and discriminant validity of the Students' Dropout Scale (SDS)?

The construct and discriminant validity of the SDFS are presented in Table 4.

Table4. Intercorrelations of Scales for the Students' Dropout Scale and Emotional Intelligence Scale

Factor	1	2	3	4	5	6	7	8
Self Ability	(.840)							
Self Ignorance	.077	(.718)						
Parent's Role	.154	.093	(.825)					
Self Desire	.184	.319	.287	(.903)				
Individual Preference	.365	.381	.084	.550	(.762)			
School Relationship	.092	.400	.363	.316	.354	(.514)		
Antisocial Behaviour	.231	.308	.189	.412	.698	.312	(.866)	
Emotional Intelligence	-.088	.006	.053	.027	-.032	.072	-.059	1.000

Note: Figures at the diagonal in parenthesis represent the internal consistencies (Cronbach alpha) coefficients of the factors in SDFS: * P<.05 (2 tailed).

To establish the construct validity of the Students' Dropout Scale (SDS), the Pearson product moment correlation coefficients were computed between its seven subscales. For the most part, the subscales' correlations showed in Table 4, were positive and significant at 0.05 levels ranging from .084 to .698. A low correlations were observed between Self Ignorance and Self Ability factors (r = .077), Parent's Role and Self Ignorance (r = .093), Individual Preference and Parent's Role (r = .084), and School Relationship and Self Ability (r = .092), that were not significant at 0.05 level.

The relationship between the Students' Dropout Scale (SDS) and Emotional Intelligence Scale (EIS) was studied to determine discriminant validity. According to the results in table 6 above, there was no significant correlation between the subscales of the Students' Dropout Scale (SDS) and Emotional Intelligence Scale as expected. The findings showed Self Ability and EIS (r= -0.88), Self Ignorance and EIS (r= .006), Parent Role and EIS (r= .053), Self Desire and EIS (r= .027), Individual Preference and EIS (r= -.032), School Relationship and EIS (r= .072), and Antisocial Behaviour and EIS (r= -.059) respectively. The result shown in Table 4 indicated an evidence of discriminant validity whereby there is no significant correlation between emotional intelligence and SDFS subscales.

Research Question 4:

What will be the reliability of the Students' Dropout Scale (Internal consistency and Split half)?

The items obtained from the factor analysis were tested for their reliability using the item-total correlation to item analyse them. Item for each scale were analysed separately. The overall internal consistency reliability coefficient (Cronbach alpha) for the Students'

Dropout Factors Scale was 0.830. The internal consistencies obtained for each of the seven factors as shown in Table 4 in parenthesis.
Factor 1 (Self ability) = 0.840
Factor 2 (Self ignorance) = 0.718
Factor 3 (Parent role) = 0.825
Factor 4 (Self desire) = 0.903
Factor 5 (Individual preference) = 0.762
Factor 6 (School relationship) = 0.514
Factor 7 (Antisocial behaviour) = 0.866

Table 5: Split half reliability for Students' Dropout Scale (SDS)

Cronbach Alpha	Part 1	Value	.846
		N of Items	13(a)
	Part 2	Value	.794
		N of Items	12(b)
	Total N of Items		25
Correlation Between Forms			.495
Spearman-Brown Coefficient	Equal Length		.662
	Unequal Length		.663
Guttman Split-Half Coefficient			.644

To further establish the consistency of the SDFS, a split half analysis was computed on the items of the SDFS. Table 5 revealed the Split half reliability for the Students' Dropout Scale as 0.846 (Cronbach Alpha) for 13(a) items and 0.794 (Cronbach Alpha) for 12(b) items respectively. The Spearman-Brown coefficient for both equal and unequal length was 0.662 and 0.663 respectively. The Guttman Split half Coefficient was 0.644

Research Question 5:
How tenable is this new model? A confirmatory factor analysis was used to verify the factor structure of the student's dropout scale (SDS) that was first obtained from exploratory factor analysis. Maximum likelihood solution was used to verify the relationship between the observable and latent constructs.

