

**PARENTAL AND SCHOOL CLIMATE FACTORS
ON STUDENT DROPOUTS IN JUNIOR
SECONDARY SCHOOLS OF SOKOTO
METROPOLIS, NIGERIA**

AWWALU MUHAMMAD INUWA

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SECONDARY SCHOOLS OF SOKOTO
METROPOLIS, NIGERIA**

by

AWWALU MUHAMMAD INUWA

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LIST OF ABBREVIATIONS

AEC	- African education consortium
AIDS	- Acquired immune deficiency syndrome
EFA	- Education for all
ETF	- Education trust fund
FGD	- Focus group discussion
FGN	- Federal government of Nigeria
FME	- Federal ministry of education
GEI	- Girls education initiative
GER	- Gross enrolment ratio
GNP	- Gross national product
GRA	- Government reserve area
HIV	- Human Immune deficiency virus
HRW	- Human right watch
IDSPQ	- Identified dropout student's parents questionnaire
IDSQ	- Identified dropout student's questionnaire
IES	- International education statistics
JSS	- Junior secondary school
LGA	- Local government areas
MDG	-Millennium Development goals
MM	- Mixed mode
MT	- Methodological triangulation
NAPTIP	- National agency for the prohibition of traffic in persons
NBS	- National bureau of statistics
NCES	- National centre for statistics
ND	- No date

NEI - Northern education initiatives

NGO - Non-governmental organisation

NPC - National population commission

NSCC - National school climate council

NUT- National union of teachers

PFSCS- Parental factors and school climate scale

PSD - Partnership in statistics for development

PTA- Parents teachers association

RA - Research advisors

SBMC-School base management committee

SES - Socio-economic status

SSMOE - Sokoto state ministry of education

SUBEB - State universal basic education board

UBE - Universal basic education

UBEC - Universal basic education commission

UBEP - Universal basic education programme

UK - United Kingdom

UNDP - United nation development programme

UNESCO - United nations education scientific and cultural organisation

UNICEF - United nation children found

UPE - Universal primary education

USA -United states of American

USAID - United states agency for international development

USIS - United States institutes of statistic

**FAKTOR KEIBUBAAPAN DAN IKLIM PERSEKOLAHAN KE ATAS
KECICIRAN PELAJAR DI SEKOLAH MENENGAH RENDAH DI BANDAR
METROPOLITAN SOKOTO, NIGERIA**

ABSTRAK

Pendidikan dianggap sebagai suatu cara bagi melatih, memperkasa, mendidik dan memupuk sikap kemasyarakatan dalam kalangan golongan muda di Nigeria dalam memelihara norma serta nilai-nilai (moden dan tradisional) kemasyarakatan. Meskipun pendidikan itu penting, namun ibu bapa serta pelajar menjejaskan peluang untuk dididik yang menyebabkan keciciran tegar di Metropolitan Sokoto, Nigeria. Kajian ini mengaplikasikan kaedah *mix method* dan menggunakan soal selidik keibubapaan dan skala iklim persekolahan dan temu bual untuk mengkaji keciciran pelajar. Ini direalisasikan dengan menyiasat factor keibubapaan (pekerjaan ibu bapa, sokongan sosio-ekonomi, lokasi tempat tinggal, kepercayaan agama) dan factor iklim persekolahan (budaya sekolah, ekologi kelas, pelan fizikal sekolah, organisasi pentadbiran). Seramai 1,560 sampel kajian, kesemuanya empat kumpulan (pelajar dan ibu bapa kumpulan tercicir dan tidak tercicir) terlibat dalam menjawab soal selidik dan 46 sampel terlibat dalam temu bual. Kajian ini mengaplikasikan *Chi-square cross tabulation* untuk melihat perhubungan antara pekerjaan ibu bapa dengan keciciran pelajar, Perbezaan min untuk kumpulan diperoleh dengan mengaplikasikan *analysis of variance* dan *logistic regression* digunakan untuk mengenal pasti peramal terbaik keciciran pelajar. Bahagian kualitatif menggunakan temu bual separa berstruktur dan analisis tema untuk menjawab soalan kajian nombor lima. Kajian ini menunjukkan bahawa pelajar tercicir dipengaruhi oleh kesemua pemboleh ubah keibubapaan dan iklim persekolahan.

**PARENTAL AND SCHOOL CLIMATE FACTORS ON STUDENT
DROPOUTS IN JUNIOR SECONDARY SCHOOLS OF SOKOTO
METROPOLIS, NIGERIA**

ABSTRACT

Education in Nigeria is an avenue for training, empowering, education and socializing the young adult to preserve the norms and values of the society (traditional and modern). Despite the undoubted importance of education, parents and students are compromising the chances of being educated, which led to constant student dropouts in Sokoto metropolis Nigeria. The study is a mix method and adapted parental factors and school climate scale and interview schedule to study the factors that influenced student dropouts. This was done by investigating parental factors with sub-variables as; parents' occupation, socioeconomic supports, residential location, and religious belief. School climate factors have the following; school culture, classroom ecology, school physical plant, administrative organization. This study used 1,560 participants, which are four groups (students and parents, dropouts and non-dropouts), and 46 for the interview. The study looked into the relationship of parents' occupation on students, with Chi-square cross tabulation and it compares the mean differences for the group perspectives with analysis of variance and logistic regression was used to identify the best predictor for student dropouts. The qualitative part of the study was a semi-structured interview and a thematic analysis was used, which answers research question number five of the study. The study result was significant and it indicated that student dropouts were influenced by all the variables under parental factors and school climate.

