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School Climate and Students Dropouts: A Global Perspective

ABSTRACT: A number of scholars have identified considerable features in describing and conceptualizing school climate, using the characteristics of the school total means of operation. This paper discusses on school climate and students dropouts, focusing on a global perspective. This reviews the conceptual position of students dropouts from the perspective of the developed and developing nations, various school climate factors that lead to students dropouts where outlined, and the features of positive and negative school climate where clarified. Both in the developed and developing nations, it was identified that school climate can force students to dropouts from school and at the same time help a students to be successful. But the school climate of the developing nations is facing challenges of schools facilities to build up a fruitful teaching and learning climate. Some major problems facing schools of the developed nations are not the issues of policy toward school, because the schools have all the facilities required for a good school climate.

KEY WORD: School climate, students' dropout, developed and developing nations, and global perspective.

IKHTISAR: Beberapa sarjana telah mengenal pasti ciri-ciri yang besar dalam menerangkan dan menkonsepkan iklim sekolah, menggunakan ciri-ciri bagaimana sesebuah sekolah beroperasi. Kertas kerja ini membincangkan tentang iklim sekolah dan keciciran pelajar yang memberi tumpuan kepada perspektif global. Kertas ini mengkaji kedudukan konsep pelajar tercicir dari perspektif negara-negara maju dan membangun, pelbagai faktor iklim sekolah yang membawa kepada keciciran pelajar dikenalpasti, dan ciri-ciri iklim sekolah yang positif dan negatif dijelaskan. Di negara-negara maju dan membangun telah dikenal pasti bahawa iklim sekolah boleh menyebabkan pelajar tercicir dari sekolah dan pada masa yang sama membantu pelajar untuk berjaya. Tetapi iklim sekolah di negara-negara membangun menghadapi cabaran bagi menyediakan kemudahan sekolah untuk membina dan menghasilkan pengajaran dan pembelajaran yang terbaik. Beberapa masalah utama yang dihadapi oleh sekolah-sekolah di negara-negara maju bukanlah berkaitan dengan isu-isu dasar kerana kesemua sekolah di negara maju mempunyai kemudahan yang diperlukan untuk mempamerkan iklim sekolah yang baik.

KATA KUNCI: Iklim sekolah, keciciran pelajar, negara maju dan membangun, serta perspektif global.

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INTRODUCTION

School climate, or the school environment, is a place of learning the values and social norms of a country, both developed and developing. A number of scholars have identified considerable features in describing and conceptualizing school climate, using the characteristics of the school total means of operation. These are school physical structure (school plants), social interaction between teachers and students (teaching and learning), between students and within peer associative plays and discussion in academic and social matters (Marshall, 2004; Galton, 2010; Charland, 2011; and Nakpodia, 2011).

The school climate is a description of the total written and unwritten, academic, social, and administrative rules that affects and influences the behaviour of teachers and students (positive or negative). School climate in developed and developing nations have influences on students and teachers academically, physically, and socially. The school climate is responsible for student's safety, relationship, and social connectedness of teacher and students in school and beyond.

The nations of the world (developed and developing) committed school to be the centre for training and developing the potentials of individual citizen to the expectation of societies (Bagudo, 2006; Bear *et al.*, 2011; and Carpenter, 2011). The school (education) is an important institution which other institutions (family, religion, polity, economy, sub-organisations, and structures) of the society had entrusted the training of citizens to entrust to. The school has been giving higher value and it is concluded to be a functional ground to everyone. By implications, everyone who goes to the school is expected to be morally, psychologically, educationally fit to meet up to the demand of the society (NSCC, 2007; Cohen *et al.*, 2009; Bear *et al.*, 2011; and Charland, 2011).

The challenges facing school climate is higher expectations of its clients: parents, students, pupils, and social institutions (Marshall, 2004; Cohen *et al.*, 2009; and Galton, 2010). The school climate is an effort and appreciation of social philosophy of education, conducive for its fundamental concerns of training students (Raywind, 2001). School climate is a phrase used to describe the attributes of productive and comprehensive teaching and learning atmosphere.

School climate involves also teaching and learning facilities, teachers, students, community, policy maker, and the entire school structure (Skrla *et al.*, 2011). School climate in both developed and developing nation is not operating in isolation to guarantee school nature efficiency. That is why it extends its relationship to the family (parents) and other institutions.

