

Review of Parental and School Climate Factors Instrument for Secondary Schools in Nigeria

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Abstract

A study on parental and school climate factors was conducted using an adapted instrument, which was tagged parental and school climate scale (PFSCS, with Alpha cronbach of .852). The intention was to observe the scale constructs on JSS Muslim students dropout and non-dropout, whose total population was 1560, consisting four groups (390 each) in Sokoto metropolis. Studies of other instruments signify that parental and school climate factors cannot be studied using conventional existing instruments reviewed from literatures and theories. This is because of existing differences in sociocultural, religious, economic and political of Sokoto and other global communities. To this background the paper extracted and present adapted research instrument for the parental and school climate factors in Northern Nigeria and indeed Sokoto state. The instrument PFSCS is with 60 items, seven constructs with an Alpha cronbach as follows ([PSES, .602] [PRLOC, .796] [PREBL, .864] [SCHLCUL, .846] [CLSSEC, .894] [SCHLPP, .723] [SCHLADM, .552]). The instrument was validated, pilot tested and factor analysis was conducted. Going by the procedure carried out for the instrument, it justified that the adapted instrument can be retain and be used for future studies on parental and school climate factors on students in state of Northern Nigeria, Sokoto inclusive.

Keywords: Parental factors, school climate, adapted instrument, junior secondary schools, Muslim students.

Introduction

A conclusive consideration and deductive generalization is the fact that education in contemporary societies remain and avenue for social and structural development, individual empowerment, social transformation and a means for individual nation national security (Fafunwa, 2004; Haralambos, Holborn, & Heald, 2008; Ogunbameru & Rotimi, 2006). This deductive logic is a universal position on educational philosophy which is towards the unification of human values to productive and secured means. But, even when education is universally positioned to be productive to human, it is obvious to understand that educational culture varies between the same human societies and nations. It is important to state that, the differences in nations are in cultural, social, political, religious and educational. This equally calls for the observation of social differences in development, and to capitalize on this, the scene of education programme and approaches requires the unification of these unchanging and existing differences be put into full consideration. Meaning that each nation each nation plan, and philosophical approaches to education cannot be uniformed. However, nations adapt or adopt educational system, but cannot, in some instance utilize/use educational instrument completely for study or research. This is where social, economic and religious background plays a strong role in the provision of education policies and interpretation at the grassroots level (Daramola, 2002; Fafunwa, 2004; FME, 2009; UNESCO/DBEPES, 2003).

The Nigerian society is full of diversity (Cultural, religious, economic and traditional politics, demography, socialization) even with societies within Nigeria, and this nation is equally different from others of the western world, Asia, and more. The complexities in Nigerian societies had led to the adaptation of 9-3-4 system to bridge the gap of social individual differences and improve chances to education. To do this, religious, nomadic and conventional education with different program were put in place for citizens (FGN, 2003, 2004; UBEC, 2004). With the inherent nature of differences in Nigerian societies and the education system of the global society it is necessary to posit that parental and school climate study approach must be different from that of societies different from Nigeria. Strongly different from the western, Asia and European societies, whose major development on education remain reference point.

Literature Review

Brief Background of Study Area

Sokoto state is by measurement located on latitude 4° to 6° North and longitude 11° 30" to 13° 50" East, North (SSG, 2009). The study area covers about 4,712 hectares. Sokoto state is in the extreme North-western part of

Nigeria, a centre for Islamic learning and jurisprudence. Predominantly it is a Muslims' community and former headquarter of defunct Sokoto caliphate of 1804 historical Islamic jihad. In 1903 it forms part of the Northern region of Nigeria; in 1967 North western state, in 1976, it was divided later to Sokoto and Niger state respectively, in 1991 Kebbi state was carved out of it and in 1996 Zamfara state was equally carved out of it. Presently, it has 23 local Government Areas.

