



SCHOOL SOCIAL CLIMATE AND DROP-OUT TENDENCY AMONG SECONDARY SCHOOL STUDENTS IN BORNO STATE, NIGERIA

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Abstract

The study was conducted to examine the influence of school social climate on drop-out tendency with specific focus on secondary school students of Borno state, Nigeria. Two research questions and two corresponding null hypotheses were formulated to guide the study. Conceptual and empirical research works were reviewed in line with the objectives of the study. The study made use of the descriptive survey research design. Population of the study comprised of 20,910 ss3 students. Multi-stage sampling technique was used to select a sample size of 1,022 respondents. A researcher-developed instrument structured on a 4-point Likert scale was used to ascertain the reliability of the instrument. A reliability co-efficiency of 0.73 was obtained which indicated that the instrument was reliable enough for the study. Data were analyzed using mean and standard deviation to answer the research questions. Independent t-test was used in testing the hypothesis which were rejected and the alternate accepted. The study established a significant influence of school social climate and drop-out tendency. Recommendations were therefore made that among other measures, the school environment should be made conducive for teaching and learning.

Introduction

Social climate of the school is one of the key variables that plays a critical role in not only the cognitive and intellectual development of the child, but his chances of completing school. It is observed that there is an association between the social environment of the school characteristics, the social environment of its programme and drop-out rate of the students (Nwankwo, 2006). According to Rumberger and Thomas (2000), school in which students have limited opportunities for academic success appear to have greater drop-out rate than the ones where the chances of success are higher. Students who more often get low grades, fail many subjects and are retained in the same grade are more likely to leave school prior to graduation. Students who face difficulty meeting the academic demands tend to leave rather than continue in the face of the frustration of failing to achieve goods grades.

School social climate has been found to either encourage or discourage learning in students. The social climate variables here may include but not limited to teacher-students relationship, student-student relationship, teaching methods, class size, and leadership styles. The leadership style of the teacher for instance, can generate a form of dislike of him by students. This can be transferred to the subject he teaches and the class he handles. When the students observably do not like a particular teacher, there may be a tendency of transfer of aggression to the subject he teaches. This will definitely affect their performance in the affected course and definitely resulting in drop-out.

Away from this is the nature of relationship among students themselves which is a variable that may likely pose tremendous influence on the chances of learners completing school. It is observed that children who make friends easily and relate well with their peers grow to find



learning pleasurable and have a higher chance of excelling in academics and completing school. The reverse may be the case for those who are socially withdrawn. Presently, there are many reported cases of violence and assault by students against colleagues and classmates. Anomic behaviors and incidents like fighting, bullying, cultism, and rape can make learning uninteresting for victims and unless such are addressed, it make lead to drop-out by victims.

It is clear that the number of students enrolled in schools has increased over time. However a significant proportion of children who start secondary school are not completing the cycle. School social climate plays a role in the increasing, pressure to drop-out. The nature of relationship in the school as well as the social climate generally, generate conditions that can ultimately impact on the likelihood of a child leaving school before completion. This means that both demand and supply driven factors are embedded in cultural and contextual realities which makes each circumstance different.

From the foregoing, it may be apt to reason that the social climate of the school plays a vital role in the educational process. The reason it encourage the chance of the learner persisting in school by helping him internalize the acceptable norms and values of the society. Following from the above, it will be necessary to investigate how the social climate of the school contributes to drop-out by secondary school students.

Objectives of the study

Specifically, the study sought to:

- i. investigate the influence of teacher-student relationship on drop-out tendency
- ii. find out the influence of student-student relationship on drop-out tendency

Research Questions

The study sought to answer the following research questions:

1. In what ways does the relationship between teachers and the students affects the tendency to drop-out?
2. How does the relationship among students affect the tendency to drop-out?