CHAPTER ONE

1.1 Introduction

Education is a social philosophy, built for the moderation of people in a particular society, based on the intention to sustain human productive socio-cultural values, as standard of desirability (Maslowski, 2001). Accordingly, to Durkheim, 1956, in Meighan and Siraj-Blatchford (2004, p. 284):

The man whom education should realize in us is not the man such as nature has made him, but as society wishes him to be. It is society that draws for us the portrait of the kind of man we should be and in this portrait, all the peculiarities of its organization come to be reflected.

The above postulation is an inspiration that shows the possible differences that stand in the measurement and rating of the social status of citizens in societies. This is with respect to educational chances, sustainability and attaining certificate, which further led to social classification of individuals in various sectors of social life. To this background, society is a collection of systems and sub-systems, in other word referred to as institutions or collective sub-sectors. These include family, education, economic, religious and political institutions, which nurture to re-create human biological being to a socially accepted person. Societies' systems and sub-systems preserve the social norms, the yardstick for measuring what is undesirable in groups (Otite & Ogionwo, 2006) and values of societies for continuity (Haralambos, Holborn, & Heald, 2008). However, social institutions like family and school are empowered to train, socialize, direct and mould the lives of individuals (young adults) and groups toward the social philosophy of societies, either to change or preserve individuals' status quo. John Dewey (1859-1952), in (Ogunbameru & Rotimi, 2006) stated that, the relationship between school and society are in two

ways; the nature of society (systems, sub-systems or institutions) influences the school, and as a sub-system of education institution, school activities influence society. Institutions of education (school) and family (parents) were to cater for children's primary and secondary socialization, in preparation for general social acceptability in formal and informal organization in society. However, if these children become poorly educated and half trained owing to combined factors, such as weak family socioeconomic support (SES), and poor school climate, then the entire society will face the challenge (a boomerang social effects) of unproductive and uneducated youths. And these consequential challenges emanate from schools, but had influence from families (Deennis, Phinney, & Chuateco, 2005; Fafunwa, 2004; Loukas, 2007; Mora & Oreopoulos, 2011; Rose & Al-Samarrai, 2001; Universal Basic Education Commision [UBEC], 2004; UNICEF, 2006b).

There had been rising number of social challenges in Nigerian schools, these problems are not limited to students alone, as they equally affects the entire school system (Abraham, 2011; Aluede, 2011). Some of these problems like socioeconomic challenges make students to dropout early, while other non-dropouts remain in the entrusted centre (school) for youth's socialization, education, moral training and empowerment, regardless of its level of facilities. However, few dropout students do enrol in informal entrepreneurial and apprentice trainings (UNICEF, 2006b). Student dropouts and poor learning centre as a problem on education in Nigeria is growing in number daily and the population of children who are ready for enrolment into formal education system had been on the rise over the past decades (Federal Republic of Nigeria [FRN], 2004,Wils & Ingram, 2011). However, students who remain in schools face the challenge of poor school climate, which affects productive learning

and positive (commitment) attitudes of teachers and students towards education activities (Cadima, Leal & Burchinal, 2010; UBEC, 2004).

Therefore, it is imperative to examine the influence of family and school factors on students' education and specifically on the most vulnerable students in secondary schools, junior secondary school students (JSSS). This study focuses on JSS2 Muslim student dropouts and non-dropouts in schools of Sokoto metropolis. This is to identify and establish reasons for the present problems that teachers and students face in school and their effects on student dropouts and non-dropouts using parental and school climate factors in schools. According to Meighan and Siraj-Blatchford (2004), schools are by their nature and roles to supplement some of the efforts of the family in terms of baby-keeping, training, educating and socializing them into the larger society. This is why the functionalist sociologists posits that schools have both manifest and latent functions to individual students and the society (Davis-Kean, 2005; Schaefer, 2004). Fafunwa (2004) opines that, the undetected methodological socialization from the "home to the school" gave birth to curriculum, which is a selected role-taking responsibility by larger society to train young adults. This equally account for the reason why an educational institution is more of a society in miniature form, with complex functional roles to the complex social systems (Allan, 2006; Macionis, 2012; Mahuta, 2007).

Education therefore serves as a channel for human modification, cultural socialization and integrating industrial development, human cultural reproduction, innovation and social placement (Mandate, 2002; Singh, 2007). Therefore, every citizen deserves the right to education regardless of socioeconomic background and perception of people over minority or less privilege individuals in any society. It is an avenue for social survival, individual channel for productive reformation and

general global social security system. This position did not claim that education is totally functional or absolutely productive to all students. While some school systems and the inherent features in them help to foster positive socialization and productive re-creation, some are manifesting to be of the unproductive socialization and negative re-creation. Thus the schools are the primary centres that begin the individual social misplacement in societies.

