
Thematic Approaches to Suggestions on Challenges Facing Junior Secondary Schooling in Sokoto State Nigeria

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ABSTRACT

The education of public Junior Secondary Schools (JSS) is anchored to challenges of parental support, shortages of educational structures, teaching and learning material/facilities in Sokoto State Nigeria. These educational shortcomings are strongly associated to home/family, all schools related factors, and these are summarised as important factors to the success of students and schools. The nature of school challenges has resulted to students' dropouts and educational support which can be productive or unproductive is associated to students pre-requisite learning conditions like; teachers' pedagogies, school general climatic conditions and parental supports. The study used open ended interview questions to extract information, as pragmatic ways of sourcing for information on how to improve JSS learning conditions and prevent the phenomenon of dropout. This was done with groups of 48 interviewees comprising students, parents, principal and zonal coordinators. A thematic qualitative analysis was used, leading to the formation of themes and later suggestive theoretical positions on how to improve students' learning conditions. The suggestions centred on the unlimited possibilities of providing and improving on teaching and learning atmosphere, to strengthen parents and government socioeconomic support to students' education in Sokoto and indeed northern Nigeria.

Keywords: Thematic extraction, Learning conditions, Dropouts students, Sokoto state

INTRODUCTION

Education remains an avenue for social recreation of individual; a social philosophy of society that was instituted for the moderation, orientation, social empowerment, socialization, and re-socialization of young adults in a particular society. This is based on the intention to sustain human productive socio-cultural values (Maslowski, 2001; Meighan & Siraj-Blatchford, 2004). However, individual chances to these values of education and success in societies depend on the provided chances by the dominant social traits (social class, mobility & status)

to every individual family and their children in societies (Bowles & Gintis, 2002b; Hurn, 1985).

Nigeria's national policy on education recognizes the role of individual in national development. This is because national development relies on educational ability and capacity of individual citizen, an aspect of human capital development (Olaniyan & Okemakinde, 2008). The FRN (2004) elucidates that; there will be provision for equal access to education for all citizens. This cut across primary, secondary and tertiary levels in both formal and informal school system. This action is in line with the provisions of section 18 of the constitution of

Federal Republic of Nigeria 1999, which says government shall eradicate illiteracy through the provision of a "free and compulsory" education. This position is enclosed in the universal basic education (UBE), which included free secondary education and adult literacy; this came up on September 30th, 1999. This is to provide "basic and compulsory free education" for all Nigerian children of school age children. The following objectives are expected to be achieved by Nigerian schools for citizens to; "Live meaningful and fulfilling lives, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society, and discharge their civil obligations competently".

The above NPE factors posited promotes educational chances, sustainability and attaining certificate, which further led to social classification of individuals in various sectors of social institutions. To this background, society is a collection of systems and sub-systems, in other word referred to as institutions or collective sub-sectors. These include family, education, economic, religious and political institutions, which nurture to re-create human biological being to a socially accepted person (Haralambos, Holborn, & Heald, 2008; Otite & Ogonwo, 2006). However, social institutions like family and school are empowered to train, socialize, direct and mould the lives of individuals (young adults) and groups toward the social ideology of societies, either to change or preserve individuals' status quo. However, if these children become defectively educated and half trained owing to parents and school weakness, such as; weak family socioeconomic support [SES], and poor school learning environment or conditions, then the entire society will face the consequences of producing unproductive and uneducated youths (Fafunwa, 2004; Loukas, 2007; Mora & Oreopoulos, 2011; Rose & Al-Samarrai, 2001; UBEC, 2004; UNICEF, 2006).

There had been rising number of social challenges in Nigerian education system, precisely

schools (Abraham, 2011; Aluede, 2011). Some students drop out early due to socioeconomic challenges, while others remain in the entrusted centre [school] for youth's socialization, education, moral training and empowerment, regardless of its level of weak or absence of facilities (UNICEF, 2006). However, students who remain in schools face the challenge of poor education climate, which affects learning conditions and attitudes of teachers and students towards school goal in social development (UBEC, 2004). However, junior secondary school studies conditions are too poor in terms of quality preparation towards teaching and learning, which influences students' dropout in Nigeria that is growing in numbers yearly, with the following examples; 10.5 million in 2013 as against the 9 million in 2007 and 10 million in 2011. Over 80% of primary and secondary school teachers are not professionally trained and Sokoto State is the second in the country with high students' dropout with about 66% in Northern Nigeria and this problem was associated to parental and school factors (Ayodele & Baba, 2007; FME, 2011; Iyamu & Aduwa, 2004). It is imperative to examine the influence of factors such as home/family & school factors on JSS studies conditions as the most vulnerable stage of students in secondary schools, junior secondary and school students (JSS). This study tries to identify and establish reasons for the present problems that teachers and students faces in Sokoto state junior secondary school in terms of dropouts and find out suggestive solution to the conditions of learning in schools.