Background Justification to the Instrument Differences

Parental and school climate factors on student and education generally had literature from scholars around the globe. The influences, effects or parental factors on education, students and young adult educational career had been studied with different educational instrument in related to literature of these scholars (Abraham, 2011; Aluede, 2011; Aluede, 2006; E. Ananga, 2011; Anderson, Hughes, & Fuemmeler, 2009; Azetta, Adomeh, & Oyaziwo, 2009; Baikie, 2000; Broadhead, Meleady, & Delgado, 2008; Elliott, 2007; Grusec, 2006; Meighan & Siraj-Blatchford, 2004; Payne, 2004). In other case the relationship of parents to student's education in all levels of education had been very rich in studies (Adegoke, 2003; Aggarwal, 2006; Ballantine & Spade, 2012; Bowles & Gintis, 2002b; Foladun, 2003; Haralambos et al., 2008; Lawal, 2003; Meighan & Siraj-Blatchford, 2004; Nakpodia, 2011; Ornstien & Levine, 2003; Sharma, 2007). This clarifies that the factors are equally related to, but the circumstances differ from that of Sokoto going back to its historical importance related to Islamic jurisprudence.

These scholars' positions, collectively, implies the strong attachment of parents, family, socioeconomic background on children/students/pupils' education. Despite the vast exploration of literature for this study, it is important to note that the review was centrally on issues related to education and parent's occupation, religious belief, residential location, socioeconomic background on students/children. These factors play a strong role in the education of all students (Aggarwal, 2006; Meighan & Siraj-Blatchford, 2004; Ornstien & Levine, 2003). However, in this study most identified literatures on Muslim student's dropouts are not from the northern Nigeria or in Sokoto state. This is in connection to the fact that the region is backward in terms of western education, but with high rate of Islamic scholars, low commitment to children's western education and high dropout rate. This is to say that up to the 21st century and since the introduction of western education in 1842, the western and eastern parts of Nigeria are more accommodative and committed to western education (Ayodele & Baba, 2007; Daramola, 2002; Fafunwa, 2004; Patrick, 2000).

School climate factors were identified as challenges to education in Nigeria and the rate to which educational climate in Nigeria is deteriorating has made education and its practitioners to be rethinking the possibility of sustaining improvisation alone for the purpose of teaching and learning. However, literature on school climate in Sokoto state is rarely identified and the combination of parental and school climate factors in one study related to Muslim student's education and dropout in Sokoto is rarely identified prior to this study. This tells how important it will be to have either adapted or adopted instrument for school climate study in Sokoto Nigeria, with differences in sociocultural, religion, academic background to that of scholars who developed and study school climate in the western world, Asia, Europe, Middle East, and others. Scholars' literature from parts of the global communities where visited to study and adapt for the purpose of school climate factors in Sokoto state of northern Nigeria.

The factors associated to school climate are school administration, social organisation, culture, school physical plant, connectedness or aspects of classroom ecology plays a strong role in determining students' progress or failure in schools (Adesina, 2011; D. E. Ananga, 2011; Anderson, 1982; Arena & Adelabu, 2012; Bear, Gaskins, Blank, & Chen, 2011; Carpenter, 2011; Charland, 2011; Cohen, 2010; Cohen, McCabe, Michelle, & Pickeral, 2009; Cohen, Pickeral, & McCloskey, 2008; Coombs-Richardson, Meisgeier, & Torrey, 2001; Ellison, Boykin, Towns, & Stokes, 2000; Halderson & National Association of Secondary School Principals (U.S.), 1989; Kyriakides & Creemers, 2011; Loukas, 2007; Loukas & Robinson, 2004; MacNeil, Prater, & Busch, 2009; Marshall, 2004; NSCC, 2007; Osher, Bear, Sprague, & Doyle, 2012; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013; Wisner et al., 2004; Yusuf & Adigun, 2010). The argument is that the level and nature of educational commitment in Nigeria varies from regions to another. In Sokoto and northern Nigeria religious education gains upper chances than that of conventional western education. This justifies that any study or educational program must take into consideration the following factors;

- General level of educational development and commitment by the government, citizens, individual and groups of religious sects. To this background the commitment of education in Nigeria as indicated in its national budgetary allocation is less than the 26% of Nigerian budget, in 2010, 6.1%; 2011, 7.5%; 2012, 8.4%; 2013, 8.7% (FRN, 2013) which is very low and cannot encourage education development generally in the country.
- The level of individual family/home/parents' commitment and societal development in terms of socioeconomic status, support and ability has remained a recurrent challenge to education. The low level of social development in Sokoto is associated to high rate of poverty (NBS, 2012) and it is

correlated to parental and societal commitment to school development and children support or sponsorship to education.

- The sociocultural and religious life style of the communities and the dominant ideology toward all types' education need to be put in place. Despite the social and political inherent integration of Islamic studies in Nigeria education curriculum (Fafunwa, 2004; FGN, 2004), the dominant social religious ideology play a restricted role to issues of western education and the capitalization is drown to the cultural life style of the inhabitant.
- Social life style and commitment to the training and development of the young adult in related to education, empowerment and individual children social security is very low and this influences young adult lack of commitment to education in general.

