

PSYCHO-DEMOGRAPHIC VARIABLES OF ADOLESCENTS' SCHOOL DROPOUT IN FLOOD-AFFECTED AREAS OF RIVERS STATE

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ABSTRACT

The study investigated psycho-demographic variables of adolescents' school dropout in flood-affected areas of Rivers State. The study adopted the correlational and ex post facto designs. A sample of 434 flood affected adolescents was drawn from a population of 326,677 out of school adolescents which was used for the study. Cluster and Simple random sampling techniques were used to compose the sample. Three research questions were answered while three corresponding null hypotheses were tested at 0.05 level of significance. Two instruments used for the study are Self-esteem Scale (SS) and School Dropout Questionnaire (SDQ). The instruments were validated by experts both in educational psychology and Measurement and Evaluation. The reliability of the instruments was tested using Cronbach alpha reliability method of internal consistency. A reliability coefficient for self-esteem scale was realized at 0.83 and school dropout questionnaire at 0.87 respectively. Mean, standard deviation, simple regression and Analysis of Variance (ANOVA) associated with regression were used to answer the research questions and test their null hypotheses. Findings revealed among others that self-esteem accounts for 70.9% variation in school dropout among adolescents in flood-affected areas of Rivers State. It was also revealed that there is high rate of school-drop out among the male gender compared to the female gender. Based on the findings, it was recommended that adolescents should engage the services of school counsellors on measures to improve their self-esteem and school related challenges.

Keywords: *Flood, Psycho-Demographic, School Dropout, Self-esteem.*

INTRODUCTION

Adolescent school dropout is a critical issue in Nigeria, with far-reaching implications for the country's socio-economic development. Despite efforts to improve access to education, a significant number of Nigerian adolescents continue to leave school prematurely. Arowolo et al. (2016) explain that education is the process by which every society tries to maintain and improve the amassed knowledge, abilities and attitudes in its cultural environment and heritage to promote human welfare and ensure its survival continuously. In order to become useful members of their community, people must go through education. In fact, one of a person's basic right is the right to receive an education which is under Article 26 of the Universal Declaration of Human Rights, which the UN General Assembly ratified in December 1949; everyone has the right to an education. Secondary education completion is frequently mentioned as a significant developmental milestone. However, not all students take this path, some students choose to drop out of school due to financial or academic challenges. This is related to the crucial event that triggers dropout; the reason a student leaves school is frequently referred to as the antecedent of dropout. There are several causes of school dropout.

School dropout is defined as the cessation of school attendance before completing the prescribed level of education, school dropout has far-reaching implications for national development and individual well-being. In Nigeria, adolescent school dropout rates are alarmingly high, especially in rural and impoverished areas, despite the government's efforts to ensure universal basic education. Multiple factors contribute to this phenomenon, including socio-economic hardships, cultural practices, inadequate infrastructure, and security concerns. Several professionals who have long examined this subject, such as Rumberger and Larson (in Mohammad et.al., 2023), suggest that early school dropout is viewed as the culmination of a process that gradually causes students to lose interest in attending school. Most youth who drop out of school early come from impoverished social backgrounds (Koslouski et al. in Mohammad et.al., 2023). Therefore, studying students' behaviour toward school dropout is akin to understanding why they leave school early. A bigger proportion of the reasons why students leave school early especially in flood affected areas have to do with challenging several factors. Besides causing physical damage, floods also disrupt education systems, often leading to increased school dropout rates.

Climate-related catastrophes such as flood and epidemics are occurring more frequently and with greater intensity as a result of present climatic variability. Flood is the most prevalent or harmful natural hazard, wrecking havoc on human settlements, schools, economic activities and the environment (Bakker, 2009). Flood is not only common in Nigeria but worldwide as it occurred in the last ten years in several countries, including Bangladesh, China, India, Germany, the United States, Malawi and Ethiopia. The most common hydro-meteorological disasters in East Africa are recurring flood losses, which have hampered economic growth in both industrialized and emerging nations. Flood become a disaster when an event seriously disrupts a community's or society's ability to function and causes significant living thing, resource, financial or ecologic damages that are greater than what the affected society can reasonably expect to be able to recover from using its resources. Flood is a problem when its magnitude and effects outweigh the capacity of the affected communities to cope (United Nations International Strategy, 2008).

