In this age of technological development, education is a dynamic force to be reckoned with. Tanori, Henderson and Mumford (2002) buttressed this assertion stating that “in fast-paced, complex, information–based economy like ours, education is a must” (p.1). They further expatiated on this noting that in order to compete and become a productive member of one’s society as a whole depends upon the fundamental skills acquired in high school. Fobih (1987) noted that in the developing countries education is regarded as a sine qua non for social, political, and economic development and that it provides the skilled manpower needed in these countries and serves as the institutionalized process of socialization for the youth. Tanori and colleagues (2002) stated that without an adequate educational background individuals are often unable to succeed during their adult lives. They affirmed that:

In fact many who find themselves in this position are not only incapable of becoming upwardly mobile and contributing to society, but in addition, create costly problems that society must deal with. This and subsequently places an puts a strain on the personal lives of these individuals undue burden on the backs of the communities that must deal with the problems of dropping out of high school. (p.1)

In spite of the effort of government in both developed and developing countries in providing education for their citizens, they still combat with problem of school indiscipline which encompasses such phenomena such as truancy, absenteeism, late coming and school dropout. It was stated in a report of Educational Scientific and Cultural Organization (UNESCO, 1991) that dropout phenomenon is a world-wide problem associated with the process of development in any society whether such society is a developing or developed nations. For instance, in the United States, a federal study group known as the National Commission on Excellence in Education observed critically that high school dropout rate rose to almost 30% by the late 1980s. The issue of school dropout in developing countries is also a contemporary issue. Fobih (1987) noted that despite the educational innovations introduced by the Ghanaian government, many children who avail themselves of the educational opportunities hardly complete their schooling before the first terminal point. In the editorial report of one of the newspapers in Nigeria, Daily Champion, of November 9, 2006, Nigeria is viewed as a laggard in various areas of life such as maternal death, infant mortality, access to potable water and human nutrition. The latest in which Nigeria has been identified as a laggard is in the area of out-of-school children. In the light of the Annual Education for All Global Monitoring Report, published by UNESCO, it has been revealed that Nigeria, Pakistan, India, and Ethiopia, account for 23 million out of the world’s 77 million out-of-school children.

Many studies that have been done on school dropout are based on the general population, while related studies on students with disabilities, are quite limited. For instance, Lichtensein (1988) stated that despite the recent growth of literature concerning high school dropouts, only a few studies have focused on the higher than average incidences of dropping out among students with disabilities. Peterson (2005) supporting this notion noted that dropout rate among students with special needs is hardly reported; he further reported that 29 states did not report dropout rates for students with disabilities. Klare (2004) reported that 28% of students with disabilities who left
school did so by dropping out of school and concluded that students with disabilities drop out of school at twice the rate of general students. The U.S. Department (1996) in its Eighth Annual Report to Congress observed that:

Although many youths with handicaps may graduate from school when they are as young as 17 many others exit prior to the completion of the secondary program. (p. 14)

In an extensive study by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD, 2004), the following were listed as negative outcomes of school dropout among individuals with disabilities:

- Reduced access to higher education and vocational preparation
- Low self-esteem
- Criminal involvement
- Generational effects
- Significant costs to individuals who do not complete school (e.g., more likely to be unemployed, underemployed, incarcerated)

In Nigeria, there are no statistics to reflect dropout rates among students with disabilities, but a cursory look at the rate of those with hearing impairment is alarming and disturbing. Akinpelu (1997) observed that despite the effort of the Nigerian government to provide education for persons with disabilities at institutions of higher education, few of them avail themselves to this opportunity. The negative outcomes of this trend were listed in the report of NDPC-SD, 2004. This paper focused on school dropout syndrome among students with hearing impairment in Nigeria based on teachers’ perspectives. The teachers reported among other things that school dropout is influenced by four variables (i.e., students, school, peer and parental related factors). Based on these findings, all hands must be on deck to address the dropout problem in order to get hearing impaired students back to school from the streets where they beg for money constituting a social menace.

References

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