Parents and Students Perspectives of School Culture Effects on Dropouts and Non-dropouts in Sokoto Metropolis Nigeria

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Abstract

The perspectives of four groups 'were examined in related to school culture, on dropouts, non-dropouts students, parents for dropouts and non-dropouts students respectively in schools of Sokoto metropolis. This was inspired by the high rise of students' dropouts in Sokoto state, Nigeria. Technically, dropouts and non-dropouts teaching and learning issues were associated to challenges of school cultures on students. Survey method was adapted, which used questionnaire for data collected, from a population of 1560, which included 30 junior secondary school students (JSS). A One-way analysis of variance was conducted for the research and the result was significant (sig) at the 0.05 level. Findings of the study suggested that school cultural factors influenced junior secondary school students (JSS) dropouts and non-dropouts in schools based on the four groups perspectives compared in Sokoto metropolis Nigeria.

Keywords: School culture, Dropouts, Non-dropouts, Sokoto metropolis, School environment, Social orderliness.

1. Introduction
1.General Background to the Study

Schools in all societies were deliberately created as an attempt to preserve the contents and practical social, political and economic heritage of society. However, schools are equally viewed as a place that re-established the existing class differences in favor of the upper class (Bowles & Gintis, 2002). Thus, schools owed dimensional functions to individual and society, as a multifunctional learning centre, but with functional and dysfunctional conclusive outcome (Haralambos, Holborn & Heald, 2008; Macionis, 2012; Charland, 2011; Ikoya & Onayasa, 2008; Ornstein & Levine, 2003). These schools functions resulted to paradoxical expectations of society, which can only be preserved through the training and educating of the younger adults in schools. On a cursory look, functionally school environments were primarily enriched with the proposed and expected outcome for behavior to be learnt, which will later become an imprint on students for the continuity of all systems and sub-systems in society (Macionis, 2012; Giddens, 2006; Adawo, 2011).

Going to school in Nigerian societies and indeed around the globe is an avenue for social survival, an individual channel for productive reformation and general global social security of system. Other importance of school activities to individual is in term of providing educative information and certifying individual to qualify as graduate. Socialization in schools is towards empowering and building work force for society. Looking at the importance of school, it is the next cultural center to the home (family) and society in general for human dominant social reformation and ethical imprint. In Nigerian society education is proposed to be every body's right. Furthermore, Federal Republic of Nigeria [FRN] (2004, p.7), is committed to;

> 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.

Therefore, every citizen deserves to go to school regardless of socioeconomic background and perception of people over minority or less privilege individual in any society. This evidently shows that Nigerian, just like other countries is in accord with international organizations on the urgent need of compulsory education for all children of school age (United Nations Children's Funds [UNICEF], 2006; Universal Basic Education Commission [UBEC], 2004; Federal republic of Nigeria, 2004; Federal ministry of education, 2007; FRN, 2013). Due to importance attached to education of the youths. The JSS education scheme introduced in 1999 was for the period of 9 years, encompassing the primary 6 years and 3years for JSS as a basic level of education to acquire by all Nigerian citizens. Today it has to be emphasized that the chances for Nigerian school age children to attend school is becoming a challenge and for those who were enrolled in schools find it difficult to stay till the designed years for the (Junior secondary school, [JSS]) study.

At this juncture, student dropouts are associated to school factors like poor school environment which led to

unpleasant teaching and learning culture. This challenge is tied to poor school administration and funding (FRN, 2013). Therefore, students had to dropout before the end of their basic education period in Nigerian school, due lack of conducive school environment and unpleasant culture, like school accommodativeness to students and between teachers and students or within students. Others are school safety between students and school environment, provision of basic needs, availability of students recreational centers and accommodative school rules and regulations (Aluede, 2011; Daramola, 2003; Abraham, 2011). It is expected that a student should be able to finish the universal basic education programme which is free and compulsory for children of age 6 to 15, which is the junior secondary school level under a pleasant school culture.