According to UNICEF, Nigeria has one of the highest rates of out-of-school children in the world, with approximately 10.5 million children not attending school, the majority of whom are in the northern regions (UNICEF, 2021). Flooding, particularly in states that are prone to seasonal inundation, contributes significantly to this dropout problem. When families are displaced, homes destroyed and livelihoods disrupted, education often takes a backseat. While the government has made efforts to improve education access, the impact of natural disasters such as floods is often under-addressed in these initiatives. Schools in flood-prone areas are typically not adequately reinforced to withstand floods, and the economic strain on families following a flood can force children to leave school.

The direct and indirect impacts of the flood disaster in school infrastructures can also create psychosocial problem among the school children. Shrestha et.al. (2011) studied that the quality of education in school will be better if the provision of facility, safe and secure situation, children friendly are ensured. The main vulnerable group in the flooding at the school is children of secondary school. Therefore, Achoka & Julius (2008) stated that better school environment equipped with the basic facilities makes the learning process efficient and effective resulting quality output. According to the Nigerian Meteorological Agency (NiMet), the intensity and frequency of floods have increased in recent years, largely due to poor environmental management and the effects of climate change (NiMet, 2020). In

2022 alone, flood affected more than 2 million people in Nigeria, with hundreds of schools either damaged or destroyed (National Emergency Management Agency, 2022).

Schools in flood-affected areas often remain closed for extended periods, and the damage to infrastructure can take months or even years to repair. Moreover, displaced families may prioritize immediate survival over education, which results in many children being forced to drop out of school. Rivers State in the Niger Delta region also faces severe flooding regularly. A 2020 flood in Rivers State destroyed over 100 schools, and displaced families were relocated to temporary shelters with limited educational facilities. A local study by Oruwari et al. (2021) found that the school dropout rate in Rivers State increased by 10% following the 2020 floods, with many families citing economic hardship and lack of access to functional schools as the primary reasons (Oruwari et al., 2021). Previous research indicates the dynamic and cumulative process through which children build up issues before quitting school early. The researcher is of the suspicion that a student's self-esteem may determine his/her interest in school not minding the circumstances.

One key element influencing adolescents' academic success is self-esteem, a psychological construct reflecting one's sense of self-worth and competence. Research suggests that self-esteem is closely related to various educational outcomes, including school engagement, performance and dropout rates (Rosenberg, 1965). In disaster-affected regions, such as flood-prone areas, the risk of school dropout among adolescents may be worse due to the complex interaction between environmental stressors and psychological well-being (Norris et al., 2002). Self-esteem, defined as a person's overall evaluation of their worth, has been identified as a critical factor in academic performance and persistence (Baumeister et al., 2003). Adolescents with high self-esteem tend to exhibit greater resilience, better coping mechanisms and more motivation to achieve academic success (Marsh et al., 2018). In contrast, low self-esteem is often associated with negative outcomes, including poor academic performance, disengagement from school and increased likelihood of dropping out (Rumberger, 2011). Although it could be observed by the researcher that schools in urban areas are well equipped compared to those in rural areas and this may also increase school drop in the aftermath of flood disaster.

However, the effects of flooding on school dropout rates may vary significantly between rural and urban areas. In rural areas, where resources are scarce and economic stability is closely tied to agricultural productivity, the effects of flooding can be particularly devastating for education. Rural areas tend to experience higher dropout rates due to the compounded effects of poverty, inadequate infrastructure and limited access to educational resources. In contrast, urban areas, though not immune to the challenges of flooding, often have more robust systems in place to mitigate the educational consequences of natural disasters. Many schools in rural Nigeria are poorly built, often without proper drainage systems or flood-resistant structures. When floods occur, these schools are easily damaged, sometimes beyond repair, leading to extended closures. According to Adeoti et al. (2018), more than 60% of rural schools in Nigeria are vulnerable to environmental hazards like floods. After such disasters, repairs can take months, or schools may remain closed indefinitely, forcing students to drop out. According to a report by the Lagos State Ministry of Education (2019), while floods in Lagos frequently disrupt schooling, the city's robust educational infrastructure allows for rapid recovery, reducing the long-term impact on students. In rural areas, girls seem to be particularly vulnerable to dropping out of school after floods.