1.2 Background of the Study

Education in Nigeria is an instrument for national development (Federal Ministry of Education [FME], 2009; Lawal, 2013). The first drafted national policy (document) on education was in the year 1977, while the second; third and fourth editions were in 1981, 1988 and 2004 respectively. According to the (FRN, 2004), education is to serve as a tool for national development. This document is what contains the philosophy of education in Nigeria, with the following:

Education is an instrument for national development, to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education.

Education fosters the worth and development of the individual, for each individual's sake, and for the general development of society.

Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability;

There is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programme need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education (FRN, 2004, p.6 - 7).

Nigeria's national policy on education recognizes the role of the individual in national development; this is because national development relies on educational

ability and capacity of the individual citizen, an aspect of human capital development (Aderemi, 2014; Lawal, 2013; Olaniyan & Okemakinde, 2008). The FRN (2004) elucidate that, there will be provision for equal access to education for all citizens. This cut across primary, secondary and tertiary levels in both formal and informal school systems. Other aspects of the social philosophy on education in Nigeria include;

The development of the individual into a sound and effective citizen; the full integration of the individual into the community; and the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels, both inside and outside the formal school system (FRN, 2004, p. 7).

The task of child up bringing or social training under parents (family) as a responsibility and school as a duty, which include among others: socialization, training, provision of knowledge, schooling culture, empowerment and inculcation of positive norms and values. Presently, these practices are under the concept of education, in a structured centre known as school (Ballantine & Spade, 2012; Charland, 2011; Kruger, 2010; Ornstien & Levine, 2003). The identification and conceptualization of school as moral education and training centre gained dominant acceptability and is being patronized by people across generations with different structures and modification over time in history (Carpenter, 2011; Kyriakides & Creemers, 2011). Different education cultures (Raywind, 2001; Yusof, 2006), has different philosophies and contents, which must be in line with national aspirations of a country's aims of education for development (Azetta, Adomeh, & Oyaziwo, 2009; Nakpodia, 2011).

Among other factors that can influence the success of the school are the collective responsibilities of the family (parents) and (schools) to train young

children to take the role of functional adulthood in Nigerian societies. Thus, these productive functions are no more actively acquired in school corridors of teaching and learning and family circles as expected (Bowles & Gintis, 2002a; Macionis, 2012). However, this is a challenge to the school and the family and has futuristic negative side effects (anti-social activities, uneducated youths, unproductive generation and uncultured individuals) on young adults in communities of Sokoto state, northern Nigeria and in other Nigerian societies.

Traditional and conventional parents and school functions in society to young adult were in line with laid down philosophy of education in Nigeria (Fafunwa, 2004; FRN, 2004). In recognition of the importance of education to societies, governments of various societies adapt and some adopt various education policies as a productive venture (Aggarwal, 2006; Macionis, 2012; Ornstien & Levine, 2003). The Nigeria government also accorded importance to education, because of the policies earlier introduce and implemented to enhanced education like Universal Primary Education (UPE, 1976), Universal Basic Education (UBE, 2009) and Education for All (EFA, 1990). These plans were to facilitate the provision and acceptance of education in Nigeria. Education in Nigerian is a plan to be accessible to all citizens. This is also part of the fundamental human rights enshrined in the Universal Declaration of Human Rights in December 1948 (Fafunwa, 2004).

Through the years, the Nigerian government made efforts to provide broad-based education through the introduction of UPE in the western region in 1955, eastern region in 1957, as well as in Lagos (then Federal Territory) in 1957 (FRN, 2000, 2004; Patrick, 2000). These ideas facilitated the publication of the National Policy on Education (NPE) in 1977, to unify and provide quality education to citizens of Nigeria. This inspiration led to the emergence of Nigeria's UPE scheme in

1976 as one of the few steps geared towards the realization of various ideological statements on education for the betterment of Nigerians (Bagudo, 2006; Fafunwa, 2004). The FRN (2000) posits that the UPE as a policy created room for increased enrolment of students to school from 6.2 million in the 1975/1976 sessions to 14.8 million by 1992. Primarily, the aim was to bring formal education to the doorsteps of “every Nigerian child” at a minimal cost to parents.