Among other factors that can influence the success or failure of the school are the collective responsibilities of the family [parents] and [schools] to train young children to take the role of functional adulthood in Nigerian societies. Thus, these productive functions are no more actively acquired in school corridors of teaching and learning and family circles as expected. However, this is a challenge to the school

and the family and has futuristic negative side effects on young adults in Sokoto state and in Nigerian societies (Bowles & Gintis, 2002a; Fafunwa, 2004; Macionis, 2012).

RELEVANT LITERATURE

The challenges of education to JSS in Sokoto State are not initiated by school factors alone. Other related factors include; level of parents' care, commitment to children moral and educational training. Having the above, ability or will to fulfil learning condition is a collective factor involving the family/home and the school. In parenting there are important factors that will help to withstand actions, reactions and decision-making to the success of student's education (Chan & Koo, 2010; Ross & Fuertes, 2010). These factors are related to external variables (extrinsic social factors), nature of job (occupation), residential location, social class, status, mobility and religion. Some of which will be highlighted in this study.

Family Factors Relating to JSS Study Conditions

The family environment consists parents routine practices (care, support, monitoring, inclusiveness, connectedness), and these factors influences children development including their educational and future opportunities (Hooper, Doehler, Wallace, & Hannah, 2011). Parents create environment that may foster the development of children positively and if this alternate to unproductive training the expectation from the future of the children may be very low. A challenging parents' factor (social difficulty, poverty or low class) hinders positive roles and fosters unforeseen circumstances on children. Parental activities are complex in nature; these involve internal (feelings, caring, love, passion) and external factors (money, gift, materials). But these practices are primarily towards positive development of a child and have a long time effect on children's life (education, socialization, connectedness and

confidence building); adequate social support is needed at home and in school for all students.

Parent's social and economic support and abilities in any society are interrelated and these factors work collectively to build strong parental factors as social personality, which in turn become necessary to the educational, moral and social development of children. This position affects the possibilities of students having supportive parental values to their study conditions. To Haralambos, Holborn & Heald (2008), social mobility affects social economic position, and influences personal perceptions and ability and has effects on job types, occupations and social security in society. Social mobility is the movement of individuals or groups from one social position to another either up or down ward, vertical or horizontal across social scale. Residential locations and its factors affect education of individual; social interaction, material factors, religious inclination, social class of location and economic environments. These altogether includes, the home (houses we live), poverty, distance, perception of parents on education and expected outcome (value of education) (Oluwadare & Julius, 2011; Patrick, 2012; Sander, 2006).

Religious practices and belief at home play a complex and pervasive role in shaping students' earliest learning opportunities and life experiences in Sokoto State. Parents' religious belief in Sokoto affects the decision about when and how children learn the western school-related skills. This is because the society was predominantly Islamic community before the coming of western education. The strong religious belief of the Muslim community keeps till date having strong impact on its inhabitants, which leads to the unenthusiastic attitudes towards western education.

School Factors Relating to JSS Study Challenges

The school factors affecting JSS students schooling are educational challenges known to be

associated to all school related materials and personnel's in Sokoto State. Others are contributing issues relating to school sub-units' weaknesses that work independently but for the collective purpose of sustaining the school goals. School factors can be identified as independent and interdependent to the workable system of students schooling some of these are; classroom facilities, conducive learning environment, positive and active school management, teaching & learning effectiveness & educational productive connectedness (Seeley, Tombari, Bennett, & Dunkley, 2009; USDHHS, 2009). These independent factors are interdependent to JSS schooling success in Sokoto and are strongly associated to teaching and learning and they cannot operate in isolation. That is why it extends its relationship to the family (parents) and other social institutions, because the philosophy of the school took inferences from the wider society (Loukas & Murphy, 2007). This position reaffirms that school interprets and disseminates the message of society's educational policy, as the policy is an integration of social norms by society and needed by families and individuals in the society for continuity.