Even where it is identified that Nigeria children are vulnerable and survive under high level of social insecurity (NBS, 2012). The case of the north is worse and Sokoto sate is part of the north, which its level of poverty is the highest. Socially, level of parent's social economic status determines their social security and level of available security for their children, as poverty is the first stage of family insecurity (Adeyemi & Adeyinka, 2002; Bahr, Hoffmann, & Yang, 2005; Bowles & Gintis, 2002b; Haralambos et al., 2008; Hurn, 1985). Going by the existing challenges to study parental and school climate factors in Sokoto Nigeria as presented earlier. It is important to initiate a study instrument. This argued that a study instrument needs to be adapted in line with the challenges of low education standard and commitment on the part of state, individual students and family. There is the need to have instrument that will integrate the low level of education environment and poor standard of teaching and learning in Sokoto School and in northern Nigeria. By implication, the instrument must meet all necessary challenges that are presently in school and affects students and teachers commitment to education system.

Methodology

The study is on parental and school climate factors on Muslim student's dropouts and non-dropouts in Sokoto metropolis. The research design that was adopted for this study is the Mixed Mode (MM) (Johnson & Onwuegbuzie, 2004), a fixed mixed method research design or methodological triangulation. The research design is a combination of quantitative and qualitative (Borba & Taylor-McMillan, 1989; Hill, 2011; Koul, 2009; Maxwell & Loomis, 2002; Olsen, 2004).

Population and Sample Size of the Study

Table 1: Selected Sample Size for Dropout Students and Study Sample in Sokoto Metropolis

| S/N | Research Area | Dropout Students' Age Range | Number of Students in Metropolis | Number of Dropouts Students' | Selected Sample Size |
|-----|--|-----------------------------|----------------------------------|------------------------------|----------------------|
| 1. | Sokoto Metropolis | 14-15 | 49,214 | 25,791 | 390 |
| S/N | Respondents | Quantitative Study Sample | | | |
| 1. | JSS2 Muslim students' dropout | 390 | | | |
| 2. | JSS2 Muslim students' non-dropout | 390 | | | |
| 3. | Parents' of JSS2 Muslim students' dropouts | 390 | | | |
| 4. | Parents' of JSS2 Muslim students' non-dropouts | 390 | | | |

Source: (Israel, 2009; Krejcie & Morgan, 1970; NPC, 2009).

The above Table 1 presents the population used for the study, which were Muslim students' dropouts and non-dropouts in thirty (30) junior secondary schools and their parents in Sokoto metropolis. National population commission reported that Sokoto metropolis covers some parts of other Local Government Areas and the central city of Sokoto Urban Areas (parts of Kware, Dange/Shuni and Wamakko LGA, and the major cities of Sokoto South and North), (NPC, 2009; SSG, 2009), with about 49,214 children of age 13-15.

Sample size is a scientifically drawn group which possesses the same characteristic of the research study like that of the larger population (Fraenke & Wallen, 2003; Hill, 2011). The sample size for this study was the JSS2 Muslim students' dropouts, non-dropouts from thirty (30) JSS, and their parents in Sokoto metropolis. These students' are approximately between the ages of 14-15. The NPC (2009) reported that Muslim children about 25,791 of the age of 14-15 (JSS2) are not in their respective schools. The required sample size for a population of 25,000 to 40,999 is 378, so the sample size for this study was (390) for each group and $390 \times 4 = 1560$. This total sample size was equally in line with sampling size table by (Israel, 2009; Krejcie & Morgan, 1970).

Adapted and Presented Research Instrument for Parental and School Climate Factors

The research instrument (parental factors and school climate scale[PFSCS]) was adapted from literature and theories on (occupation, socioeconomic support, residential location, religious belief, school culture, classroom ecology, school physical plant and school administration) parental factors and school climate factors. Section A (demographic data and question on parents' occupation of the respondents). Section B research questions with seven (7) constructs and sixty (60) questions. The instrument was on a four point likert scale. The respondents select for each question 1 to 60 to show their level of agree or disagreement on parental factors and school climate. The instrument was interpreted to the local language (Hausa) of the respondents.