This action is in line with provisions of section 18 of the constitution of Federal Republic of Nigeria, 1999 that the government shall eradicate illiteracy through the provision of a “free and compulsory” education. The universal basic education (UBE), which included free secondary education and adult literacy, came up on September 30th, 1999. This is to provide “basic and compulsory free education” for all Nigerian school age children, specifically age 6-15, under the UBE 9-3-6 system, which replaced UPE 6-3-3-4. The following objectives were slated in that policy for citizens to; “Live meaningful and fulfilling lives, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society, and discharge their civil obligations competently” FME (2009, p. 1). This policy further stated its major objectives as;

- a) Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigour’s promotions;
- b) The provision of free, compulsory universal basic education for every Nigeria child of school-going age;
- c) Reducing drastically the incidence of drop out from the formal school system through improved relevance, quality and efficiency;
- d) Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of

complementary approaches to the provision and promotion of basic education; and

- e) Ensuring the acquisition of appropriate levels of literacy numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

Going by the education policy philosophy to provide education to Nigerian citizens, a lot of challenges are yet to be addressed in this sector. School dropout is one social educational problem in schools of Nigerian societies. The challenges involve families and schools, although this social educational problem cut across the federation, but the magnitude and causes differ between states across Nigeria (Abraham, 2011; FME, 2009; Ige-Akindele, 2014; UBEC, 2004). Despite the growing challenges, due to lack of productive policy implementation, some activities need to be acknowledge. The effort of Nigerian government to ensure free junior secondary school scheme, some achievements where made; 20,005 new classrooms were built by the State Universal Basic Education Boards (SUBEBs), while 40,926 classrooms were renovated and 748,595 units of furniture were provided across the country. According to official figures, the Education Trust Fund (ETF) and UBEC funded the construction and renovation of 17,192 and 12,811 classrooms respectively. The scheme also provided additional 228,175 units of furniture to schools and spent about ₦48.3billion naira, which is equivalent to (\$ 297million) United States dollar and (RM 994 million) Malaysia Ringgit between 2000 and 2005 for the implementation of UBE scheme (UBEC, 2004).

Despite the importance attached to education, its success is bedevilled by higher social system (economic, family & polity) expectations, but with very low technical preparation, which led to low school productivity and high student dropouts

from schools across the country. This can be associated to low government financial support to education sector in the country (FME, 2011; Patrick, 2012). It should be noted that the UBE of 1999, which stipulates 9 -3- 4 system and replaced the former 6-3-3-4 education system, one of the many trials of universalizing or democratizing education. It is assumed that with constructive democratization of education system like that of Malaysia, the challenges of quality, quantity in structures and facilities will put an end to the issues of dropouts and improve in teachers productivity (Sua, 2012)

However, theory of the 9-3-4 policy was adopted from the United States of America, with a free and compulsory nine years basic education. The policy pragmatic approach to education was not adopted nor adapted. Therefore, the possibility of providing equal right to education with respect to (accessibility, sustainability and completion for certification) by government, families, and communities at all level irrespective of gender, and social status become a challenge. This is a challenge to the parents of Nigerian societies and led to higher student dropouts from various education level (Azetta et al., 2009; Blunch, 2006; Erickson, McDonald, & Elder, 2009; Gury, 2011; Kim & Rohner, 2002; Okopi, 2011; Patrick, 2012; Plank, DeLuca, & Estacion, 2008; Uche, 2013; UBEC, 2004).

Parents and students in Nigerian societies are losing hope in the education system (specifically public education system), as the challenges of maintaining children school activities were increasingly becoming difficult. Schools are expensive and poor parents who want to send their children to school find it to be economically challenging (FME, 2011; FRN, 2004; Ige-Akindele, 2014; Nakpodia, 2011). To this fact, Baikie (2000, pp. 1-2) posited that;

Militarization of education over the last two to three decades has given education a direction that led to nowhere and left the industry in a confused and uncoordinated state. The return of the country to democracy has provided us with the opportunity to start afresh, and develop the vision and political will to embark on the type of substantial investment in education with which to build virile educational institutions side-by-side with a well-articulated set principles and philosophies, which will constitute the cornerstone of our educational revival.

To Baikie (2000), there were high educational expectations from the democratic government. However, basic education plan is presently failing to cater for the dropouts and out-of-schools children/adolescents; and to initiate strategies to improve standard. This is because report shows that out of 63% pupils who completed school only 43.5% transit to junior secondary school (JSS). But dropouts' cases had affected over 10 million Nigeria school age children. The United Nations and Nigerian government through United Nations Educational, Scientific and Cultural Organization (UNESCO) reports that Nigeria's Gross Enrolment Ratio (GER) in 2005 was 31%, and the country has about 7.2 million young people, whom were not enrolled and 16% of that population could not afford to attend junior secondary level (FME, 2009).

Parental factors, equally known as social pre-conditions that are associated to student dropouts and non-dropouts are: socioeconomic support (SES), occupation, residential location, environment and religious belief (Andrei, Profiroiu, Andrei, & Jacoba, 2012; Bowles & Gintis, 2002a; Gijsberts, 2002; Jacobs & Harvey, 2005; UNESCO, 2000). When these factors are not favourable to parents', they pose challenges that affect all intending effort to send and sustain children school activities, thereby leading to students dropping out along the line. Where these factors favour parents, it will equally favour students' educational career (Bowles & Gintis, 2002a; Darling & Steinberg, 1993; Ige-Akindele, 2014; Ready, 2010). Poor

implementation of education plan makes students vulnerable to dropouts from school, because implementation problems affect the entire school system (school climate) (Cohen, McCabe, Michelle, & Pickeral, 2009; Ebigbo, 2003; Uche, 2013; Wisner et al., 2004).