School related factors possess features, which are important to the success of schooling career and system and more to the interactional activities of micro students and teachers teaching and learning initiation (Cadima, Leal, & Burchinal, 2010; UNICEF, E-2005). These factors allow school to operate as a professional or bureaucratic organization, Max Weber-21 April 1864 -14 June 1920, in (Macionis, 2006). School system is a combination of, students, parents and policy makers (Nwagwu, 2008; Reddy & Sinha, 2010). Good school learning factors can improve stable progress of students' academic achievement but if the factors are not conducive for learning students' educational career will not be impressive.

The school cultural and learning associative are conditional in nature and meeting them remain important by school, students and the parents. Some

of the school cultural factors are; teachers and students materials for teaching and learning (Guerrettaz & Johnston, 2013). Teachers employed pedagogies for teaching (Lingard, Hayes, & Mills, 2003). Individual student learning style can be instigated by home or school factors (Diaz & Carnal, 1999) and teachers and students available productive environment (Arena & Adelabu, 2012; Dunst, McWilliam, & Holbert, 1986; Lingard et al., 2003). These are undoubtedly associated to school social orderliness that designates school norms and beliefs, as parts of its social milieu (Carrington, 1999; Charland, 2011). School is a system of meaning, with either direct or indirect influences on students in learning and socio-academic condition. The school culture of teaching and learning is embodied with silence symbols but they actively affect all the factors of environment learning (DiMaggio, 1982; Eilers & Camacho, 2007). Primarily, school culture is based on societal beliefs, a socially structured feature of do's and don'ts, within the school environment.

The classroom learning conditions are parts of the school factors that contribute to good or unproductive learning outcome (Burke, Oats, Ringlet, Fichtner, & Del Gaudio, 2011; Galton, 2010). The teacher sees the classroom as a place where the intentions for educational plans, will be put into constructive teaching and learning practices as recognised by (Farrant, 2004; FGN, 2004; Ornstien & Levine, 2003).

Other school related learning factors that are interrelated to JSS school appearances and physical plants involve the school building, location, safety, appearance and environmental safety (Kitsantas, Ware, & Arias, 2004; Wisner et al., 2004). The school physical plants (physical structure/building) are expected to be safe, comfortable for social and academic activities (Marshall, 2004). Other essential factors are the availability of toilet facilities for teachers and students, good classroom structures that are pleasant and safe, cafeteria, play ground and facilities to enrich the school environment.

Leadership style and decision making always remain important to teaching and learning and to teachers, students or within both groups in practices (Carpenter, 2011; Charland, 2011). Leadership style affects school teaching and learning culture (dealing with both the written and unwritten governing rules and norms). This has effects on teachers' commitment to job, it influences the act of discipline within the school environment, enhances students' academic performance. If not pleasing, it discomforts and distracts teaching and learning practices.

A Brief Background of the Study Area

Sokoto state is by located on latitude 4° to 6° North and longitude $11^{\circ} 30''$ to $13^{\circ} 50''$ 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. The population of the study area predominantly consists of Muslims which is an attribute of a former Islamic jihadist headquarters and a defunct Sokoto Caliphate of 1804 historically. In 1903 the caliphate formed part of the Northern region of Nigeria; but became a North western state in 1976, which it was divided to Sokoto and Niger States. In 1991 Kebbi State was created out of Sokoto State and in 1996 Zamfara State was equally carved out of it. Presently, it has 23 Local Government Areas, among these are the following areas of this study: Sokoto South, Sokoto North, parts of Dange -Shuni, Kware and Wamakko, these are collectively what form the Sokoto metropolis of this study.

METHODOLOGY

The method adapted for this study was qualitative design, which an open ended question that was presented to the interviewees. The aim was to

extract information on how to improve JSS students' learning conditions and challenges in Sokoto State of Nigeria.

Population

The total population for the interview was 46 participants from six groups. This implies 8 for each group, while there were five groups and only six (6) zonal coordinators in Sokoto State. In each educational zones among the six, one in selected. The justification for selection of the interview sample was based on literature reviewed that 10, 20 or 30 participants can be involved in an interview, but should not be less than five (5). However, this study used eight (8) participants for each group and six (6) zonal coordinators, 46 participants. This allowed a theoretical saturation for the study information and helped to reduce the risk of creating a theory based on inadequate information (Guest, Bounce, & Johnson, 2006; Mason, 2010). However, sample size of forty six (46) fell under the accepted range for qualitative data collection for interview in any qualitative thematic approaches.