Cultural expectations often place the burden of household management on girls, and after a disaster, this role becomes even more pronounced. The effects of flood seem not to

impact boys and girls equally. Globally, there are already significant gender disparities in education, with girls more likely to drop out of school than boys, especially in low-income countries. In flood-affected areas, these disparities are often exacerbated due to several socio-economic and cultural factors. According to UNICEF, girls in sub-Saharan Africa are 1.5 times more likely to be out of school than boys, a statistic that becomes even more pronounced in the context of natural disasters such as floods (UNICEF, 2021). A study by Adedokun et al. (2019) found that in flood-affected regions of Nigeria, families facing financial hardship were more likely to withdraw their daughters from school in order to focus on rebuilding their homes and livelihoods. This decision is often influenced by traditional gender roles. In many Nigerian communities, girls are expected to take on household duties, such as caring for younger siblings and helping with domestic chores. Several non-governmental organizations (NGOs) have been active in providing education support in flood-affected areas. These organizations have also implemented programs to provide good hygiene and improve sanitary facilities in schools, which has helped reduce the dropout rate among girls.

Review of Literature

School dropout refers to the situation where a student disengages from the formal education system before completing a given educational level or before attaining a necessary qualification. It is a critical educational issue, as it deprives individuals of the opportunity to gain skills, knowledge, and competencies required for personal development and future employability (Rumberger, 2011). In Nigeria, school dropout is often a major problem influenced by socio-economic factors, cultural attitudes, inadequate educational facilities, and more recently, environmental factors such as natural disasters (Adeyemi & Adewale, 2016). The decision to drop out of school is not simply a result of a student's academic failure but is often influenced by a combination of personal circumstances, economic conditions, and educational policies. From an individual perspective, school dropout is often understood in terms of personal characteristics, such as academic ability, motivation, and psychological factors. Students with learning difficulties, low self-esteem, or poor academic performance are at greater risk of dropping out (Henry, Knight & Thornberry, 2012). Moreover, emotional and behavioral problems, such as anxiety, depression, or conduct disorders, can interfere with a student's ability to engage with their schoolwork and peers, leading to disengagement and eventual dropout (Henry, Knight & Thornberry, 2012).

At its core, self-esteem refers to an individual's overall sense of worth or personal value, but the exact definition, development, and significance of self-esteem have been debated by scholars over time. Morris Rosenberg, one of the most influential authors on self-esteem, conceptualized it as a global judgment of self-worth. In his seminal work *Society and the Adolescent Self-Image* (1965), Rosenberg defined self-esteem as an individual's overall positive or negative attitude toward themselves. According to him, self-esteem reflects an enduring perception of one's value, shaped by social interactions and internalized experiences. Nathaniel Branden, another prominent figure in the field, viewed self-esteem as essential for mental health and personal growth. In his book *The Psychology of Self-Esteem* (1969), Branden argued that self-esteem is not only a reflection of how individuals feel about themselves but also a fundamental psychological need.

In a study by Adamu & Ibemere (2019) where they examined the effect of flood-induced displacement on self-esteem and school dropout rates among adolescents in rural Nigeria. Focusing on flood-prone areas in Bayelsa State, the research collected data from 500

students aged 12-18. The results show a strong correlation between low self-esteem and an increased likelihood of school dropout following flood events. Students displaced by floods often experience a loss of identity, social disconnection, and a sense of helplessness, contributing to low self-esteem. These psychological challenges, coupled with the physical disruption of schooling, lead many students to abandon their education. The study concludes that psychological interventions, such as counseling and peer support programs, are crucial in helping students rebuild their self-esteem and return to school after floods. Using a survey method with 400 secondary school students, Oladimeji & Adeyemo (2020) found that students with higher self-esteem were more likely to develop effective coping mechanisms and continue their education after flood disruptions. In contrast, students with low self-esteem were more prone to dropout due to feelings of inadequacy and fear of academic failure.

Adeoti & Olaleye (2019) in their study using survey data from 500 households and interviews with local school officials, the study finds that girls are disproportionately affected by flooding, with dropout rates among girls being 20% higher than boys in flood-affected areas. The study attributes this disparity to several factors, including early marriage, economic hardship, and a lack of gender-sensitive infrastructure such as separate sanitation facilities in schools. Boys, on the other hand, are more likely to drop out temporarily to assist with agricultural recovery but tend to return to school after floodwaters recede. Cultural norms, economic pressures and increased risk of sexual violence is also key reasons for higher dropout rates among girls. Boys are more likely to drop out to support family income through manual labor but often return to school after seasonal disruptions (Abah & Okafor 2020).