Wils and Ingram (2011) reported a projected future figure, of the lower secondary school enrolment rate by 2025, would only rise from 39% to 62%, with increment of about 23%. In addition, this will not be impressive going by the target of UBE and lower secondary school enrolment, which is 80% - 81% by 2025. To achieve the desired expectation of the universality of access (enrolment), retention and completion, by fulfilling the initiative of UBE, EFA and UNESCO, which will take more time than expected or planned. The UNESCO/UIS (2011) states that, 67 million primary school children were out of school in 2008 and 43% of this population are from sub-Saharan Africa including Nigeria. Globally, 74 million junior secondary school children dropped out of school in 2008, out of which 10 million are from sub-Saharan Africa. In this regard, an analysis of 40 poorest countries in the world indicates that; 15 million primary age children were not in schools in Nigeria and Pakistan. But in the Muslim community of Malaysia the rate of students' dropouts is very low due to the high commitment to education as the provision of all required educational facilities for students and teachers, was made possible as a means of education democratization (Sua, 2012). But there are issues of students misbehaviour (an act of indiscipline) which can later result to students dropouts, though discipline issues in schools are attributed to parental and school related factors (Lee, Paul, Kam & Jagmohani, 2005; Yahaya, Ramli, Ibrahim & Hashim, 2009)

In Africa, Nigeria is home to about nine million out-of-school children; 37% were of primary age in the year 2007. This is not impressive to the UBE philosophy. Meanwhile, Ethiopia is the second highest with out-of-school children population behind the most populous country in Africa Nigeria (UNESCO/UIS, 2011). However, the characteristics of students dropout and non-dropout students were attributed to house-hold ability, which involves all parental factors (socioeconomic support, residential location, religious belief) that were identified as major factors affecting the educational chances of all categories of students, regardless of location (Bass, 2003; EFA, 2000; Regina & Osagie, 2010; UNICEF, 2007b). In another report, about 10 million Nigerian children were out of school due to economic and socio-cultural factors of the parents and school climate, this amount to 40% of children age six and 14 (FME, 2011).

However, in 2008 Nigeria reported that out of its 35.6 million children age six and 14; about 10.1 million were not enrolled in school (FME, 2011; UNESCO, 2008; UNESCO/UIS, 2011). Additional number of out-of-school children (students' dropout) is on the rise annually and it is even worst at the lower secondary school categories, while a substantial number of students' dropouts were from poor families and rural areas. The policy aim to provide free, compulsory and quality education to Nigerian children is not realistic. Considering the increase in dropouts rate from 10 million in 2011 to 10.5 million in 2013, and the percentage of the total GNP, 2010, 6.1%; 2011, 7.5%; 2012, 8.4%; 2013, 8.72, allocated to educational sector (FME, 2011; FRN, 2013; UNESCO, 2013). The education sector is facing diversified challenges with respect to the provision of education to about 162.5 million people (FRN, 2000, 2013; Ige-Akindele, 2014) and over 250 ethnic groups, whose 40% children population are of school age. Another factor to consider is the inadequate

school infrastructure that led to poor or bad school environment (climate) (absence or poor position of classroom space, furniture, teaching equipment, school rugged and unsafe physical condition, sanitation facilities, water and health) (Loukas, 2007; Mango, 2009; Otite & Ogionwo, 2006; Wasagu, 2009).

However, an international organization discovered that in 2011, about 10.9 million boys and girls of school age 12 to 14 were expected to be in school (JSS); 2.8 million were not in any school, while 625,993 were dropouts. This is clear that 5.5 million boys were in schools, 1.3 million were not, while 324,576 had dropped. In addition, to the girls 5.3 million which 1.5 million were not in school, while 301,417 had dropped out (UNESCO/UIS, 2011). The above facts shows that, parental factors (occupation, socioeconomic support [SES], residential location and religious belief) and school climate (school culture, classroom ecology, school physical plant, school administration), remain the strong predicting factors that influence student dropouts and non-dropouts. Parental and school factors affect students' education and performance, positively or negatively (Adeyemo, 2003; Maslowski, 2001; Oluwatelure & Oloruntegbe, 2010; Sule, 2003).

The relationship between parental and schooling climate factors outcome on student dropouts and non-dropouts (academic success or failure) cannot be detached as established by scholars (Bowles & Gintis, 2002b; Enoch, 2003; Mahuta, 2007; McGrath & Noble, 2007; Meighan & Siraj-Blatchford, 2004; Sule, 2003; Uche, 2013).

1.3 Problem Statement

Family and school are social units, which society entrusted with social responsibilities to prepare young children for positive adulthood. However, there were basic problems associated to school effectiveness, which affect student

dropouts in schools of Sokoto state. To a large extent, dropouts' problems were associated to parental factors (occupation, socioeconomic support [SES], residential location and religious belief) and school climate (school culture, classroom ecology school physical plant and school administration). The above argument try to put it across that these factors are said to be related to every student education success or failure in all societies, this depends on the dimension it is channelled to by parents or guardians. In Sokoto the parental care towards western education is not encouraging going by the nature of student's commitment to education and this was hardly reported by other studies with the entire factors associated to it; therefore call for an urgent research.