The interview samples were the selected JSS2 students and their parents, dropouts and non-dropouts from eight (8) schools with higher number of students who dropped out from schools, out of the thirty (30) junior secondary schools within Sokoto urban area. A stratified sampling method was employed to select the schools with higher dropout students. Eight (8) parents each for dropouts and non-dropouts students who were identified from eight (8) schools, with eight (8) dropouts and non-dropouts students, eight (8) principals and six (6) zonal coordinators were equally interviewed. The entire participants for the interview were forty six (46) as presented in the table below;

Table 1: Total Selected Sample Size for the Study

S/N	Respondents	Qualitative Study Sample
1.	JSS2 student dropouts	8
2.	JSS2 student non-dropouts	8
3.	Parents of JSS2 student dropouts	8
4.	Parents of JSS2 student non-dropouts	8
5.	School Principals	8
6.	Zonal Coordinators	6
Total		46

Source: (Guest et al., 2006; Israel, 2009; Krejcie & Morgan, 1970).

METHOD OF DATA ANALYSIS

The information was gathered from the interview conducted using a tape recorder and this was manually transcribed, coded and analysed. Thus, a thematic data analysis was employed to identify and analyse pattern themes within the transcribed data (Clark, Huddleston-Casas, Churchill, Green, & Garrett, 2008; Gery & Russell, 2003). The data was analysed using the following steps:

Step 1. The recorded information was collected in Hausa language. It was transcribed and coded by means of highlight and extracting pattern themes to establish a pre-set (first) category of concept similarities. This was done to generate frequencies of the responses, appearance of item concepts in each category (pattern themes/similarities). The aim was to fracture the data and arrange them in the next categories to facilitate comparison between respondent's pattern themes or similarities of identified frequent concepts (McMillan & Schumacher, 2001).

Step 2. This step has narrowed down the pattern themes by describing the participants' concepts and beliefs as a sub-categorization of other integrated concepts. It is a substantive or theoretical categorization or classification of identified collective concepts. This is more precise in describing collected data as a pattern theme formation from multiple emanating study

concepts, but closer to data categorization of the final stage of thematic classification.

Step 3. This step represents the researcher' concepts as summary of extracted sub-themes/pattern themes or respondents' initiated concepts. This is more theoretical and led to the formation of theme that represents stage 1 and 2 of the qualitative data analysis of the study through the respondents interview (Gery & Russell, 2003). This led to the production of matrix Table 2 of the study, which contains themes and sub-themes.

QUALITATIVE DATA ANALYSIS

Research Question: What are the suggestions that can be adapted to prevent JSS student dropout and motivate non-dropouts by improving learning conditions in junior secondary schools in Sokoto metropolis?

Despite the 48 interviewees and the number of respondents for each of the groups as presented in Table 1 sample only one respondent from each of the s was presented in this article, as an example while the summary of the entire groups has been presented in the discussion.

This part of the study presents responses from the interviewees for the qualitative research which answered the above research question. The

interview responses were from six (6) groups from (Dropout and non-dropout students, parents of dropouts and non-dropout students, school principals and zonal coordinators). The participants' responses were recorded transcribed and were pattern coded. Concepts were highlighted and a pre-set to obtain categories of the responses for similarities was created. These procedures therefore, led to the development of the study concept themes. This was based on respondents' perspectives on suggestions that can be adapted to prevent JSS students' dropout and motivate non-dropouts in junior secondary schools of Sokoto State by improving learning conditions in our schools. The groups were labelled as follows; dropout students (DS), non-dropout students (Hands & Warshak), parents of dropout students (PDS) and parents of non-dropout students (PNDS), Principals and Zonal Coordinators.

Dropout students

Let our teachers be **teaching us well** and they should be **coming to school every day**, and if my uncle **buys uniform and books** for me I can go back to school. Now am not interested in the school (DS).

The responses shows that dropout students 1 to 8 identified some problems from the part of the parents and schools as follows; poverty level of most families, poor teachers' attitude and general lack of teaching and learning material to encourage students'. The ministry of education is reluctant in terms of providing adequate facilities to motivate teacher to be committed to duties.

Non-dropout students

To be frank, most of our friends who dropped out told us that they don't have money **to be coming to school every day**. To me it is lack of money so they need help from people or parents or relatives (Hands & Warshak).

The NDS respondents indicated that both school and government factors are stronger than that of families. This is because 5 NDS out of the 8 NDS made emphasis of school based factors. They believe that schools are committed to work by the available facilities and it is not comfortable for teaching and learning. However, other respondents still see the family as a major factor that affects education of children negatively or positively.

