Does Home and School factors Predicts Students Dropout in Sokoto Nigeria

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Abstract

The study seeks to identify the possibilities of home and schools multiples factors as they best predict student's dropouts in Sokoto Nigeria. The study was restricted to 30 junior secondary schools and to class two (JSS2) alone using simple random sampling method. The entire participants were categorily two groups (in school students [non-dropouts, 390]) and dropout's students. Each group was has [390x 2 =780, Yes and No, 780] (i.e., dropouts students and their parents), the total population was 1560, they all responded to adapted research instrument. Logistic regression was used to explore the best predicted factors among the study identified multiple variables under home (parents occupation, social economic support, residential location, religious) and school factors(school culture, classroom environment or ecology, school building/structures, school administration).The findings indicated that parents social economic support is the first best predictor on students dropouts from JSS schools, followed by school administration and classroom ecology respectively. Thus, with an increase of parental socioeconomic support, accommodative and productive school administration, which will foster positive classroom interaction and teaching/students connectedness, student's dropout from school can be minimized.
Keyword: Home/school factors, best predictors, student's dropouts, Sokoto state, logistic regression

Introduction

The home and school has long been recognised (school and society) by educational experts, scholars and researchers as centre human development (Macionis, 2012; Schaefer, 2004). These integrated factors of the home and school includes other parental inbuilt or socially associated factors, that serves as research variables and as factors that influences education of the individual students in all societies. Home factors, in some studies or sociologically in books or in sociology of education are tagged as parental factors, parents socioeconomic, family social culture, family social

capital, parents or home social support or family social class or social mobility (Abebi, 2004; Adeyemo, 2003; Aggarwal, 2006; Aluede, 2006; Ayodele & Baba, 2007; Bahr, Hoffmann, & Yang, 2005; Bass, 2003; Bowles & Gintis, 2002b; Daramola, 2002; Flores-Gonzalez, 2002; Haralambos, Holborn, & Heald, 2008; Yusof, 2006). Looking into the collection of these concepts in the studies of social educational factors, as an indication of the availabilities of educational variable that affects issues related to students education.

Thus these concepts are in some cases difficult to assess and to have sharp differences between them. This is why they constantly have close relationship in studies related to social factors in education. In some cases social variables seems to be overlapping and poses challenges. However, they are constantly interpreted as factors on student's education negatively or otherwise. In this study students success in schools is classified as non-dropout and ability to sustain school related culture. On the other hand failure here is concluded as one who dropout. Thus, the study is interested in investigating the study variables as factors that influences student's dropouts from school of Sokoto Nigeria. The conclusive question of this study is that, which among the study variables home (family/parents [occupation or job/income, religion, family culture, social mobility, types of home and residential location]) or school factors (school culture, administration, school structure [building/physical plant], classroom factors/environment ecology/ arrangement/management/connectedness of peers/student and teachers and school culture [rules and regulation]) best predict students dropouts.

However, social institutions like home and school are empowered to train, educate and socialize the individuals (young adults) and groups toward the expected information and skills for social development in societies.The relationship between school and society manifests in two ways, how each other influence and capitalizes on each other, example is how systems, sub-systems or institutions influence the school, and as a sub-system of education institution, school activities influence society. Institutions (Education, [school] and Home/Family [parents]) were to cater for children's prime and subordinate socialization. However, where the intention is not fulfil, the deficiencies will be attributed to home and school factors (Ogunbameru & Rotimi, 2006). Either parent's poor social mobility, which will manifest in socioeconomic support, or poorschool related factors. Thus the consequences must be on entire society negatively or positively (Fafunwa, 2004; Loukas, 2007; Mora & Oreopoulos, 2011; Rose & Al-Samarrai, 2001; UBEC, 2004; UNICEF, 2006).

The training, educating children through schools andunder the umbrella of home/parents [family] is a responsibility on the other hand it is the duty of the school to socialize, train and provision of knowledge, schooling culture, empowerment and inculcation of positive norms and values to students. The school as moral education and training centre has a popular tolerability and is being supported by societies and all generations with different structures and modification over time (Carpenter, 2011; Kruger, 2010; Kyriakides & Creemers, 2011; Ornstien & Levine, 2003). Nigeria is operating the 9-3-4 system of education. It comprises a variety of formal, informal and non-formal educational activities geared toward attaining functional literacy for the individual citizens of school age.