Research Hypotheses

The research was guided by the following null hypothesis:

HO1: There is no significant influence of teacher-students relationship on drop-out tendency

HO2: There is no significant influence of student-student relationship on drop-out tendency

Methodology

- i. **Research Design:** The study used the descriptive survey research design in its investigation. The design was considered suitable for this study since the researcher was not able to manipulate the independent variables constituting the social climate of the school which are already in existence, The design also allowed the use of questionnaire for data collection.
- ii. **Population of the Study:** Population of the study comprised of all the Senior Secondary three (SS3) Students in Borno State, Nigeria. There are 20,910 SS3 Students in the 74 Senior Secondary schools in Borno State (BSTSB, 2023).
- iii. **Sample and Sampling Technique:** A sample size of 1,049 SS# students representing 5% of the population of study were selected for the research. A multi-stage sampling technique was used in selecting the sample for data collection.
- iv. **Instrument for Data Collection:** A researcher-developed instrument tagged. "School



- v. Social Climate and Drop-Out Tendency Questionnaire. (S.S.C.D.T.Q.) was used for data collection. The instrument comprised of two parts. “A” and “B” was obtained
- vi. Data Analysis: Data collection were coded in a coded sheet. Data were then analyzed using mean and standard deviation to answer the research questions independent t-test was used in testing the hypotheses at 0.05 level of significance.

Result and Discussions

Research Question 1

In what ways do Teacher-students Relationship Influence Drop-out Tendency?

Table 4.6 Mean and standard Deviation of the influence of Teacher-student Relationship on Drop-out Tendency.

S/N:	Items	n	mean	SD	Remarks
1.	I love my teacher so much	1022	2.07	.91	Moderate
2.	My teachers teach so well	1022	2.07	.87	Moderate
3.	My teachers encourage us	1022	3.37	.85	High
4.	Our teachers are rude	1022	2.90	.80	High
5.	I find learning to be boring	1022	1.92	.93	Moderate
6.	Our teachers are cruel	1022	2.45	1.02	Moderate
7.	Our teacher hardly assist us	1022	2.87	.93	High
8.	I don't have confidence on our teachers	1022	2.19	.99	Moderate
9.	Our classes are t crowded	1022	2.07	1.06	Moderate
10.	I hardly understand what I'm taught	1022	3.40	.69	High
	Grand Mean		2.53	0.90	High

Decision rule: 1.00-1.4= Low 1.5-2.4 = Moderate, 2.5 - 3.4 = High; 3.5 – 4.0 = Very High.

The result in Table 4.1 shows the mean influence of teacher-students relationship on drop-out tendency among secondary school students in Borno state. As shown in the table, the grand mean of 2.53 shows that teacher-student relationship has a high influence of drop-out tendency among students in secondary schools.

Research Question 2.

In what ways does student-student Relationship influence Drop-out Tendency?

Table 4:1.2: Mean and standard Deviation of the influence of student-student Relationship on Drop-out Tendency.

S/N:	Items	n	mean	SD	Remarks
1.	My friend also distract me in class	1022	2.58	.63	High
2.	I enjoy the company of my classmates	1022	2.28	.97	Moderate
3.	I trust my classmates more than my parent	1022	1.95	.86	Moderate
4.	I like the way my friends dress	1022	2.15	.99	Moderate
5.	I and my friends quarrel a lot	1022	2.35	.101	Moderate
6.	My classmates laugh at me often	1022	2.73	.97	High
7.	I prefer social life to schooling	1022	3.00	.92	High
8.	Am not too friendly with my classmates	1022	2.55	.95	High
9.	My friends don't really like school	1022	2.45	.86	Moderate
10.	My classmates discourage me a lot	1022	2.31	.84	Moderate
	Grand Mean		2.44	.90	Moderate

Decision rule: 1.00-1.4= Low; 1.5-2.4 = Moderate; 2.5 - 3.4 = High; 3.5 – 4.0= Very High.



The result in Table 4.2 shows the mean influence of student relationship of the chances of a student dropping out of school. As shown in the table, the grand mean of 2.44 shows that student-student relationship has a moderate influence on drop-out tendency among secondary school students in Borno state.