Parents of dropout students

School teachers should **improve their work, lesson and have good relationship with their students**. This can attract students to like school. Presently, **most students' performance is poor** and when they fail, they have to repeat classes and this make a lot of students to dropout from school (PDS).

This shows that lack of parental care causes the problem of dropouts while those who are cared for do enjoy schooling. This is in line with the view of PDS3, 4, 5 and 6 out of the respondents. The entire respondents directed their responses to school factors which are fall-out from school authority, parental factors or family background. Thus, they see dropout and non-dropout issue as problems that emanate from poor learning conditions and the inability of the home to cater for children's educational needs.

Parents of non-dropout students

If all the secondary schools for the boy can be **changed to boarding schools** the problem of dropouts can be controlled. **Government should force all parents** to send their children to boarding school, this will help to reduce complain of **frequent demand of money from students** (PNDS).

These respondents, PNDs are not different from others they equally suggest that government should make everything about education free. This will encourage students to go to school and reduce cases of student dropout. It will help to improve schooling at JSs level. The overall respondent emphasizes on the school authority, government and parents background as factors that influences student's attitudes towards schooling negatively or otherwise. This indicated that student dropouts and non-dropouts are collectively associated family background and the government provision to schools in terms of personal and other teaching and learning materials.

School Principals

All the problems of the school and students are as a result of the **lukewarm attitudes of the education authority to the system**. There should be **good salary and good working environment with richer education facilities**. The commitment to make education a lucrative venture should be the responsibility of parents and government (Principal).

Going by the positions of the Principals, it will be encouraging for everybody in the society to invest and be committed to the development of education. This is because it is believed that government efforts are not enough to sustain a laudable education. This position is also the view of others on the issue of government's lack of full commitment as a factor that can affect education. The general view of Principals centred on parents, school authority, government and private organizations. However, the view of principals on the solutions to the existing problems of dropout in schools, centred on parents and other aspects of educational motivation from the appropriate authority.

Zonal Coordinators

Most of these schools are not **boarding like it was the case**

before. This is one of the basic reasons why **students' commitment and discipline in school are too low**. There will be improvement in academic and discipline if schools can be **converted to boarding school**. This is because it is very difficult for a boarding school student to stop going to school without being noticed by parents (Zonal Coordinator).

The Zonal Coordinators were of the view that religious leaders should be used to make people appreciate western education. In the views of zonal Coordinators, the major factors that can help to improve education are total support from government, parents and members of the society. The collaborative efforts should be able to cover issues bothering on school facilities and students' needs, like social security in school to mention but a few.

Interviewees Collective Positions

The interviewees were; students' dropouts and non-dropouts and parents of Muslims dropout and non-dropouts students, the Principal and Zonal Coordinators. It was clearly indicated that the problem of poor learning conditions which are equally associated to education success and failure centred round family background and government effort towards educational activities on JSS schools. By implication, these factors are equally responsible for students' dropouts and where they are managed the influences non-dropouts in junior secondary schools of Sokoto state. The groups pointed out that family support is paramount to student's education and school environments have to be rich in teaching and learning facilities to attract students and improve their learning ability. Thus, low social and economic support on students' educational career can influence poor performance and good commitment of parents to

students' education can result into a successful student outcome.

A matrix table was subsequently used to create a sub-categorization of the groups of

participants' concepts and belief in a more precise form. The themes that represent the entire data categorization were coded in Table 2 below.

Table 2: Qualitative Data Categories, Sub-categories and Themes

S/N	Categories	Sub-Categories	Themes
1.	Distance to school; Encouragement from teachers and parents; Self sponsorship; Lack of school material for learning; Poor parental care; Sponsorship from home; Need government intervention	Parental commitment to children education; Dedication to students training and socioeconomic support in schools.	Parental support for education
2.	Teachers' commitment; School dedication to training; School poor environment to teaching and learning; School, teachers and student wellbeing and social services	School efficiency and effectiveness; Commitment to school personnel and school resourcefulness	Enabling environment for teaching and learning
3.	Sponsoring and providing schools with basic needs for teaching and learning; Enriching teaching and learning materials; Providing a comfortable school for successful teaching and learning; Teaching and learning should be made to be attractive	Sponsoring education; providing equipment for schools; providing adequate funding for education	Adequate and complete funding for school

SUMMARY AND THEMATIC POSITIONS ON SUGGESTIONS TO IMPROVE JSS STUDY CONDITIONS

The circumstances surrounding JSS study conditions, which could lead to success in schools or lack of success, were associated to parents, school factors and issues relating to education authority. The interview revealed that the groups (Students, Parents, Principals and Zonal Coordinators) responses are related, with respect to the factors that influences dropouts and what can facilitate successful schooling. The findings of the interview indicated that parents/family factors (socioeconomic support, occupation, residential location and religious belief) and school climate (School culture, classroom ecology, school physical plant and school administration) were all factors that can either (negatively or positively) affect school learning conditions and subsequent students educational career in Sokoto State, Nigeria.