This system according to theFRN (2004) shall comprise 6 years of (primary school), 3 years for (junior secondary school [JSS]), that is 9 year, 3 years for (senior secondary school) and 4 years for the university. This study is interested in the basic system of the education, which is junior secondary school [JSS]. To FRN (2004), basic education shall be of 9-year duration comprising 6 years of primary education and 3 years of junior secondary education.

Related Literature

Home Factors

Social and economic support or status, social position and ability of individual in any society are interrelated to home factors or background. However, these two different factors work collectively to build a person's home total personality. This argument calls that social class and economic ability or statuses are the primary issues upholding the personality of parents (home related factors). Social factors of human societies are not abstractly measured, they are an obvious display of ways of doing things, which are physical and actions of appreciation or rejection. The social inbuilt of a culture, organization, family, peers, business, gang, urban, rural, rich, poor, educated, uneducated, literate and illiterate are seen in their actions and associative attributes which are recognised and attached to groups, persons or home/family.

However, the home socioeconomic support is dominantly used to cover all people's social measurement like; education, occupation, religion, residential location and income. These give the picture of person's social class (Macionis, 2006; Sule, 2003).Home/family low socioeconomic support influences pooracculturation in families too and did not encourage children access to education. Number of poor childrenhas lost the desire to attend school. Most of these children must assist in farm work or disposal of farm produce on schooling days and this is strongly associated to poverty in the family(Ananga, 2011; Sule, 2003; UNICEF, 2006).The size of a family, the quality of school and the degree of parents' interest for children's education connects to their income, ability and social status. Individual students need to be educated, therefore need the support of parental beliefs and socioeconomic supports in whatever perspective.

Social class remained an obvious social phenomenon in the educational pursuit for every student in all society(Haralambos et al., 2008). This affects students subjectively or objectively with the home related factor. Subjective classification evolves round life style and spam, occupation and income. Social class issues on students can equally be far beyond properties, this is subjective by what society infer on as a social criteria for social encampment (religion, ethnicity, gender, occupation, residential location).Objective social position within distributions is the basic conclusion for how people are objectively placed under certain position in society using some fixed yard stick for measurement i.e. upper, middle and lower using property, credentials, jobs, skills and income(Giddens, 2006; Haralambos et al., 2008).This social position affects individual family and home.

The home/family social class is a rational base for societal judgement or explanation of economic life chances in Nigerian societies (Virginia, 2005). This led to the association of people and their life style of living. Home social mobility, social economic position, influences personal perceptions and ability, it has effects on job, occupations and social security, including student's education in society. Social mobility is an important aspect for in of educational chances, and it integrate residential location factors, especially those that affect education of individual are social interaction, material factors, religious inclination, social class of location and economic environments (Patrick, 2012). These altogether includes, home, poverty, distance, perception of parents on education (Oluwadare & Julius, 2011; Sander, 2006). These factors in any way would affect the education of students and subsequently their school life success which might be [non-dropout] or failure [dropout].

Religious practices and belief at home play a complex and pervasive role in shaping students earliest learning opportunities and experiences in life. Parents' religiousbelief in Sokoto metropolis affects the decision about when and how children learn western school-related skills. Home and

parenting factors are beyond activities that are material alone, to understand a child, this requires constant parents' and children association and protectiveness in terms of morals and discipline (Adeyemo, 2003; Kim & Rohner, 2002). Home/family education support are factors that are extrinsic through the provision of material support, which affects the intrinsic factors by responding through loving, caring and building of children's emotional strength. These two categories are fundamental ingredients in the success of every child both in education and in other aspects of life (Enoh, 2003; Ready, 2010)

School Factors

The concept of school factors is related to the interaction of all the inbuilt school features (school culture, administration, environment, classroom ecology, physical environment and structures) with the personnel's and students'. These categories of factors have strong correlation to student's dropout in schools. But, they will be examining in the level of best predictors. This is because the various schools vary in term of quality and priority for school features. Some schools are standard, with qualified personnel and enabling teaching and learning environment, while others are not. Schools are expected to be socially, psychologically and academically appropriate to teaching and learning.