Economic constraints are one of the primary reasons for high dropout rates among adolescents in Nigeria. Many families, particularly in rural areas, live below the poverty line and cannot afford the associated costs of education, including uniforms, textbooks, and transportation. Some adolescents are compelled to leave school to support their families through labor or petty trading. According to Omoegun and Ojewumi (2018), in many parts of northern Nigeria, children as young as 12 years old leave school to work as housemaids or street vendors, sacrificing their education for immediate financial gain. In rural areas, poor infrastructure, economic hardship, and limited access to emergency education resources lead to higher dropout rates, with girls disproportionately affected. Conversely, urban areas, though also impacted by floods, have better access to resources such as emergency shelters, government aid, and temporary schooling programs, which reduce the likelihood of permanent dropout (Oluwaseun & Adedokun, 2019).

In some regions of Nigeria, especially in the northern part of the country, early marriage and childbearing are prevalent, leading many girls to leave school before completing secondary education. According to a 2019 report by UNICEF, approximately 43% of girls in Nigeria are married before the age of 18, often resulting in their premature exit from the educational system (UNICEF, 2019). Furthermore, traditional beliefs regarding the role of women as homemakers discourage investment in girls' education. Parents may perceive schooling as unnecessary for girls, leading to their withdrawal from school. Several studies have identified cultural norms, economic pressures and the increased risk of sexual violence as key reasons for higher dropout rates among girls. Boys are more likely to drop out to support family income through manual labor but often return to school after seasonal disruptions (Abah & Okafor, 2020; Adeoti & Olaleye, 2019; Bello, & Yusuf, 2021).

This study is anchored on the Rumberger's "Student Engagement and Disengagement" theory, which states that dropping out of school is not a single event but a gradual process, where disengagement from school is influenced by various layers of personal and environmental factors, many of which are intensified in areas affected by natural disasters such as floods. In flood-affected areas, schools may face infrastructure damage, loss of educational materials and long-term closures. These challenges disrupt the learning environment and lead to disengagement, as adolescents are deprived of the academic structure they need to thrive.

Statement of the Problem

School dropout among adolescents remains a critical challenge, particularly in flood-affected areas where environmental, social and economic factors increase existing vulnerabilities. Floods disrupt not only physical infrastructure but also the emotional and psychological stability of affected populations. Adolescence is an important stage in human development, marked by physical, emotional and social transformations. This period can become exceptionally challenging when compounded by exposure to traumatic events such as flood, which disrupts not only physical environments but also the emotional well-being which can discourage a child from completing school. Most of these adolescents struggle to adjust unlike their counterparts who had no experience of flood hence it remains a thing of concern to the researcher as the advent of raining seasoning brings back the memory and fear of flooding as it happens almost annually. Most of these adolescents are from low socio-economic background therefore, during flood experience closure of schools, shut down of business places, destruction of properties and homelessness, all these makes the adolescent child feels frustrated about education. The statement of the problem therefore is to determine if self-esteem, gender and location could determine school dropout among adolescents who reside flood-affected areas of Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate psycho-demographic variables of adolescents' school dropout in flood-affected areas of Rivers State. Specifically, the objectives of this study are as follows:

1. To determine the extent to which self-esteem predicts adolescents' school dropout in flood-affected areas of Rivers State.
2. To find out the influence of gender on adolescents' school dropout in flood-affected areas of Rivers State
3. To examine the influence of Location (rural/urban) on adolescents' school dropout in flood-affected areas of Rivers State.

Research Questions

The following research questions were answered in this study as follows:

1. To what extent do self-esteem predict adolescents' school dropout in flood-affected areas of Rivers State?
2. To what extent does gender influence adolescents' school dropout in flood-affected areas of Rivers State?
3. To what extent does Location (rural/urban) influence adolescents' school dropout in flood-affected area of Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance have been postulated to guide this study.

1. Self-esteem does not significantly predict adolescents’ school dropout in flood-affected areas of Rivers State.
2. There is no significant influence of gender on adolescents’ school dropout in flood-affected areas of Rivers State.
3. There is no significant influence of Location (rural/urban) on adolescents’ school dropout in flood-affected areas of Rivers State.

METHODOLOGY

The correlational and ex post facto research designs were adopted for the study. The population of the study consists of all out of school adolescents in flood-affected areas of Rivers state. As at the time of the study (2024), there was no official figure of out of school adolescents in Rivers State but an estimated population of 326,677 from the 2006 population census for Rivers State at 5,185,400 million. A sample of 434 out of school adolescents was used for the study. Cluster and Simple random sampling techniques were used to compose the sample. Two instruments were used for the study which are the Self-esteem Scale (SS) and School Dropout Questionnaire (SDQ). The instruments were validated by experts in Guidance and counselling and an expert in Measurement and Evaluation. A reliability coefficient for self-esteem scale was realized at 0.83 and school dropout questionnaire at 0.87 respectively using Cronbach alpha. Simple regression, mean and standard deviation were used to answer the research questions while the hypotheses were tested using t-test associated with simple regression. The Statistical Package for Social Sciences (SPSS) version 23 was used for the analysis.