Table 2: Breakdown for Parental and School Climate Factor Scale for the Study

| S/N | Title of Questions | Numbers of Sub- and Questions | Summary |
|--------------|--|---|---|
| 1. | Parental factors (Scaglioni, et al 2008; Meighan & Siraj-Blachford, 2004; Aflola & Gabay, 2012; APA, 2010; Ananga, 2011; Adegoke, 2003; Enoh, 2003) | 1. Parents occupation 2. Parents socioeconomic support 3. Parents residential location 4. Parents religious belief | (Qs = 1, in demographic data) (Qs = 14) (Qs = 7) (Qs = 7) Summary: (29 questions from 2-29) |
| 2. | School climate (Marshall, 2004; Cohen et al., 2009; Ellison et al., 2005; Anderson et al., 2004; Arena & Adedabu, 2012; Bear et al., 2011; Cohen et al., 2009; Ellison et al., 2000; Gregory et al., 2011) | 1. School culture 2. Classroom ecology 3. School physical plant 4. School administration | (Qs = 8) (Qs = 9) (Qs = 6) (Qs = 8) Summary: (30 questions from 30-31) |
| Total | 2 | 8 | 60 |

Source: (Scaglioni et al 2008; Meighan & Siraj-Blachford, 2004; Aflola & Gabay, 2012; APA, 2010; Ananga, 2011; Adegoke, 2003; Enoh, 2003; Marshall, 2004; Cohen et al., 2009; Ellison et al., 2005; Anderson et al., 2004; Arena & Adedabu, 2012; Bear et al., 2011; Cohen et al., 2009; Ellison et al., 2000; Gregory et al., 2011).

KEY:

Qs = Questions and number of items for each question

Instrument Validation

The instrument was subjected to validation, where its contents and constructs validation were determined. This is because it is very important for a research instrument to be validated before it can be used for any research work or findings (Fraenke & Wallen, 2003). This was done by experts in the Faculty of Education and Extension Services, Faculty of Social Sciences, Usmanu Danfodiyo University Sokoto, Nigeria. Department of Arts and Social Sciences Education. Faculty of Education, University of Ilorin, Kwara State Nigeria. USAID /NEI (School Monitoring and Evaluation Unit), Sokoto Nigeria. Faculty of Agriculture (Research, Seminar and Journal Coordination Committee) Bayero University, Kano Nigeria. The experts were in the field of Education, Measurement and Evaluation, Sociology of Education, Sociology, School Monitoring and Evaluation, Sciences and Language Education. The observation from the reports collected from the validation panel were effected were necessary, this is probe the contents and constructs of the questionnaire to be valid for the research study.

Factor Analysis

According to Tabachnick and Fidell (2001) in Pallant (2005), to strengthen an instrument it is important to observe a factor analysis and the number of participants recommended for factor analysis should not be less than 150, but it is appropriate to have 300. Factor analysis was conducted to ensure the validity of the item for the constructs scale that was used for the study.

Table 3: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity

| S/N | Study Variables (Scales) | Kaiser-Meyer-Olkin Adequacy | Measure of Sampling | Bartlett's Sphericity | Test of |
|-----|--------------------------------|-----------------------------|---------------------|-----------------------|---------|
| 1. | Parents' Socioeconomic Support | .853>.05 | | .001<.05 | |
| 2. | Parents Residential Location | .607>.05 | | .001<.05 | |
| 3. | Parents Religious Belief | .765>.05 | | .001<.05 | |
| 4. | School Culture | .704 >.05 | | .001<.05 | |
| 5. | Classroom Ecology | .897>.05 | | .001<.05 | |
| 6. | School Physical Plant | .668>.05 | | .001<.05 | |
| 7. | School Administration | .833>.05 | | .001<.05 | |

The Table 3 presents the result of factor analysis with 200 participants, all the KMO were above .05 and Bartlett's test less than .001, and items in communalities are above .3. Therefore, the factor analysis result conducted was appropriate and the instrument remains valid for the study.

Pilot Study

Research instruments need to be pilot tested prior to the major study (Fraenke & Wallen, 2003). Pilot study is a small experiment design to gather information on instrument, to reveal deficiencies (strength and weaknesses) in research proposal to allow chances for improvement. The population is normally small in comparison to the main field research. Base on this position the research instrument (Parental Factor and School climate Scale [PFSCS]) was pilot tested with 120 Muslim students' dropouts, non-dropouts and their parents 30 each from Gwadabawa Local Government Area.