The social structures of every society are reflected in the schooling system, and the ideologies of the society is what made up the goals of education, its social creeds, mission and vision,as an interdependent relationship between school and society (Cohen, McCabe, Michelle, & Pickeral, 2009; NSCC, 2007). The question of accountabilityis another factor (to whom, when and why) of the school to the society. Technically, school and society have expectations on each other(Kyriakides & Creemers, 2011; Skrla, McKenzie, Scheurich, & Dickerson, 2011). This is the basic reason why the school environment and staff or tools have to be technically up to the expectations of the students and people outside the school [society], under its umbrella as school factors (Bear, Gaskins, Blank, & Chen, 2011; Charland, 2011; Lingard, Hayes, & Mills, 2003; Singal & Swann, 2011).

The school culture carries along social orderlinessof the organizational norms and beliefs, as parts of its social milieu. School culture is within the silence symbols and are primarily based on societal beliefs and socially structured within the school settings. This refers to idea, assumptions, and values of the social unit. It dictates its social rules for individual roles (administrators, teachers, parents and students).School culture, just like the broader societies culture is in the school organization (milieu, social system and academic direction). The school cultural includes but not limited aspects like; myths heroes, symbols and cultural artefacts (manifest aspects of culture).Others are assumptions, values and behavioural norms(latent aspects of school culture) (Charland, 2011; Ellison, Boykin, Towns, & Stokes, 2000; Maslowski, 2001).All school factors and culture influences students in schools, either positively or negatively.

The classroom as part of the school factors remain important in the judgment or describing the norms of classroom setting(Burke, Oats, Ringlet, Fichtner, & Del Gaudio, 2011; Galton, 2010). The importance of the classroom teacher was equally recognized by,FGN (2004) that, no nation rises or will rise above the level of its education, this involves both the structures, contents and pedagogies of teaching. Education system cannot progress beyond teachers' quality, as supported

by the importance attached to teachers (Adesina, 2011; Adeyemi, 2007; Aggarwal, 2006; Farrant, 2004).

Appearances and school physical plants involve school building, location, safety, appearance and environmental safety. Lack of safety in schools exposes students to social risks(Wisner et al., 2004). School safety should involve good building plans, protective majors, risk management strategies. School should also enhance access to education and improve retention strategies (Lingard et al., 2003; NSCC, 2007; Raywind, 2001). Thus the building of school should put the issues of demographic factors into consideration, like; schoolsafety (safety considering what safety is meant to be in a particular setup and community) and comfortable, essential factors should be provided like; toilet facilities for teachers and students, good classroom structures that are strong and safe location, means of transportation and flourish environment, all are the expectation of school physical plants.

In related to study leadership style always remain a focusof discussion between teachers, students and within both group in a particular school(Carpenter, 2011; Charland, 2011). Leadership style affects school culture (dealing with both the seen and unseen governing rules and norms).This has effects on teacher's commitment to their job, influences the act of discipline within school environment, and enhances students' academic performance or frightens students away from school. School leadership affects school climate, culture and classroom either positively or negatively(Ananga, 2011; Nwagwu, 2008). Disciplinary measures are prime concern to schools' daily administrative organizations and success. Therefore, school premises are expected to operate ondisciplinary ethics both in the classroom and outside classroom, but within school settings.

Research Design

The study was a simple survey that was carried out to investigate the most predicting factors on student's dropout in secondary school of Sokoto state of Nigeria. In the study thirty 30 junior secondary schools were involved, with the identification of other dropouts students. The groups were two the (in schools students [non-dropouts]) and the (dropouts students) each group number is 390, which were randomly selected from the schools in Sokoto metropolis. Collectively, each student dropout and in school were given two questionnaire each for student and parents (390 x 2=780). This makes the population to be (780x2=1560) for four groups (390x4) but are classified to respond to [Yes (780) or No (780)], this make the study to have responses of two groups [Yes, indicating dropouts and No indicating in school, not dropped]. An adapted parental factors and school climate scale was used to extract information from the participant. In the data analysis logistic regression was used to identify the most predicating variable on dropout from other variables of the study.

Presentation of Findings

Introduction
Research Question: Are Home and school factors the best predictors of student's dropouts from secondary schools of Sokoto state, Nigeria.

Research Hypothesis (H_0): Home and school factorsare not the best predictors of student's dropouts from secondary schools of Sokoto state, Nigeria.