RESULTS

Research Question 1: To what extent do self-esteem predict adolescents’ school dropout in flood-affected areas of Rivers State?

Table 1: Regression analysis of the extent self-esteem predict adolescents’ school dropout in flood-affected areas of Rivers State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.763	.706	.709	.46882

Predictor (Constant) Self-esteem

Table 1 revealed that self-esteem and adolescents’ school dropout obtained a correlation coefficient of $r = -0.763$ indicating a strong negative relationship. In answer to the research question, an R Square of 0.706 was obtained and an adjusted R^2 value of 0.709. Based on the adjusted R^2 value of 0.709, it shows that 70.9% (70.9×100) variations in the school dropout of adolescents is predicted by their self-esteem while the remaining 29.1% are beyond its prediction.

Research Question 2: To what extent does gender influence adolescents’ school dropout in flood-affected areas of Rivers State?

Table 2: Mean and standard deviation of the influence of gender on adolescents' school dropout

	N	Mean	Std. Deviation
Male	289	19.3445	4.39313
Female	145	18.5430	3.70018
Total	434	20.3472	4.09330

Table 2 revealed that the mean school dropout score for males is 19.3445 and a standard deviation of 4.39313, which is higher than that for females. The mean school dropout score for females is 18.5430 with a standard deviation of 3.70018. The overall mean school dropout score for the entire sample (both male and female) is 20.3472. This indicates that, on average, male adolescents have a slightly higher school dropout score than female adolescents in flood-affected areas of Rivers State. Therefore, gender does have an influence on adolescents' school dropout in flood-affected areas, with males exhibiting a slightly higher likelihood of dropping out of school compared to females.

Research Question 3: To what extent does location (rural/urban) influence adolescents' school dropout in flood-affected areas of Rivers State?

Table 3: Mean and standard deviation of the influence of Location (rural/urban) on adolescents' school dropout

	N	Mean	Std. Deviation
Rural	289	15.4569	8.37484
Urban	145	12.3482	6.38225
Total	434	16.2332	8.72843

Table 3 revealed that the mean school dropout score for rural adolescents is 15.4569 and a standard deviation of 8.37484, which is higher than that for urban adolescents. The mean school dropout score for urban adolescents is 12.3482 with a standard deviation of 6.38225. The overall mean school dropout score for the entire sample (both rural and urban) is 16.2332. This indicates that, on average, adolescents who reside in rural location have a higher school dropout score than adolescents who reside in urban locations. Therefore, adolescents in rural areas are more likely to drop out of school compared to those in urban areas.

Hypotheses testing

The following null hypotheses were tested at 0.05 level of significance

Hypothesis 1: Self-esteem does not significantly predict adolescents' school dropout in flood-affected areas of Rivers State.

Table 4: Regression analysis of the predictive powers of self-esteem on adolescents' school dropout in flood-affected areas of Rivers State.

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.547	.250		6.183	.000	1.056	2.038
	Self-esteem	.218	.010	.557	22.038	.000	.199	.237

Table 4 reveals that the value of the constant a is 1.547 with standard error of .250 while the regression coefficient is .218 with standard error of .010. The value of the slope B after conversion to standardized coefficients produced a value of .557. The standardized coefficient of .557 is significant at (Sig.) .000. The value of the slope B converted to standardized coefficient is .557. This implies that for every one standard deviation increase in self-esteem, score on school dropout increases by .557. The t-value of 22.038 associated with the b-values (standardized and unstandardized) indicates that self-esteem significantly predict adolescents' school dropout in flood-affected areas of Rivers State. Therefore, the null hypothesis is rejected.

Hypothesis 2: There is no significant influence of gender on adolescents' school dropout in flood-affected areas of Rivers State.

Table 5: Analysis of variance of the significant influence of gender on adolescents' school dropout in flood-affected areas of Rivers State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1902.322	1	1453.074	112.176	.000
Within Groups	10172.443	433	13.232		
Total	12075.114	434			

Table 5 reveals that for between groups, the sum of squares is 1902.322 with 1 degree of freedom and a mean square of 1453.074. For within groups, the sum of squares is 10172.443 and 433 degrees of freedom and a mean square of 13.232. The total has 12075.114 sum of squares and 434 degrees of freedom. The computed F-value is 112.176, which is statistically significant at .000 level of alpha. Therefore, the null hypothesis which states there is no significant influence of gender on adolescents' school dropout in flood-affected areas of Rivers State is rejected. In other words, there is significant influence of gender on adolescents' school dropout in flood-affected areas of Rivers State.