The school provision for students to attain JSS certificate, or education level is undoubtedly challenging as dropout syndrome manifest from students and the school dropout increases daily. This scenario probes Nigeria public secondary schools culture incompetency to sustain its basic role on students. In related to the above, it was reported that about 9 million, 37% of UBE school age dropped in 2007, 10 million students of age 6 to 15 (primary one to JSS 3, under the UBE scheme) dropped in 2008 due to school and sociocultural factors. Further, in 2008 the number of students' dropout is at the increased and in 2013, about 10.5 million students were out of schools. At this juncture it will be posited that school dropout is inevitable in the public secondary school of Nigeria societies considering the complexities attached to low quality of their environment and education budget which is far too low to cater for a population which about 40% are school age children. In the year 2010,6.1% ; 2011,7.5% ; 2012, 8.4% and in 2013,8.72%, which is contrary to the proposed 26% of annual budget supposed to be allocated to education according to United Nations International Children's Emergency Fund [UNICE](Federal Republic of Nigeria [FRN], 2013; Sokoto state ministry of education, 2007).

However, in 2011, about 10,912,131 boys and girls of school age 12 to 15 were expected to be in school (JSS) out of which 625,993 had dropped out. This indicated that 324,576 boys and 301,417 girls had dropped out (FME, UNICEF/UIS, 2011; FRN, 2004; SSMOE, 2007; Millennium Development Goals (MDGs) Nigeria, 2010). Sokoto state is seen as the second home for dropout students with about 66% in the North West zone. These junior secondary schools (JSS) dropout students age 13 - 15 engaged in different activities [street vendors, beggars, cobblers' car washers, car watchers (temporal guards), scavengers, feet massage and nail parings] or other types of paid labour (NAPTIP, 2007; Gunnarsson, Orazem & Sanchez, 2006; Osiruemu, 2007). While some students are in schools, some others had dropped out, due to school culture and other school related cultural factors which are not pleasant to students learning.

2.Literature

School culture refers to the accumulative social orderliness that designates the organizational norms and beliefs, as parts of its social milieu for training and education citizens. School is a system of meaning, with direct intentions by society, but with paradoxical influences, which has effects on students' beyond and within school environment. This is embodied with silence symbols but actively, willingly and unwillingly followed by teachers and students. Other important aspects of the school cultures are not documented in the school law books, but were silently learnt indirectly, as school relate culture or parts of the hidden curriculum. Some school cultural factors are discipline and school discipline procedures or activities. These can be pleasant or unpleasant to students and affect learning. Thus school orientation to students, staff commitment to students' security and wellbeing remain undisputable in an ideal school cultural setting. Unpleasant social interaction between students and teachers, school authority, peers, senior students and prefects are strong school cultural factors that have effects on students in schools(Charland,2011;Boykin, et al,2005; Cohen, Pickerel & McCloskey,2008;McGrath & Noble,2010).

More to the above are school conduciveness in terms of teaching and learning facilities to facilitate daily students' needs. A creative and recreational educative environment that is free from bullying, harassment, segregation, and teachers' domination of student interest of freedom to promote a pleasant and accommodative school culture will help students to stay in school (Ikoya & Onoyase, 2008, Loukas, 2007; Len, Stewin, Deveda, 2001; Aluede, 2011). By implication a negative limitations of school cultural factors and its associate can lead to unpleasant school environment, which can be frustrating to students learning. Primarily, school culture is based on societal beliefs and socially structured features of behavior, within the society that reflect in school settings. This refers to idea, assumptions, and values of the social unit. School as a social unit with is linked to society, a macro social unit that influences school culture it can be documented or written rules or school related cultures undocumented but accepted way of behavior, that is ideal behavior. School dictates its social rules for individual roles, like administrators, teachers, parents and students to follow (National school climate council, 2007; Patrick, 2012; Maslowski, 2001).

School dropout is unconventional decision by students to stop going to school. This is a dysfunctional act or unexpected and unwanted school conclusion by individual students or group of students (Wils & Ingram, 2011;Kennelly & Monrad,2007;Ayodele & Baba, 2007; Gury, 2011).Conventional schooling culture take

cognizance of the amount of time a student attend school. School attendance, doing homework and attending other extracurricular activities like spots and social academic gathering like debate or quiz completion are parts of school cultures to be attended. So dropouts are those students who refuse to stay in school or by the culture of schooling till the end of the designated period of study. This can be students' personal withdrawal, or indirectly influenced to withdraw, in other case student is either pushed out or pull-out (Gury,2011; MacNeil, Prater & Busch, 2009; Patrick, 2012; Xenos, Pierrakeas, Pintelas, 2002; Park, 2007). However, the actions of students to stop school or dropout are influenced by stated school culture and other school related cultures.