This study was analysed with logistic regression, to perform a logistic regression there are underlining assumptions and these basic assumptions where identified and observed. This was performed to determine the impact of multiple independent variables (Predictors), under home factors; (parents occupation 1. civil servant 2. business 3. private organization), parental socioeconomic support, parents residential location, parents religious belief) and school factors were (school culture, classroom ecology, school physical plant, school administration). The categorical variables (Predicting factors) were JSS2 students' dropouts and non-dropouts. In line with the above the assumptions for logistic regression were not violated, as the dependable variables were dichotomous (two categorical). The groups were mutually exclusive and the sample population of the study was large. The two categories of the study population had a responded code value of (yes [0] and no [1]), with a population of 780 for each category and a total number of 1560 sample size.

Table 1: Omnibus Test of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	1231.748	10	.000
	Block	1231.748	10	.000
	Model	1231.748	10	.000

Table 1 above,is the omnibus test of model coefficients indicated that the model performs well andis referred to as the overall goodness of fit tests. The assumption is to have a highly significant value (sig. <0.5). In this test the sig. $p=.001$ <.05.The test (Chi-square X^2 [df10] =1231.748, $p=.001$<.05). This suggested that the test model predicted variables were better than the original guess of the model. Therefore, the model was used for the study.To confirm the fitness of the model the classification Table 2 below was checked.

Table 2: Classification Table

			\multicolumn{2}{c}{Students Dropout status}	Predicted
	Observed		Yes	No	**Percentage Correct**
Step 1	Students	Yes	710	70	91.0
	Dropouts status	No	96	684	87.7
	Overall Percentage				89.4

a. The cut value is .500

The classification above in Table 2 shows that a high percentage (91.0 to 87.7) of respondents answering (Yes or No) to dropout status. This is a significant improvement from the initial classification in block "0" which was 50%. This equally suggested that the model performs well. The predicted (Yes, 710) and observed (Yes, 96). Therefore, the positive predicted value is (96 + 710 = 806 and 710 ÷ 806 x 100 = 88.08). Therefore, the positive predicated value is 88.08%. This indicated that the model accurately predicted 88.08% to have dropout problem. The negative

predicted value is the percentage of cases predicted by the model not to have the characteristics that is actually observed. The model usefulness was further checked in Table 3 model summary.

Table 3: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	930.871[a]	.546	.728

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

Table 3 model summary provides information about the usefulness of the model. The (-2Log likelihood was 930.871), (Cox and Snell R square was.546) and (Negelkarke R Square was .728), this suggested that between.546 percent and .728 percent of the variability is explained by this set variables (dropout status). In this case it was .728, indicating a moderately strong relationship of 728% between the predictors and the predicted. This equally confirmed that the model fitted the study.

Table 4: Variable in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]								
Poccp(1)	-.509	.341	2.228	1	.136	.601	.308	1.173
Poccp(2)	-1.306	.299	19.132	1	.000	.271	.151	.486
Poccp(3)	.483	.352	1.884	1	.170	1.621	.813	3.231
PSES	.180	.019	86.211	1	.000	1.197	1.153	1.244
PRLOC	-.153	.035	19.095	1	.000	.858	.801	.919
PREBL	-.353	.030	135.290	1	.000	.702	.662	.746
SCHLCUL	.092	.030	9.311	1	.002	1.097	1.034	1.164
CLSSEC	.040	.028	1.988	1	.159	1.040	.985	1.099
SCHLPP	-.151	.038	16.016	1	.000	.860	.799	.926
SCHLADM	.066	.027	6.079	1	.014	1.069	1.014	1.127
Constant	2.442	.928	6.922	1	.009	11.498		
Constant	2.442	.928	6.922	1	.009	11.498		

Table 4 above, variables in the equation table provided information on the Wald test. The variables that predicted well are less than (p =<.05) indicated that the variables contributed significantly to the predicted ability of the model. In this test there are 8 (eight) factors (variables) that were significant (p= 0.5 level), indicating to have contributed to students' dropouts and for every increased support on each factor to the dropout students, the tendency to dropout decreases.The Exp (B) column provides the odd ratio for the variable test, and suggested that the more these are positively supported the less problems of JSS2 students' dropouts, and for every 1% increase the odd reduces by the amount in the ratio if all things being equal. For each of the odd ratio Exp (B) there was a 95% confidence interval (95.0% CI for EXP [B]). The Exp (B) for POCCP (business) was .271, PRLOC was .810, PREBL .751 and SCHLPP was .838. This indicated that with an improvement on the respective variables of these values, there will be decrease in JSS2 students' dropout cases.