Hypothesis 3: There is no significant influence of gender on adolescents' school dropout in flood-affected areas of Rivers State.

Table 6: Analysis of variance of the significant influence of gender on adolescents' school dropout in flood-affected areas of Rivers State.

	Sum of Squares	Df	Mean Square	F	Sig.
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Between Groups	1719.058	1	629.801	22.433	.000
Within Groups	14759.444	433	14.474		
Total	16478.502	434			

Table 6 reveals that for between groups, the sum of squares is 1719.058 with 1 degree of freedom and a mean square of 629.801. For within groups, the sum of squares is 14759.444 and 433 degrees of freedom and a mean square of 14.474. The total has 16478.502 sum of squares and 434 degrees of freedom. The computed F-value is 22.433, which is statistically significant at .000 level of alpha. Therefore, the null hypothesis which states there is no significant influence of location on adolescents' school dropout in flood-affected areas of Rivers State is rejected. In other words, there is significant influence of location on adolescents' school dropout in flood-affected areas of Rivers State.

Discussion of Findings

The findings of the study are discussed hereunder.

Self-esteem accounts for 70.9% variation in school dropout among adolescents in flood-affected areas of Rivers State. It was also revealed that self-esteem have a negative relationship with adolescents' school dropout. This finding indicates that adolescents with high self-esteem have lower school dropout rates and vice versa. This finding was envisaged by the researcher as it is expected that interest in school should be determined by one's self-esteem holding to the fact that education in Nigeria is not encouraging. This finding agreed with that of Adamu & Ibemere (2019) where they revealed that psychological interventions, such as counseling and peer support programs, are crucial in helping students rebuild their self-esteem and return to school after floods. Furthermore, this finding also agreed with Oladimeji & Adeyemo (2020) where they revealed that students with higher self-esteem were more likely to develop effective coping mechanisms and continue their education after flood disruptions.

Gender does have an influence on adolescents' school dropout in flood-affected areas, with males exhibiting a slightly higher likelihood of dropping out of school compared to females. This finding indicates that there are more male adolescents out of school than female adolescents. This finding was anticipated by the researcher as it could be seen that most male adolescents pay more attention to making money hence, they do not care about school. This finding disagreed with Adeoti & Olaleye (2019) where they revealed in their study that girls are disproportionately affected by flooding, with dropout rates among girls being 20% higher than boys in flood-affected areas. This disagreement could be as a result of difference in researcher area or difference in population type. Furthermore, this finding agreed with Abah & Okafor (2020) where they revealed that boys are more likely to drop out to support family income through manual labor but often return to school after seasonal disruptions.

Location does have an influence on adolescents' school dropout in flood-affected areas, with rural adolescents exhibiting a higher likelihood of dropping out of school compared to urban adolescents. This finding indicates that there are more rural adolescents out of school than urban adolescents. This finding was anticipated by the researcher as it could be seen that most rural adolescents are from low socio-economic background which keeps them at disadvantage with their urban counterparts. This finding agreed with Oluwaseun & Adedokun (2019) where they revealed that urban areas, though also impacted by floods,

have better access to resources such as emergency shelters, government aid, and temporary schooling programs, which reduce the likelihood of permanent dropout.

CONCLUSION

It was concluded that adolescents with lower self-esteem are more likely to drop out of school compared to those with higher self-esteem. Male adolescents in flood-affected areas are more vulnerable to school dropout compared to females. Adolescents who reside in rural areas are more vulnerable to dropping out of school in flood-affected areas. Economic challenge is a major cause of school dropout among adolescents in flood affected areas.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Schools in flood-affected areas should introduce or strengthen programs aimed at boosting students' self-esteem by offering emotional and psychological support to adolescents dealing with low self-esteem.
2. Adolescents should engage the services of school counsellors on measures to improve their self-esteem and school related challenges.
3. Educational policymakers should organize vocational training opportunities alongside regular schooling to engage students especially boys who feel pressured to work, allowing them to balance education and income generation.
4. The government should regularly rehabilitate schools damaged by flood, ensuring that students have safe and functional environments to continue their education.
5. Government should provide economic support to families (scholarship) especially those in flood affected rural areas to help mitigate their financial challenges.

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