Reliability of the Instrument

Reliability refers to the level of consistency a research tool is able to yield the same result at a particular test of measurement. This is replicability of the measurement procedure to yield consistence result and for an instrument to be reliable, it must undergo pilot test prior to the fieldwork or data collection (Everritt & Skronal, 2010).

Table 4: Summary of Alpha Cronbach for Instrument Constructs for the Study and Pilot Study

| S/N | Instrument Constructs | Alpha Cronbach for the Study | Alpha Cronbach for Pilot Study | Number of Items |
|--------------|--------------------------------|------------------------------|--------------------------------|-----------------|
| 1. | Parents' socioeconomic support | .602 | .791 | 14 |
| 2. | Parents' residential location | .795 | .838 | 7 |
| 3. | Parents' religious belief | .864 | .810 | 7 |
| 4. | School culture | .846 | .803 | 8 |
| 5. | Classroom ecology | .894 | .899 | 9 |
| 6. | School physical plant | .723 | .717 | 7 |
| 7. | School administration | .552 | .835 | 8 |
| Total | Seven constructs | .852 | .948 | 60 |

The study has 60 items and 7 constructs, the Alpha Cronbach for the entire study and pilot study are reasonably high for the instrument.

Source: Parental factors and school climate scale

The Cronbach's Alpha for parental factor and school climate scale was .852 as presented in Table 4 above. This confirmed that the instrument (Parental Factors and School Climate Scale [PFSCS]) was reliable for the research. This is an acceptable score for the scale, because a Cronbach Alpha coefficient for a research instrument is expected to be above .7, and this is .852, and .948 respectively. Therefore, the scale was considered good for the research (Pallant, 2005).

Preliminary Analysis

A preliminary analysis was performed to test and check for normality of the data, this was done to all the variables of the study. The outcome for the test suggested that the data was normal and the analysis can be performed. The test of normality performed was for the entire seven (7) scales of the instrument, with the total population of 1560(100%). The Kolmogorov-Smirnov and Shapiro-Wilk statistics were all check to ensure that the date was normal. More to this were the observation of the Histogram, Normal Q-Q Plot, Detrended Normal Q-Q Plot, Boxplot and the descriptive statistics. The entire procedure for data checking and presentation were taken into cognizance and were fully observed. This procedures for the normality of date equally suggested that the data was normally distributed. By implication, this justified the efficiency of the scales of the instrument for the study.

Ethical Issues

The ethical issue that was considered includes, taking permission from the Ministry of Education Sokoto. Introductory visit to school and presentation of letter for field work from school of educational studies

University Sains Malaysia. This was done to seek the consent of the participant. Introductory visit to the home was done by presenting letter of permission and verbal introduction by informing participant the purpose of the study. In addition, soliciting their cooperation and ensuring them confidentiality, social and psychological safety in dealing with their responses. In line with this, the section “A” of the research instrument employs a technic of identification, which is neutral with respect to residential location, education level and religion.

Presentation of Instrument Parental factors and School Climate Scale (PFSCS)

| Section A: Demographic Information | | | |
|--|---|----------------------|---|
| Section A: Respondent personal information. | | Percentages | Categorical responses for occupation |
| 1. | Name of student previous /present school | 30 secondary schools | |
| 2. | Parents Educational | | |
| | a. Formal education | 425(27.2%) | |
| | b. Non formal | 891(57.1%) | |
| | c. None | 244(15.6%) | |
| 3. | Parents' Occupation | | Yes/No |
| | a. Civil servant | 266(17.1%) | 93/173 |
| | b. Business | 840(53.8%) | 519/321 |
| | c. Private organization | 319(20.4%) | 88/231 |
| | d. Others | 135(8.7%) | 80/55 |
| 4. | Do you consider your educational status as school dropout? | | Total=780/780 |
| | a. Yes [] | 780(1560=100%) | |
| | b. No [] | 780(1560=100%) | |

Section B:

Instruction: This portion of the instrument is the section B and it is having 60 items and seven constructs, that a respondent is expected to tick one indication level of agreement or disagreement.

This is “A” four point likert rating scale questionnaire; please tick appropriately only ONE responds (**Strongly Disagree (SD 1), Disagree (D 2), Agree (A 3), Strongly Agree (SA 4)**) for each question to the answer of your interest.