The column for statistical significance provide information on the variables that were significant to the factor being predicted at p =.05 level. Parents' occupation (business, p=.001<.05, odd ratio [OR] = .271). Parents socioeconomic support (PSES, p=.001<.05, odd ratio [OR] =1.19). Parent residential location (PRLOC, p=.001<.05, odd ratio [OR] = .858 less than 1). Parents religious belief (PREBL, p=.001<.05, odd ratio [OR] =.702 less than 1).School culture (SCHLCUL, p=. 002<.05, odd ratio [OR] = 1.09). School physical (SCHLPP, p=.001 <.05, odd ratio [OR] =.860 less than 1). School administrator (SCHLADM, p=.004 <.05, odd ratio [OR] 1.06). These factors are statistically significant at p=.05 level, suggested to have contributed to the predictive ability of the model. Therefore they were significant to the JSS2 students' dropout. The test suggested that parents occupation (civil servant, p = .136>.05, odd ratio [OR] = .601 and business=.170 >.05, odd ratio [OR] =1.62), classroom ecology (CLSSEC, p=.107 >.05, odd ratio [OR] .838), in the model suggested that these factors were not significant to student dropouts.

The B value provided in the second column provides information on the direction of the relationship of a variable. The negative B value indicated that an increase in the independent variable will result in decrease probability of the dependent variable. In this test (POCCP [business] B value was -1.306, PRLOC, -.153, PREBL -.353, SCHLPP -.151). These suggested that with an improvement in these variables, the less likely JSS2 students will dropout from school.

Logistic regression was conducted to examine the predictive ability of home and school factors on JSS2 students' dropouts. Home factors as a variable consisted of the following; (parents occupation [POCCP], parental socioeconomic support [PSES], parents residential location [PRLOC], parents religious belief [PREBL]) and school factors consisted of (school culture [SCHLCUL], classroom ecology [CLSSEC], school physical plant [SCHLPP], school administration [SCHLADM]). The population of the study were (JSS2 students' dropouts and their parents') and (JSS2 student' non-dropouts students' and their parents'). These two categories of the population responded to (yes, 0 or no, 1) as coded by the test model.

The overall model of fit which is the Omnibus test of Model coefficients indicated a strong fit as (Chi-squareX^2(df 10) =1231.748, p=.001<.05). This suggests that the assumption was not violated. The p value is p =.001<.05, indicating that the model performed well and the predicted variables are better that the original guess of the model. The study population was 1560 and 780 for each categorical group. The classification Table 2 indicated a high response of (91.0 to 87.7) that answered positive to dropout status. The model predicted yes was 710, with a positive predicted value of 88.08. This suggested an accurate prediction by the model. The model summary equally suggested a moderately strong relationship for the predictor and the predicted as Table 3 model summary was (-2Log likelihood = 930.871, Cox and Snell R Square =.546, Negelkarke R Square =.728).This indicated .728 as moderately strong fit for the model. The variable in the equation in Table 4 presents the variables and their significant levels. The model predicted that the following variables were statistically significant (parents occupation [business, p=.001<.05]. Parental socioeconomic support [PSES, p=.001<.05]. Parents residential location [PRLOC, p=.001<.05]. Parents religious belief [PREBL, p=.001<.05], school culture [SCHLCUL, p=.002<.05], school physical plant [SCHLPP, p=.001<.05] and school administration was [SCHLADM, p=.014<.05]). This suggested that these variables had significant impact on theJSS2 students' dropouts.

Other variables like parents' occupation (civil servant=.136>.05, private organization, p=.170>.05) and classroom ecology [CLSSEC, p=.159>.05], were not statistically significant, indicating that they had no impact as a predicted factors on JSS2 students dropouts. Logistic regression is interested in reporting increase or decrease in variables if less than one (1), because continuous variables is the predictor. The B column indicated a negative direction for, POCCP[business] -1.306 and PRLOC = -.153. PREBL = -.353 and SCHLPP = -.151, suggested that

with an increase in these variables by either a unit, there will be a decrease in the dependable variable (dropouts status). The Exp (B) column equally suggested that if these variables; POCCP with [business] =.271, PRLOC =.858, PREBL =.702 and SCHLPP =.860 were positively supported by 1%, there will be the likelihood that a student will not dropout all thing being equal.