The manifest cultural aspects of school are visible parts of school culture like; myths heroes, symbols and cultural artifacts. Latent cultural factors of school which can affects school are assumption like school values and behavioral norms equally have direct effects on students decision to dropout or not(Haralambos, et al,2008; Ellison, Boykin, Towns, Stokes 2000; Devos, 2012; Charland, 2011; Abraham,2011). All these affect students' attitudes to school positively or otherwise, which implies that school factors and culture influences students decisions in schools.

Categories of individuals in schools are silently informed and are under the influences of school norms. The school culture assist in directing various actions to maintain all aspects of school culture and satisfy education consumers. The silent creeds communicate actively or passively by the use of symbols, rules, teachers and other personnel to maintain school settings on students. These factors in summary are school ways of life, accumulated school routine activities with the passage of time. School culture is the yardstick for measuring teachers and students' behaviors, in terms of academic performance, cordial relationship and productive outcome (McGrath & Noble 2007; Loukas, 2007; Ayodele & Bole, 2007).To add to this, all school culture on students can be either positive or negative and these in one way or the other influences learning or students dropouts.

Teaching as part of school culture is an interpretation of education philosophy and curriculum contents with the use of identified pedagogy to achieve teaching and learning goals. This interpretation must be mildly interactive, fully accommodative and socially teaching should not be poor, it should influence students to stay in school and by school culture. Learning formally evolves in school environment, it's a process of constructive interaction that compel individual to conform to the rules of school. This evolution leads to changes in students, which were central to learning positive attitudes, patient, respectful to authority and rules of school for society (Bowles & Gintis, 2007; Haralambos, 2008; Hunt, 2008; Ornstein & Levine, 2003; UBEC, 2004; Ikoya & Onoyase, 2008). These and more acceptable conduct are expected to be technically and socially infused into students, as an imprint of the school culture. All the learning of skills, knowledge and behaviors are from the professional competence of the school as a social environment of learning culture. Classroom teacher should take note of the various learning stages in students, to help in modifying students' interest on school activities, and to help them to avoid establishing dropout syndromes. Among which are lateness to school, fear of school disciplinary discussion and action, absenteeism, lack of doing homework and lack of participation in school recreational programme. The absence of teacher professional pedagogies to accommodate students' differences and weaknesses are trait to students sustaining school career (Barton, 2006; Ornstein & Levine, 2003).

Most of the factors of school culture and its related were abides by the students and teachers, these were silently learned under its daily affairs. This is why school culture should lead positive attitudes (Ellison, et al., 2000; Al Fassi, 2004; Kruger, 2010). Students learn school culture directly from the teacher in the class, and from other associates in school environment, including school non-academic staff, senior students and peers. The aspects of school learning is equally categorized under the school hidden curriculum, and to some large extend is the aspects of latent function of learning. To a far extend a possibly dysfunctional aspect of the school environment can come out of it, which affect learning and learner positively or otherwise.

3. Methodology
3.1 Research Question and Objective
It is the interest of this study to examine the differences in parents and students perspective on the effect of school culture on dropout and non-dropout students in schools of Sokoto metropolis. However, it thus inquires if there is any difference in parents and students' perspectives on the effects of school culture on dropouts and non-dropouts students.

3.2 Research Design
The study is a simple survey (Koul, 2009). The study population area was Sokoto metropolis, with about 25,791 dropout students of the 6 to 15, (National population Commission [NPC], 2009). In any population of 25,000 to 40,999, the appropriate sample size is 378 and in this study the sample size was 390 for each group and the study had four groups (Israel, 2009).The groups were parents and students of dropout and non-dropout respectively, that is 390 by 4 = 1,560.This population was drown primarily from 30 JSS in the metropolis, the division of the population was randomly 13 participant of each group for a school. This Means that, $13 \times 4 = 52 \times 30 = 1,560$.