Thus, the family and school remain accountable to student dropouts and others non-dropouts or successful if cared for educationally or not if not care for (Araujo & Taveira, 2009; Davis-Kean, 2005; Dearden, Ferri & Meghir, 2002). These interrelated and interdependent factors are parents' pre-social conditions and school prerequisite for effectiveness and efficiency, which presently is found weak and yet not been discussed as a major problem to education that need to be researched on. Residential factor is an integral pre-social condition and part of parents' occupation and socioeconomic support. The above, influences family and children education chances in Sokoto metropolis; because, some of the residential areas are inclined to a particular culture, activities or trade, while others are distance from home to school, which affects lateness to school and absenteeism. Further, this symbolizes that the interaction of peers and neighbours with one another will either be to encourage school activities or discourage peers against schooling. Some families use the reasons of Islamic religion to criticize western education (Fafunwa, 2004). Moreover, parental religious belief is a factor affecting the general life style of

family and people in Sokoto metropolis. This need to be re-visited by educational experts to strategise means of improving it, to allow youths to compete with the present global society of knowledge economy.

School climate (school culture, classroom ecology, school physical plant and school administration), are factors that affect student dropouts and in some instance encourages non-dropouts to stay in schools. Classroom ecology is the heart of teaching and learning, public schools in Sokoto metropolis are operating below national and international standard with poor teaching and learning atmosphere. Some of these challenges or deficiencies were in teachers' competencies or pedagogical factors, inadequate infrastructure, school hostility and poor classroom inner environment (ecology). The schools are facing problem of congestion in classes, which resulted to teacher and students ratio of one teacher to 100 students, or one to 75 or 85 (teacher and students' ratio). This is against the conventional rules (FME, 2007, 2011; UBE, 1999; UNESCO/UIS, 2011), therefore require an urgent study the will reveal and proffer lasting solution to the problems.

Therefore, parental and school climate factors in Nigeria led to the constant increase of student dropouts to 10.5 million in 2013 against 9 million in 2007 and 10 million in 2011(UNESCO, 2013). Sokoto state is the second home with high student dropouts with about 66% in Northern Nigeria and this problem was associated to parental factors and school climate (Ayodele & Baba, 2007; FME, 2011; Iyamu & Aduwa, 2004). School administration as a factor in general involves management style towards school success or failure and this is the piloting tool for all other factors of school climate. Sokoto state fell under the categories of educational disadvantaged area (formal western education) (FME, 2009). That is to say education is backward and this is a problem that hinders school attendance and influences dropouts. Despite

the nature of student dropouts problems in Sokoto state and the metropolis there was hardly any academic research, which is scientific that captures the general nature of student dropouts, under parental and school climate factors, with the kind of population, tools of analysis, theoretical and methodological approaches of this particular study.

Other justification of these educational problems can be seen by the constant intervention of Non-governmental organizations (NGOs) and other world bodies United States Agency for International Development (USAID/ Nigeria), UNICEF, UNESCO, Northern Education Initiative (NEI), and EFA, in the provision of education to the children of the state. The FGN, National Bureau of Statistics (NBS) (2012) reported that poverty profile for 2010, in a harmonized Nigeria living standard survey, this is to determine poverty and inequality trend in Nigeria. The North-west and North east geo-political zones recorded the highest poverty rate with 77.7% and 76.3% respectively. Poverty is therefore a factor that affects education in Sokoto state and Nigeria.

In line the above poverty was identified as a strong factor militating against the success of children education in Nigeria (Iyamu & Aduwa, 2004; UNESCO, 2011). Poverty and lack of parental care led to about 15 million of children engage in street hawking and other types of child abuse and child labour (Farautu & Yumbak, 2013; National Agency Prohibition and Trafficking Persons [NAPTIP], 2007; Usman, 2010). Among the states, Sokoto had the highest (relative poverty) rate with 86.4%, and (absolute poverty) rate with 81.2%. Muslim children from poor homes in Sokoto metropolis under 14-15 years old and in junior secondary schools (JSS) engaged indifferent activities (street vending, begging, cobbling, car washing, car watching (temporal guards), scavenging, feet massaging and nail parings) or other

types of paid labour (Elfers, 2012; NAPTIP, 2007; Osiruemu, 2007). This means, some students are in schools, while some others dropped out from schools due to lack of proper parental support or parental and government commitment to education.

The danger ahead is a teeming population of uneducated, unproductive and vulnerable youths to social insecurity of individual, families and the nation. In terms of national productivity, preservation of national heritage, global economic and knowledge competition, and the dropouts will have no place to fit in the present society. This perhaps is a challenge to parents, school, and government and dropouts and non-dropouts poor condition of learning in Nigeria societies. This equally implies that there is the likelihood to have a waste generation in the future if pragmatic majors are not taken which one is to establish a scientific probe of the existing challenges and this study is meant to probe the challenges.