Table 6: Goodness-of-fit Test

Chi-square	Df	Sig.
1867.42	146	.000

According to the result in table 9 above, chi square (X^2) statistics was significant for this model, indicating an adequate fit of the confirmatory model to the data X^2 (df = 146) = 1867.462, P<0.05=0.00. It is important to note that large sample size affect chi-square statistics and will likely produce a significant result in spite of a reasonable fit to the data (Bentler and Bonett, 1980). This study has a large sample size. According to Bagozzi and Heatherton (1994), it is common for measurement model to have unsatisfactory fit when more than four or five items represents each component and sample size is large. In this study only one component have 5-items while others are below 5-items. Muller (1996) and Munro (2000) are of the opinion that chi-square less than 3.00 are preferred but other

researchers used ratio of chi-square to degree of freedom between 3.00 to 5.00 and above (as pointed out by Salami (2011)). Bollen (1989) emphasized that there is no consensus on what value constitutes a good fit. In this study, the relative chi-square (1867.42/146) is approximately 12.79 and it is significant. This indicates that the model obtained has a good model fit. Thus the hypothesized model should not be considered untenable.

DISCUSSION

This study was designed to construct and validate a self report instrument that measures student's dropout. The theoretical frame work underlying the development of this instrument was based on the literature and early warning indicators for students' dropout suggested by the social sciences researchers' (Stroup & Robins,(1972); Ensminger & Slusarick (1992); Alexander et al. (2001); Rumberger (2001); Jimerson et al. (2002); Sewell et al., 1969). This includes individual and contextual reasons like students' grade, retention ability, absenteeism, truancy, lack of learning materials, family social economic status, student's illness, and intelligence. The initial phase of this study was the development of 25-items, self report instrument (Students' Dropout Factors Scale) designed to measure students' dropout from secondary school programme. The developed 25-items were significant at $P<0.05$ (0.85 Cronbach alpha) with 0.26 and above (approximately 0.3) item-total correlation.

A principal component analysis and confirmatory factor analysis yielded seven structures represents 7 major factors measuring why students dropped out of secondary school programme. The seven factors accounted for 73.78% of variance with each factor loading of Eigen value above 1. The seven subscales of the Students' Dropout Scale (SDS) demonstrate adequate internal consistency reliabilities of the SDS representing the following domains: (a) Self Ability, (b) Self Ignorance, (c) Parent's Role, (d) Self Desire, (e) Individual Preference, (f) School Relationship and (g) Antisocial Behaviour.

The construct validity of SDS subscales was established using the subscales intercorrelation. The subscale's intercorrelation were moderate, positive and significant at 0.05 level but with a low correlation values between Parent's Role and Self Ignorance (r = .093), Individual Preference and Parent's Role (r = .084), School Relationship and Self Ability (r = .092). SDFS subscales did not correlate significantly with Emotional Intelligence Scale and these provide evidence for discriminant validity of SDFS (Self Ability and EIS (r= -0.88), Self Ignorance and EIS (r= .006), Parent Role and EIS (r= .053), Self Desire and EIS (r= .027), Individual Preference and EIS (r= -.032), School Relationship and EIS (r= .072), and Antisocial Behaviour and EIS (r= -.059) respectively). Students with dropout characteristics are not likely to have emotional intelligence skill. The overall internal consistence was 0.83 (Cronbach Alpha), the Split-Half Coefficient was 0.644 (Guttman), and the Spearman-Brown Coefficient for both equal and unequal length were 0.662 and 0.663 respectively. The internal consistencies of the subscales ranges 0.514 to 0.903 and the overall reliability of the SDFS was 0.830 (Cronbach alpha). Intercorrelations of Subscale reliabilities were consistent. Factors 7 & 6 (Antisocial Behaviour and School Relationship) had a minimum value of 0.514 (Cronbach alpha).

Finding from this study suggest that the psychometric properties for Students' Dropout Scale (SDS) are reliable and valid measure of multidimensional reason for students' dropping out from secondary school programme. The findings demonstrates that the subscales of Students' Dropout Scale (SDS) are internally consistent, well inter-correlated, and a positively significance chi-square demonstrating a good fit model. The SDS can be used by the school counselors to determine and address the issue related to student dropout of secondary schools. Furthermore, SDS can be studied for possible adaptation as student guide page that can be used quantitatively by counseling psychologist to reduce students' dropout in secondary school. The Students' Dropout Scale (SDS) can be used as a guide during the parent and teacher forum to help facilitates good parental care, teachers-students relationship and to promote students' academic success in secondary schools.

Conclusion and Recommendation

The researchers conclude and recommended that this instrument (SDS) is reliable and valid therefore it can be used for research purposes.

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