The instrument for this study was an adapted questionnaire, with 4 construct and 31 items. It is having two sections A seeks for demographic data and B research questions on school related culture issues. The adapted instrument was validated by experts in the field of sociology of education, educational measurement and evaluation, school monitoring and language education. Factor analysis was performed to ensure the validation of the items for the constructs, with a population size of 200 and correlation matrix for the scale were $r = .3$ and above, Bartlett's Test Sphericity were significant,$>.05$ and the Kaiser Meyer-Oklin (KMO) values were .6 and above, this indicated that the instrument was valid for the study. A pilot study was equally conducted with 120 as the population and the Cronbach's Alpha was .852. The questionnaire was distributed to groups, and the non-dropout data was collected in various schools, that of the parents were taken to their houses. Dropouts' students and their parents were visited in their respective houses. The schools register and registration form was used to identify and locate their houses and the data collected with questionnaire was analyses with SPSS computer programme and for the interview responses it was manually transcribed and themes were developed.

4. Hypothesis Test and Result Presentation

The population of the study was 1,560, while each group was 390, and their demographic information were on parental education which was divided into formal education with 425(272%), non-formal 891(57.1%) and parents without any of the form of education were 244(15.6%).On the parents occupation three categories were identified. These were civil servant 226(17.1%), business 840(53.8%), private organization 319(20.4%) and non-workers 135(8.7%). One-way analysis of variance (ANOVA) that was result conducted for four (4) groups (JSS dropouts [group 1], parents' for students' dropouts [group 2], JSS students' non-dropouts [group 3], and parents' for students' non-dropouts' [group 4]. The groups means scores were; group 1($M = 22.39$, $SD = 5.38$), group 2 ($M = 21.11.$, $SD = 4.36$), group 3($M = 15.71$, $SD = 2.35$), group 4 ($M = 18.47$, $SD = 4.66$).

Table 1: Test of Homogeneity of Variances for School Culture on the Groups

Test of Homogeneity of Variances

School culture

Levene Statistic	df1	df2	Sig.
115.502	3	1556	.000

The Levene's test was 115.502, with a significant (p) value of ($p = .001 < .05$) this suggested that test of homogeneity of variances was violated. Because of the violated assumption, table 2, was considered and reported.

Table 2: Robust Tests of Equality of Means for School Culture on the Groups

Robust Tests of Equality of Means

School Culture

	Statistic[a]	df1	df2	Sig.
Welch	274.817	3	812.969	.000
Brown-Forsythe	182.462	3	1293.811	.000

a. Asymptotically F distributed.

The Welch statistic shows [F (3,812.969) = 278.817, $p = .001 < .05$].This indicated a statistically significant different. But, this was further checked in the Brown-Forsythe which indicated [F (3, 1293.811) =182.462, $p = .001 < .05$]. The Brown-Forsythe test equally confirms that there was a statistically significant different within the groups. Therefore, because of the significant of the result output in table 2, above the post hoc test of multiple comparisons analysis was checked to identify where the statistical significant differences between the groups existed. The group 1 to, 2, 3, and 4 compared shows there was a statistical different between the groups. Group 1 and 2 compared was *(MD [I-J],* 1.27436*, sig. $p = .001 < .05$), group 1 and 3 was (*MD [I-J],* 6.68205*, sig, $p = .001 < .05$) and group 1 and 4 compared was (*MD [I-J],* 3.91282*, sig, $p = .001 < .05$).Group 2 compared to 1 was statistically different as indicated earlier, 2 to 3 compared was (*MD [I-J],* 5.40769*, sig. $p = .001 < .05$) and group 2 to 4 was (*MD [I-J],* 2.63846*, sig. $p = .001 < .05$).Group 3 compared to 1 and 2 were significantly different as indicated earlier and 3 to 4 compared was (*MD [I-J],* -2.76923*, sig, $p = .001 < .05$).Group 4 compared to 1, 2 and 3 were statistically different.