Therefore, the model predicted that(parents occupation [business] [POCCP], parental socioeconomic support [PSES], parents residential location [PRLOC], parents religious belief [PREBL], school culture [SCHLCUL], school physical plant [SCHLPP], school administration [SCHLADM]) were strong predicted factors on students dropouts status. Butparents occupation [POCCP, civil servant and private organization], classroom ecology [CLSSEC] were not strong predicting factors on students' dropouts. The model suggested that with an increase in positive support of 1% by (POCCP [business], PRLOC, PREBL, and SCHLPP), the likelihood forJSS2 students to dropout will decrease. However, this study is interested in reporting the most predictable variables on students' dropout using standard error (S.E) Colum. In this case (PSES, .019; SCHLADM, .027; CLSSEC, .028) are the best predicted variable, (Refer to appendix G for Logistic regression best predicted variables).

Table5: Summary for Logistic Regression

S/N	Variables/factors	Significant level	Remark
1.	Parents occupation		
	a. Civil servant	P=.136>.05	Fail to reject
	b. Business	P=.001<.05	Rejected
	c. Private organization	P=.170>.05	Fail to reject
2.	Parents socioeconomic support	P=.001<.05	Rejected
3.	Parents residential location	P=.001<.05	Rejected
4.	Parents religious belief	P=.001<.05	Rejected
5.	School culture	P=.002<.05	Rejected
6.	Classroom ecology	P=.159>.05	Fail to reject
7.	School physical plant	P=.001<.05	Rejected
8.	Administrative organization	P=.014<.05	Rejected

The above Table 5 is the summary of the entire variable presented in the study and the level of their significant to dropout. This presents the variables, significant values and remarks, as applicable to the study.
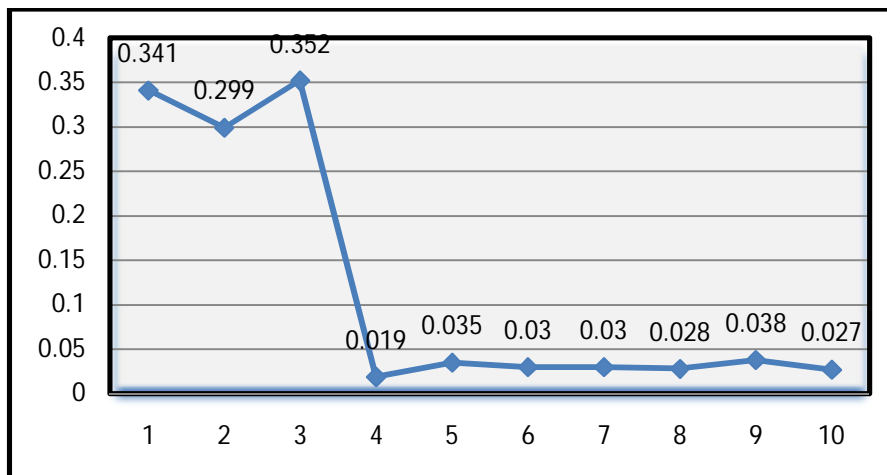

Figure 1.Chart of Logistic Regression Most Predicted Variables Values

The above figure 1 is presented to indicate the level of the most predicted variable, which are 4, 10 and 8 as presented in the next Table 6,summary of logistic regression most predicted variables, using the values of (standard error "SE") of the result presented.

Table6: Summary of Logistic Regression Most Predicted Variables

S/N	Variables	SE Value	Remark
1.	Civil servant	. 341	Predictor
2	Business	. 299	Predictor
3.	Private organisation	. 352	Predictor
4.	Parents socioeconomic support	. 019	Most predicted 1
5.	Parents residential location	. 035	Predictor
6.	Parents religious belief	. 030	Predictor
7.	School culture	. 030	Predictor
8	Classroom ecology	. 028	Most predicted 3
9.	School physical plant	. 038	Predictor
10.	School administration	. 027	Most predicted 2

The above Tables 6 is the summary of the entire variables, (Standard Error "SE") values are used to determine the most predicted variables on students' dropout and other variable presented in this study. The table indicated variable of (Parents socioeconomic support [SE .019], most predicted 1: School administration, [SE .027], most predicted 2: Classroom ecology [SE .028], most predicted 3).

Discussion

The study used logistic regression to check the predicting ability of the multiple independent variables on JSS2 students' dropouts (dependable variables) in Sokoto state Nigeria. The result was largely significant suggesting that home and school factors were good predictors for students' dropouts. The findings suggested that parents' socioeconomic support under the home factors is the best predictor, followed by school administration and classroom ecology under the school factors. The study posits that, productive parental factors that are positively inclined to learning assistance to students encourage them to stay in school.