Table 5: Parental Factors and School Climate Scale (PFSCS)

| SN | Frequencies and Higher percentage of Items | | | | | |
|-----|--|-------------|------------|------------|-------------|--------------------------|
| | Parents socioeconomic support | SD 1 | D 2 | A 3 | SA 4 | Higher percentage |
| 1. | My parents’ discuss school related matters at home and encourages me to study. | 543* | 383 | 374 | 260 | 34.8% |
| 2. | My parents’ help me to solve homework / assignments after school hours at home. | 425* | 354 | 316 | 465 | 29.8% |
| 3. | My parents’ compel me to go to school daily, based on family interest. | 459 | 247 | 312 | 542* | 34.7% |
| 4. | My parents’ support my school by voluntary visit and participation in school activities. | 463 | 376 | 260 | 461* | 29.7% |
| 5. | My parents’ allow me to take decision on school related matters without their involvement. | 202 | 308 | 746* | 303 | 47.8% |
| 6. | My parents’ provide means for transportation, To and From school on a daily basis. | 278 | 437 | 547* | 298 | 35.1% |
| 7. | My parents’ provide other daily monetary demand by students’ and school respectively. | 467* | 417 | 342 | 334 | 29.9% |
| 8. | My parents’ are interested in paying only school Fees as at when due for students’. | 421 | 573* | 351 | 215 | 36.7% |
| 9. | My parents’ complain of school expenditure being a burden to them. | 261 | 551* | 402 | 345 | 35.3% |
| 10. | My parents’ sees education as a future investment on me. | 238 | 413 | 546* | 363 | 35.0% |
| 11. | My dropout from school is connected to parents’ | 422 | 467* | 398 | 273 | 29.9% |

| | | | | | | |
|-------------------------------------|--|----------|----------|----------|----------|----------|
| | economic strength. | | | | | |
| 12. | My education is motivated by my parents' occupation. | 445 | 675* | 327 | 113 | 43.3% |
| 13. | My dropout from school is of great relief to my parents. | 364 | 581* | 463 | 152 | 37.2% |
| 14. | My dropout from school will allocate more money to the family | 734* | 679 | 82 | 65 | 47.1 |
| Parents residential location | | 1 | 2 | 3 | 4 | % |
| 1. | The school is too far from my residential location | 381 | 588* | 442 | 149 | 37.7% |
| 2. | No means for transport is available from my residential location to school | 518 | 579* | 216 | 247 | 37.1% |
| 3. | lack of situated school in my community area is a reason for my dropout | 494 | 746* | 172 | 148 | 47.8% |
| 4. | My residential occupants do not encourage students to attend school. | 239 | 403* | 643 | 275 | 25.8% |
| 5. | Commuting to and from school is a burden to me | 253 | 445 | 686* | 176 | 44.0% |
| 6. | The school am attending is not interested to me | 206 | 569* | 477 | 308 | 36.5% |
| 7. | I and my friends in the neighbourhood are not attending school | 408 | 452 | 500* | 199 | 32.1% |
| Parents religious belief | | 1 | 2 | 3 | 4 | % |
| 1. | My parents religious background affects my chances of western education | 385 | 420 | 460* | 294 | 29.5% |
| 2. | My parents attitude toward western education was affected by religious belief of the community | 295 | 321 | 431 | 513* | 32.95 |
| 3. | My parents feel that western education is conflicting with that of my Quranic education. | 269 | 300 | 570* | 421 | 36.5% |
| 4. | My parents' perceive western education contents to be against the teaching of religion. | 380 | 271 | 500* | 409 | 32.1% |
| 5. | My parents feel that 9 years of western education is adequate as religious knowledge is more important | 237 | 400 | 755* | 168 | 48.4% |
| 6. | My dropout from school is associated to the religious background of my family. | 268 | 536* | 537* | 219 | 34.4% |
| 7. | I am interested in attending Islamic school alone | 457 | 513* | 502 | 88 | 32.9% |
| School culture | | 1 | 2 | 3 | 4 | % |
| 1. | My school does not provide free meal for breakfast | 439 | 562* | 332 | 227 | 36.0% |
| 2. | My school prefects and seniors students are constantly maltreating students | 246 | 456 | 646* | 212 | 41.4% |
| 3. | My school teachers and students are not friendly, not accommodative. | 231 | 638* | 446 | 245 | 40.9% |
| 4. | My school rules and regulations are too rigid. | 135 | 660* | 564 | 201 | 42.3% |
| 5. | My school is not safe for students completely | 137 | 806* | 356 | 260 | 51.7% |
| 6. | My school environment and my friend [peers] make me to stop school | 322 | 461 | 635* | 124 | 40.7% |
| 7. | My school does not organise social activities to keep students in school | 170 | 601 | 647* | 142 | 41.5% |
| 8. | My friend are not friendly to me in the school | 332 | 599* | 399 | 230 | 38.4% |
| Classroom ecology | | 1 | 2 | 3 | 4 | % |
| 1. | My class is lacking chairs and desks (furniture's) for sitting | 185 | 549 | 574* | 252 | 36.8% |
| 2. | My school is lacking adequate instructional materials for teaching in the classroom. | 148 | 358 | 602* | 452 | 38.6% |
| 3. | My classroom is having unpleasant teaching atmosphere and methodology. | 110 | 373 | 723* | 354 | 46.3% |
| 4. | My classroom is lacking good teacher and students' relationship. | 119 | 477 | 636* | 328 | 40.8% |
| 5. | My teacher uses corporal punishment on students in the classroom. | 250 | 532* | 504 | 274 | 34.1% |
| 6. | The teacher methodology is not pleasing while teaching | 247 | 480 | 616* | 217 | 39.5% |
| 7. | The classroom is too congested for learning | 230 | 421 | 578* | 331 | 37.1% |