A One-way between-groups analysis of variance (ANOVA) was performed to explore mean differences among four groups on the impact of school culture on JSS students' dropouts and non-dropouts in schools of Sokoto metropolis. The basic assumptions guiding analysis of variance was first checked to make sure that the assumptions were not violated in table 1,but a significant value of ($p = .001 < .05$) which was indicated in the Levene's test, suggested that the assumption for homogeneity of variance was violated. Due to the violated assumption, the result in table 2, Robust Tests of Equality of Means was considered and reported. The Welch statistics was [F (3,812.969) = 278.817, $p < .001$], indicated a statistically significant test. But, this was further

checked in the Brown-Forsythe statistics which was [F (3, 1293.811) =182.462, p <.001]. Despite reaching a statistically significant different, post-hoc comparison indicated that the mean scores for Group 1(M = 22.39, SD=5.38), group 2 (M = 21.11., SD = 4.36), group 3(M =15.71, SD = 2.35) and group 4 was (M =18.47, SD = 4.66), which indicated there was statistically significant differences between the four groups. However, One-way analysis of variance suggested a statistically significant result. Therefore, concludes that school culture was a factor that influenced students' dropouts and non-dropouts in schools of Sokoto metropolis.

5. Discussion

The effects of school culture can be positive towards teaching and learning, in this case the culture is said to be productive and efficient to attain the designed educational philosophy of the society. On the other hand, where school culture is not productive due to deficiencies, which might be social, administrative, teacher or students factor, the school culture will remain an unproductive and unsupportive one to students learning. This condition affects students and teachers productivity in school and can frustrate students to dropout from school.

The study revealed that school culture was statistically significant. This inferred that school culture influenced students' dropouts and non-dropouts in school of Sokoto metropolis going by the comparisons of the groups of the study. This deduced that school culture (ideological philosophy [written and unwritten], school expectations and assumptions [from students and members of school community] had influenced students character in school and towards school activities (Charland, 2011; Maslowski, 2001; Cohen, et al, 2008). The school organizational norms, beliefs, artifacts, symbols, official curriculum contents, hidden curriculum, latent functions, manifest functions, dysfunctions, equally influenced students learning and socialization (in classroom and outside classroom) in schools of Sokoto metropolis Nigeria (Patrick,2012; Ikoya & Onoyase, 2008; FRN,2013; UBEC,2004).

School culture, is ideologically an interpretation of policies to the schooling community, in school or within schooling period, this is associated to scenarios that will institutionalize on school desirables values. These are remotely tied to teaching and learning goal oriented atmosphere that deal with both content learning and the acquisition of skills. Teachers and students interaction should be on the collective interest of school rules. However, school culture that influences positive interaction should be toward innovativeness, which will be guided by the school leadership and administrative commitment. The above factors can be administered or practice in school positively or negatively. Hence, there applicability in either way has effects on student. These effects in schools of Sokoto metropolis had influenced students' dropouts and promote poor culture of learning to the students, who had not dropout from school (Hunt, 2008; Gury, 2011; MacNeil, et al, 2007; Bowles & Gintis, 2002).

  Therefore, students learning activities and adherence to culture should be seen in both functional and dysfunctional position in schools depending on the social unit (peers), a student is connected to, which influences students decision to dropout or not. The conceptualization of school culture and its effects goes along with the nature of students' socialization (with teachers, peers, learning materials and environment) and learning (official and unofficial learning, productive and unproductive) (Abraham, 2012; Haralambos, et al, 2008; Ellison, et al, 2000). Thus the official curriculum in schools existed alongside with the hidden curriculum and extra curriculum activities. These are integrated aspects of school culture that had influenced students' attitudes in schools. On the other hand, school culture integrated formal and informal, conscious or unconscious, planed or unplanned school related activities. These factors affect the attitudes of students towards learning, schooling career and how to obey rules.

School culture is responsible for the daily activities of students' socialization, which implied teaching school norms and values as, prerequisite for student to abide by school rules. Were a student deviated to other activities that are contrary to school norms and values. They were subjected to punishments which natures of applications are problems to majority of the students in school, consequently influenced student to exhibits dropout syndrome and stop going to school (Barton, 2006; Kruger, 2010; Ayodele & Baba, 2007; Patrick, 2012).