Hypothesis I

There is no significant influence of Teacher-Student Relationship on Drop-Out Tendency
 TABLE 2.1.3 Dependent T-Test Analysis of influence of Teacher-student Relationship on Drop-Out Tendency.

Variable	N	Mean	SD	t-cal	DF	P.Value
Teacher-Student Relationship	1022	25.01	5.93	15.50	1021	.000
Drop-Out Tendency	1022	28.99	3.59			

The result in Table 2.1.3 show that the calculated t-value of 15.50 for the influence of teacher-student relationship on drop-out tendency is significant. This is because the P-value of .000 is less than .05 level of significant. Therefore, the null hypothesis is rejected. Hence, there is significant influence of teacher-student relationship on attrition tendency among secondary school students.

Hypothesis 2

There is no significant influence of student-students Relationship on Attrition Tendency Among Secondary School Students.

Table 2.1.4: Dependent t-test Analysis of Influence of Student-Student Relationship on Drop-Out Tendency.

Variables	N	mean	SD	t-cal	DF	P.Value
Student-student Relationship	1022	25.05	2.33	55.47	1021	.000
Drop-Out Tendency	1022	28.99	3.59			

The result in Table 2.1.4 above shows that the calculated t-value of 55.47 for the influence of student-student relationship on drop-out tendency among secondary school students in Borno state is significant. This is because the p-value of .000 is less than .05 level of significance. Therefore the null hypothesis is rejected. Hence, there is significant influence of student-student relationship on drop-out tendency among secondary school student in Borno State.

Discussion of Findings

Teacher-student Relationship and Attrition Tendency.

Findings on the influence of teacher-student relationship on drop-out teacher-student relationship on drop-out tendency shows a significant relationship. The findings is in agreement with that of Nwankwo (2006) who observed that there is an association between school characteristics and drop-out among secondary school students supporting these finding is Oronsaye and Orise (2006) who found a lower drop-out rate in schools where students receive more support from teachers for their academic work. The findings is also corroborated by Ibia (2004) who acknowledged that unhealthy school practices contribute to a lost of interest in learning by students. The findings are also supported by Emechebe and Okwai (2021) who bemoaned the negative effect of teacher-student relationship on drop-out tendency. This position is also supported by Daniel, Bometh and Kiprop (2014) who noted that school social environment had a significant



impact on drop-out tendency among students. This implies that for students to be retained in school, the social environment must be given a priority.

Student-Student Relationship and Drop-Out Tendency

Finding on the influence of student-student relationship on drop-out tendency shows a significant relationship between the two variables. It was found out that students who relate so closely with those who have little interest in schooling stand a higher chance of dropping out than those who relate with brilliant ones. Adam (2006) stressed that as a child associates with those who have no interest in learning, he may likely develop a negative attitude towards learning. This position is also corroborated by Odesola (2001) who stressed that a healthy students-student relationship has the capacity to encourage persistence in school. This finding is also supported by Asyat (2004) and Nyiain (2012) who reported that over-population classrooms lead to overstretching of available school facilities which may affect productivity by the learners.

Conclusion

Based on the findings of the study, there is a statistical significant influence of school social climate and drop-out tendency among secondary school students. The study discovered that teacher-student relationships and student-student relationship have significant influence on the chances of the individual student completing school. The study found that specifically in Borno-state, poor school social climate, largely influenced by the culture and religion of the people, has made learning to be boring. This affects the delivery of education negatively and contributes to the chances of drop-out. Many of the students who leave school never return and this poses a serious set-back to development. It is correct to say that if these variables are checked the rate of drop-out by students will be minimized.

Recommendation

Based on the findings of the study, the following recommendations were made:

1. Teachers in the school system should develop a positive relationship with the learners.
2. The school environment should be made conducive for teaching and learning
3. Teachers and school administrators should monitor the nature of relationship among students very closely
4. School guidance counselor should create awareness on the need for relaxed social climate in the school.

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