The position of the finding is relevant, predictive and interpretive to the present educational situation of JSS2 students in Sokoto metropolis.

Schools positive' or negative learning conditions are attitudes that students exhibit toward schooling. This is supported by scholars (Ajayi-Dopemu, 1983; Arena & Adelabu, 2012; Biggs, 1999) and has been identified as a challenge to students' education in Sokoto and therefore need improvement. In Sokoto metropolis, parental factors, school and policy related factors influence these attitudes. Therefore, parental support towards children education need to be improves positively to facilitate learning retention in schools of Sokoto State. Parents are expected to improve in the following; daily care, which includes feedings, transportation, daily school cost, buying of reading

and writing materials, uniform, visiting of the students' school and monitoring students' activities. This position is in line with argument of the following scholars (Adeyemo, 2003; Bodovski, 2010; Scaglioni, Salvioni, & Galimberti, 2008) that student's education progressive and has a better result output a strong parental and policy support.

Poverty in this case remains a factor that influenced the attitudes of students to manifest negative learning styles, develop poor learning commitment and apparently dropout. Where the family support students' education, there is every possibility that students will not dropout from school. However, in families where these supports are missing students will develop a poor academic performance and frequent problems of truant. This is because the socioeconomic support of the parents (family) is the primary factor that can help students to stay in school and the absence of this support will be a strong challenge to students in pursuing their education career at all level (NBS, 2012; Osiruemu, 2007).

The school efficiency revolves round the norms and values of the school, which involves the school written and unwritten rules. These are part of what create enabling teaching and learning environment. These factors can operate negatively or positively and its nature of operation is a factor associated students learning social factors and their dimensional effects. The interviewees pointed out that school culture, which include weak teachers' commitment and shortages of resources in schools are factors that affected students' educational programme and therefore need to be strengthened. However, in some rare cases some interviewees pointed out that some rules in schools are not encouraging. The present's approaches (bodily punishment) in some schools are too harsh and this can easily make students not to go to school, which is a factor that can instigate student truancy.

Generally, teaching and learning materials were not feasible in Sokoto public JS schools. The groups (Dropout and non-dropout students, parents of dropouts and non-dropout students, school principals and zonal coordinators), pointed out that most of their classrooms were not learning friendly (Students were faced with the challenges of non-availability of desk) and of shortage of chairs for both students and teachers. Most students sit of floor or windows while others stand and write. The classrooms had no good furniture and no adequate teaching and learning facilities to promote learning. The education authorities are expected to encourage students' learning attitude in school, by should providing teaching and learning facilities adequately when needed and where they are required.

Summarily, the respondents strongly emphasized on parental care; that parents are not taking responsibility to improve students' education. Parent's lack of care or concern towards children education is what resulted to students developing negative attitude towards the school. Even if the authority makes school attractive by improving school culture, classroom ecology, school physical plants, administrative organization, it is still the responsibility of parents to monitor their children's progress and educational career. The challenge of providing adequate teaching and learning facilities is still the responsibility of parents, teachers and government. Therefore, the educational success in terms of retention and completion of JSS by students in Sokoto metropolis is the duty of parents, teachers, students, education and school authority.

CONCLUSION

The study aimed to identify suggestion on how to improve the observed JSS students study challenges that cause student dropout, which are factors instigated by the home as well as the school. The observed factors had remained a bottle neck to

students' educational career, by making students to be poorly educated or dropout from school. Generally, public junior secondary schools system in Sokoto State is deteriorating in terms of quality of teaching, discipline, and ability to sustain the manifest goals of education (school). But, these challenges manifested from the inability of the home to strongly cater for students and it was complemented by general educational shortages of professional teachers, lack

of productive teaching and creative learning environment. This suggested that the chances for Sokoto youths to succeed educationally and compete favourably in national and international communities are not feasible. As the avenue (schools and home) for their training, education, empowerment and socialization are weak in functions and need to be improved.

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