The invisible cost of education remains a constraint to poor parents and children. This influenced students' attendance to be inconsistent (absenteeism) as a sign (indicator) for dropping out (Bahr, Hoffmann & Yang, 2005; Evis & Okon, 1993; Okopi, 2011; Ready, 2010). Supportive access to basic education for school-aged children is still very low in Sokoto state, and about 60% of basic school aged students are not in school, because of low or lack of socioeconomic support and socio-cultural belief. Sokoto State Ministry of Education also acknowledge the fact that there is a significant rate of high student dropouts from school in the state. Other official reports on Nigeria shows that about 70.5% "dropouts students", most of which were students in the Northern Nigeria. This is a clear picture of the case of Sokoto metropolis which is having similar features with that of other northern state (Adeyemi, 2007; UBE, 1999). Despite these growing challenges literature on parental

and school climate factors on student dropouts in Sokoto state is still not available for a global accessibility, this indicate the trend of literature gap and lack of research on these issues. This however signifies the urgent need for a comprehensive and scientific approach study by educationist, especially sociologist of education.

In the study of Iyamu and Aduwa (2004), 24.2%, children, aged within 6-12 years, amounting to about 23 million, were not attending school in Nigeria. Dropout from school is a pandemic case, displacing the education future of over 10.5 million and school age children. The rate at which Muslim students are dropping out frequently is at the rise, about two out of every five drops and three out of every five skip school frequently. Sokoto state in northern Nigeria is facing the problem of students' low enrolment to western education system and constant Muslim student dropout. About 90% of public secondary schools are substandard compared to normal school standard and the status of substandard school affects teachers and students productivity (Ayodele & Baba, 2007; FRN, 2004; MDGs, 2010; SSME, 2007).

Parental factors and school climate are strong factors affecting students' education (Evis & Okon, 1993; Okopi, 2011; Okpukpara & Odurukwe, 2006; USID, 2010). These factors were examined to see how they influenced JSS2 Muslim student dropouts and non-dropouts in school of Sokoto metropolis. This contributes to literature gap that is presently not available in the study of parental and school climate factors on Junior Secondary School Two (JSS2) of Sokoto Metropolis in Nigeria. Scholars probe that, parents and school climate factors are associated to student's success or failure in their educational career (Abinboye, 2011; Baikie, 2000; Evis & Okon, 1993; Marshall, 2004; National Center Education Statistics [NCES], 2008, 2011; Olaniyan & Okemakinde, 2008; Patrick, 2012; UNESCO/UIS,

2011). Integration of factors between and within parental and school climate factors in earlier research on JSS2 Muslims student dropouts and their parents was hardly addressed and none is available on Sokoto metropolis of Nigeria.

Therefore, it is pertinent to study parental and school climate factors in Sokoto metropolis on Muslim student dropouts and non-dropouts, because these two factors or system in society were the most important to students training, socialization, empowered and academic success or failure.

1.4 Objectives of the Study

1. To examine the significant relationship between parents' occupations on JSS2 Muslim student dropouts and non-dropouts in schools of Sokoto metropolis.
2. To examine the significant differences of parental and school climate factors on JSS2 Muslim student (dropouts and non-dropouts) from parents and students' perspectives in Sokoto metropolis.
3. To examine if parental and school climate factors are the best predictors for JSS2 Muslim student dropouts and non-dropouts in Sokoto metropolis.
4. To provide suggestions that can be adapted to prevent JSS2 Muslim student dropouts and motivate non-dropouts in Sokoto metropolis.

1.5 Research Questions

1. Is there any significant relationship between parents' occupations and JSS2 Muslim student dropouts and non-dropouts in schools of Sokoto metropolis?
2. Is there any significant differences between parental factors on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students' perspectives in Sokoto metropolis? The parental factors are as follows:
 - a) Parents socioeconomic support
 - b) Parents residential location

c) Parents religious belief

3. Is there any significant differences between school climate factors on parents' and JSS2 Muslim student (dropouts and non-dropouts) from parents' and students' perspectives in Sokoto metropolis? The school climate factors are as follows:

a) School culture

b) Classroom ecology

c) School physical plant

d) School administration

4. Are parental and school climate factors the best predictors for JSS2 Muslim student dropouts and non-dropout from parents' and students' perspectives in Sokoto metropolis?

5. What are the suggestions that can be adapted to prevent JSS2 Muslim student dropouts and motivate non-dropouts in schools of Sokoto metropolis?

1.6 Hypotheses

1. H_{01} : There is no significant relationship between parents' occupations and JSS2 Muslim student dropouts and non-dropouts in schools of Sokoto metropolis

2. H_{02} : There is no significant difference between parental factors on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students perspectives in Sokoto metropolis

a. $H_{0.2a}$: There is no significant difference between parents' socioeconomic support on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students perspectives in Sokoto metropolis

b. $H_{0.2b}$: There is no significant difference between parents' residential location on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students perspectives in Sokoto metropolis