Additionally, literature indicated that, socioeconomic support were in line with other study social variables like family social economic status, support to students, educational background of the parents (single or double), economic strength of parents (single or double) and home cultural orientation towards western education (Gage & Zhen, 1995; Olaniyan & Okemakinde, 2008).

The result by logistic regression suggested that not all the variables were strong predictors on JSS2 students' dropouts in school. In the view of Regina and Osagie (2010), socioeconomic support on students gives access to school, ability to sustain education and succeed in education career. Parents' socioeconomic support is a predicting factor on family life style and students' life chances, which include the access to school and success in school activities (Bowles & Gintis, 2002; Mahuta, 2007). Thus, parents' socioeconomic support is a social pre-condition for students' success in school and in social life chances in the larger society.

Parents' socioeconomic support which is part of the home factors is the best predictor on JSS2 students' dropouts in schools. As a factor, parents socioeconomic class (Macionis, 2006),

socioeconomic status (Haralambos, et al., 2008), education level (Sharma, 2009; Adegoke, 2003), occupation and income (Hurns,1985; Ritzer, 2007; Meighan & Siraj-Blatchford, 2004; Broussard, 2010; Bowles & Gintis, 2002) are the basic strength of parents life style and influence decision making, which further predicts the chance of a student in any education institution. Literature supports the findings, that socioeconomic support of the parents in Sokoto metropolis is significant to students' education. Social stratification of the larger society, which affects parents' social status in society, has direct influence on children education (Evis et al., 1993; Regina & Osagie, 2010; Babatunde & Adefabi, 2005).

School administrative organization is the second best predictor on JSS2 students' dropouts in schools of Sokoto metropolis. This implies that the school administrative organization which is the strength of school in terms of promoting good teaching, learning and conducive atmosphere is a factor that influenced dropouts. Among the school factors, school administration is identified as the factor capable of making administrative decision and implementing rules and regulations. Therefore, the level of administrative commitment determines the quality of school related activities. But, a poor school administration will not be able to enforce bureaucratic rules on teachers and students. A good school administration will make a productive school related activities within the teachers and students. The finding correlated with existing literature both posit that school administration has effects on students and their level of discipline and commitment to school and success in school.

Classroom factors/environment or ecology was the third factor as suggested by the output from logistic regression the as a predicting factor on JSS2 students' dropouts in schools of Sokoto metropolis. This result suggested that classroom is the third best predictor on students' dropouts in schools. This is because the traditional classroom setting involves only teacher, chalkboard, students, desk, reading and writing material from students. These factors are basically expected to be present in public secondary school classrooms of Sokoto metropolis. But, a living classroom (functional classroom) should have good and comfortable seats, classroom arrangement and management, neat, conducive, appropriate teacher and students ratio. However, productive school features are not attainable in the schools of Sokoto metropolis. Students sit on the floor to receive lesson, others on the window and teachers are not frequent in their classes. The classroom has no electricity, fans, or reading and writing material for all the students. Thus classrooms that are poorly operating below expectation must be connected to students' poor learning and dropout in school.

Conclusion

The study indicated that the two major institutions (home [family] and school [education]) cannot be detached from human socialization, education, empowerment and society's social structural initiatives for development. Thus, this concludes that educational success or failure of student should equally be tie to these institutions. By implication the ability for a student to sustain school and graduate or not to, by dropping out have correlational influences from the home and the school respectively. In this study the home factors (parents occupation, socioeconomic support, residential location, religious belief) and school factors(school culture, classroom ecology, school physical plants, administrative organisation) were put to test using logistic regression to identify which among all the variable is the most predicted on students dropouts in Sokoto Nigeria. The study unveiled that all the identified variable are possible predictors on student dropout, but parental associated factors(socioeconomic support, home social class, family mobility) are classified as best predictors of student dropout from school ,while students classroom and school administrators are

second and third respectively. This finding is in support of other scholars who posited that parental factors in general and all school associated factors have strong correlation to student's success or failure in schools (Bowles & Gintis, 2002b; Cohen & Lotan, 1997; Haralambos et al., 2008; Macionis, 2012; Maslowski, 2001; Meighan & Siraj-Blatchford, 2004; Regina & Osagie, 2010; Sharma, 2007; Turkat, 2002).

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