| | | | | | | |
|------------------------------|--|-----|------|------|-----|-------|
| 8. | I cannot understand the teacher language of communication | 323 | 383 | 631* | 223 | 40.4% |
| 9. | Your culture is frequently discuss negatively in the classroom | 199 | 489 | 664 | 210 | 42.6% |
| School physical plant | | 1 | 2 | 3 | 4 | % |
| | My school location is not favourable (safe) to students. | 314 | 609* | 543 | 94 | 39.0% |
| 1. | | | | | | |
| 2. | My school location is far from my house | 268 | 585* | 376 | 331 | 37.5% |
| 3. | My school buildings (structures) are not strong they can easily collapse any time. | 189 | 574 | 608* | 189 | 39.0% |
| 4. | My school does not have adequate facilities including, classes and toilet. | 180 | 615* | 588 | 177 | 39.4% |
| 5. | My school does not have students' games and recreational centre. | 392 | 515* | 487 | 166 | 33.0% |
| 6. | The school building are not enough for students and teachers | 232 | 340 | 565* | 421 | 36.2% |
| 7. | We study in an open space under the tree shade in my school | 345 | 631* | 509 | 75 | 40.4% |
| School administration | | 1 | 2 | 3 | 4 | % |
| 1. | My school administration (Authority) accommodates students' for social comfort. | 308 | 789* | 315 | 148 | 50.6% |
| 2. | My school has (PTA) where students' and school matters are discussed with parents. | 128 | 407 | 734* | 291 | 47.1% |
| 3. | My school recommends and rewards hard work of individual students' (motivation). | 301 | 238 | 538* | 483 | 34.5% |
| 4. | The school authority is protective by making the environment to be safe for students' | 148 | 306 | 709 | 397 | 45.4% |
| 5. | My school is having shortage of teachers for all subjects. | 233 | 501 | 449 | 377 | 32.1% |
| 6. | The school authority makes me to dropout from school due to harsh rules | 179 | 757 | 534 | 90 | 48.5% |
| 7. | My school always organize quiz and other academic competition to keep students in school | 310 | 634 | 335 | 281 | 40.6% |
| 8. | My school does not punish students for late coming and other offences. | 608 | 460 | 330 | 162 | 39.0% |

Key: * Indicating the item response with a high percentage

The table 5 above presented the frequencies of the entire 60 items and the highest of each item percentage, to indicate which of the individual item has the highest responses, probing the level of agree or disagreement.

Conclusion

The items were in line with the challenges of parents and school climate in Sokoto Nigeria. The instrument was interpreted and answered in the local language Hausa which is one of the largest among the three dominant languages spoken in Nigeria societies. Therefore, the instrument was adapted and further designed to suit the interest of educational challenges in the society with higher Islamic reputation, lower western education interest, higher rate of poverty, lack of adequate provision of educational facilities and low commitment to the training of being a qualified teachers. Generally, the existing instruments on parental and school climate factors did not considered the listed and identified social and educational differences with other developed society. The instruments adapted takes into consideration social challenges of education in Sokoto and indeed northern Nigeria.

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