The school culture can be pleasant or unpleasant to students. However, it is expected to be accommodative to students learning differences, to be socially functional to students' interest. The school is as a bureaucratic organization owing to the fact that it has all the operational features of bureaucratic organization and a society in a miniature form, this make it a total rules and regulations abiding environment (Relatively, the school culture is an extension of the society's culture (Ellison, et al., 2000; Loukas, 2007; Giddens, 2006; Macionis, 2012). The success of teaching and learning, moral behavior of students both accepted and unaccepted were influenced by school culture directly or indirectly by teachers and other school personals and on the other hand from students peers and through other channels of interaction during school. This is why students' dropouts and non-dropouts were associated to the influences of school culture officially considering its dynamism, because schools should to be accountable for students' success or failure during the career of schooling. Students are expected to be taught rules of the schools and society indirectly as function of school to society, to be disciplined and educated

(Haralambos, et al., 2008; Char land, 2012). As expected by Nigerian societies from the school programme, which was design for nine (9, years UBE scheme), as basic and compulsory education (FRN, 2004; FRN, 2013). However, this achievable expectation is now limited to some few individual students in Sokoto metropolis who did not dropout from school. Thus, dropouts will not be opportune to learn societal basic rules through the school, which will prepared him or her for the complexity of rules inbuilt in society for the conformity of citizens. This is equally why education is seen to be teaching students how to be docile and conform to the programed ethics of society. This is a challenge to the dropout social security and that of the nation to preserve its values for sustainability. The teaming categories of dropouts remain a waste talent, liabilities and a teaming population of the country that cannot access or had cut off from the career of productive future (SSMOE, 2007; MDG, 2010; FRN, 2004).

Therefore, students' dropouts from school is associated to uncomfortable school rules, negative influences of peer and general lack of motivation from the part of school personal. On the other hand, students who did not dropout are comfortable with the school culture, because of the social and moral support from the parents. The school culture is expected to modify and reorient students to conform to all active rules and regulations, as school teaches students to conformity to rules. The students social conformity is a requisite for school and society accepted (Al Fassi, 2004; Kruger, 2010; Ellison, et al., 2000; Cohen, et al, 2008).Therefore, school culture is learnt from teachers, classrooms, peers, other students and non-academic staff. That is why the school culture cannot be totally monitored by the authority alone. The aspects of school culture influence students in either ways to nurture learning habit or prompt truant attitude, and lack of obedience which will fortunately lead to dropout from school.

School culture is an integrated factor of the school activities, official or unofficial from teacher, between and within students. This is thought to make students conform to school norms and values, by means of learning and socialization at the micro interaction level. This interaction will later be complemented with that of the school which is larger culture. This will help to prepare students for a more complex social culture of society. Learning the school culture cut across all levels of learning from home to school, and school back to the home. Thus, school and home paradoxically influences each other's activities on students' education career. These influences can be functional in favor of students and society or dysfunctional against students and society (Maslowski, 2001; Ornstein & Levine, 2003; AlFassi, 2004; Hunt, 2008).

Students are vulnerable to any learning process which is not productive to good attitude formation. Therefore, where school culture is not pleasant to students and they are not properly cultured or positively oriented, the consequences will be lack of good learning and students' dropout as in related to the findings of this study. School culture is multi-dimensional in nature and it involved school rule, rituals, norms, materials and non-materials aspects of school culture, teachers and students. These dimensions of school culture influenced students' attitudes to learning and school activities negatively or positively depending on the circumstances surrounding students' interactions. The negative manifestations of all school culture or school related cultures are strong factors that predicted students dysfunctional attitude; like truancy, disobedient and dropout. However the positive manifestation of the school culture or its related factors influences productive learning atmosphere to student and protect the not to dropout.

Conclusion

The study investigated the effects of school culture on students' dropout and non-dropout in schools of Sokoto metropolis. Four groups participate for the research, dropout and non-dropout, parents for dropout and non-dropout students. The group responds was analyzed, with One-way analysis of variance and the findings suggested that school cultural were factors that influenced JSS students' dropouts in Sokoto metropolis Nigeria. However, a school culture which is unpleasant is a challenge to students' dropouts and non-dropouts and to the entire teaching and learning process of schools in Sokoto metropolis Nigeria. Deductively, the study posits that students' success in school academic pursuit is relatively associated to the positive (pleasant) school culture. This is not restricted to teaching and learning alone, but alongside hidden and extracurricular activities that concludes to form the entire school culture. Thus, the failure of students in school and consequent dropout equally has influencing factors from the school culture. This is not to say that family of student has not strong role on students success or failure in academic pursuit.

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