- c. H_{0.2c}: There is no significant difference between parents' religious belief on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students perspectives in Sokoto metropolis
- 3. H_{0.3}: There is no significant difference between school climate factors on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students perspectives in Sokoto metropolis
 - a. H_{0.3a}: There is no significant difference between school culture on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students' perspectives in Sokoto metropolis
 - b. H_{0.3b}: There is no significant difference between classroom ecology on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students' perspectives in Sokoto metropolis
 - c. H_{0.3c}: There is no significant difference between school physical plant on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students' perspectives in Sokoto metropolis
 - d. H_{0.3d}: There is no significant difference between school administration on JSS2 Muslim student (dropouts and non-dropouts) from parents' and students' perspectives in Sokoto metropolis
- 4. H_{0.4}: Parental and school climate factors are not the best predictors for JSS2 Muslim student dropouts and non-dropouts from parents and students perspectives in Sokoto metropolis

1.7 Significance of the Study

This study is useful to stakeholders in the education sector, particularly the Nigerian government and NGOs. These include parents, teachers and local communities whose schools and students were identified with cases of frequent

dropouts and low academic performance and were non-dropout. This is because; the findings provide a body of knowledge on the present situation of Muslim student dropouts and non-dropouts in schools of Sokoto metropolis that is presently not available. The study is also a platform for the relevant bodies of education (FME, SSMOE, UNICEF, UNESCO, NEI, GEI Nigeria, Sokoto communities) on the alternative means for understanding and addressing issues related to the rising number of Muslim student dropouts, so they can improve on the present social challenges and school climate factors.

The stakeholders in education will use the findings to establish a body of principles to develop the school climate and policy to manage standard. This is to enable the schools to have a national uniform standard of quality to attract parents and students. This should be irrespective of the status of the school either private, public or class schools. The information from this study can be used to address the issues of productive, constructive and educative school climate to foster student constructive skills.

The findings of the study will be used as information for sensitization program, this can be organised for the teachers, parents and community members, in order to establish an integrated effort to manage the problems emanating and posing challenge to school success. This is by identifying the nature and typologies of school related problems that affect students, teachers and the schools. With a collective dialogue on education, stakeholders can use the findings of this study to manage the problem of student dropouts. This is going to be resourceful to educationist, sociologist of education and educational communities, by referring to the methods, theory, findings and suggestions of the study and to further improve on the issues related to educational research. This is because the study was the first of its

kind with collections of variables, study participants, findings and the general methods adapted for the study.

The suggestions from this research are valuable to the Nigerian communities and parents; it will help them adjust to a positive and accepted manner as required or demanded by students' needs and school culture. The study can influence parents' attitudes towards school practices and this can form a basis to improve school climate. Thus, it will be, a book of reference for further educational policies and resolution to students' contemporary dropouts and non-dropouts cases or that of weak academic performance in schools of Sokoto state and Nigeria.

1.8 Limitation and Delimitation of the Study

The study is limited to parental and school climate factors on JSS2 Muslim student dropouts and non-dropouts. Parental factors (parents' occupation, socioeconomic support, residential location and religious belief) and school climate (school culture, classroom ecology, school physical plant, school administration), were the major constructs of the study. This study was conducted in a Muslim community of Sokoto metropolis involving Muslim junior public secondary school students (dropouts and non-dropouts) and their parents. Sokoto metropolis comprises of five (5) Local Government Areas (LGAs) - Sokoto South, Sokoto North, parts of Dange/Shuni, Kware and Wamakko LGA. These LGAs made up Sokoto metropolis out of the 23 LGAs that made up Sokoto State, Nigeria. The study interviewed some selected JSS2 Muslim student dropouts, non-dropouts, their parents, principals and zonal coordinators in Sokoto metropolis. This centred on Sokoto as an ancient city with Islam as the predominant religious. This is because people of Sokoto community are all Muslims and religious belief is the primary factor that people of the state use as general life principles.

Presently, Sokoto state has the highest rate of people living with relative and absolute poverty (FGN [NBS], 2012), and poverty is among the parental factors that affect education. The study was on Muslim students alone because the problems associated to dropouts are only peculiar to the Muslim students in Sokoto metropolis. The result of this study will serve as basis for generalizing dropouts and non-dropouts factors in Sokoto state, Northern states of Nigeria and Nigeria. This is because, the study is in the capital city, which comprises of two major local governments (LG) (Sokoto south and north), and other bigger neighbouring local governments (Dange/shuni, Kware and Wamakko). Basically, other Northern Nigerian states have similar life style (culture), philosophy of religion (belief) and attitudes toward children and education (Western and Islamic), therefore the generalization is justified.

1.9 Importance of the Study to Research Gap in Nigeria

The research was on parental and school climate factors on JSS2 Muslim student dropouts and non-dropouts in schools of Sokoto metropolis. The study is an important contribution to the literature gap that existed in Sokoto state, Northern states of Nigeria and Nigeria at large. Parental factors and school climate was studied by looking into how they affect parents' interest, ideology and decision on education by incorporating the variables that were dimensional, and has paradoxical influence on students' and schools related issues. A basic uniqueness of this study was the possible integration of the variables and participants in a single research, which is not available in literature related to Sokoto metropolis when this study was conducted.

Eight constructs (variables) formed the research instrument and the population responded to this. The constructs were; parents occupation, socioeconomic support, residential location and religious belief, under (parental