School climate might either be productive (functional) or unproductive (dysfunctional) to the individual students or the society.

BACKGROUND AND OBJECTIVE OF THE STUDY

Nation of the world (developed and developing), governments, international and local Non-Governmental Organizations (NGOs) have in various spirits acknowledged education through school procedure as a productive venture for human development and the sustainment of human value. This makes the school climate to be a centre of discussion. Because when the school climate is positive and functional, it is expected that students will be successful; and if it is not operating up to expectations, there will be higher rate of failure, grade retention, and students' dropouts. Despite the value attached to education by nations, students who are sent to school for the purpose of acquiring knowledge and training do dropout from school in developed and developing nations.

The level and kind of education in society depends on the development of the country (developed and developing). So, educational development depends strongly on the development of the country, because no nation can develop beyond the level of its classroom (teaching and learning quality, quality of curriculum contents, and efficient educational plan). Educational systems in all nations are interrelated factors to the development of nations in a global perspective.

School climate and contents of education are dynamic in nature; they are changing and are unending processes. Therefore, nations of the world have to develop educational contents and school climate to suite the taste of development. United Nations for Educational, Scientific, and Cultural Organization (UNESCO, 2005) urges member of nations to embrace and sustain provision of "Education for All" and to improve on: comprehensive early childhood care and education, ensure that girls and children of ethnic minorities have access to and complete, free, and compulsory primary education of good quality.

Providing a better teaching and learning climate of a quality to students in school not to dropout from school. Thus, education needs to cater for all categories of people who desires education by improving on adult literacy and eliminating all aspect of gender bias in the provision or access to education to the most vulnerable and disadvantaged children. But the number and percentages of school dropouts are on the increase in various nations (developed and developing) resulting from different nature of school climates around the globe.

In some African countries, primary school dropouts had equally remained a problem to educational plan. Among these are: Kenya in 2003 = 16.15%; Senegal in 2005 = 30.21%; Niger in 2006 = 29.90%; Mali in 2006 = 18.64%; Madagascar in 2003 = 30.54%; Cameroon in 2004 = 12.89%; Ghana in 2003 = 9.44%; Malawi in 2004 = 27.76%; Rwanda in 2005 = 47.02%; Uganda in 2006 = 22.41%; B. Faso in 2003 = 27.21%; Benin in 2006 = 17.92%; Zambia in 2007 = 11.80%; and Tanzania in 2007 = 11.29% (UNESCO, 2011).

However, the world organizations noticed that as for 2011 report about 10,912,131 boys and girls of school age 12 to 14 who are expected to be in schools, around 2,834,903 were not in any school, a total of 625,993 dropout of school. This is clear that 5,543,223 boys were to be in school and 1,308,779 were not, while 324,576 had dropped. And for the girls, around 5,368,908 which 1,526,124 were not in school, while 301,417 had dropped (UNESCO, 2011).

Student's dropout from school in developed nations varies. T. Andrei *et al.* (2012) reported that 14% of young people aged 14-24 have left school and only 17.4 % aged 18-24 completed primary school. The rates of students dropout in France is low considering its percentage of 10-15.6% compare to United Kingdom with 15.620%; and France is equally high taking into account countries with below 10% i.e. Slovenia, Poland, and Czech Republic.

So, the objectives of this study are: (1) to discuss school climate and students dropout in developed nations; (2) to discuss school climate and students dropout in developing nations; (3) to identify various school climate factors on student's dropout from schools in developing nations; and (4) to identify various school climate factors on students dropout from schools in developing nations.

LITERATURE REVIEW

First, Students Dropouts from School in Developed and Developing Nations. Dropout from school is unconventional act, against social order, or rules of any schooling system and culture. This is among the dysfunctional acts of students during the schooling period and can be classified among other school anti-social behaviour (unexpected and unwanted occurrences); this refers also to some unwanted activities of school youths which can be group together with the acts of disrespect to teachers, nuisance, truancy, bully, theft, gangsters, cultism, etc. These acts cause harm and unrest to school system of nations.

The culture of schooling takes into cognizance the amount of time spend in school, the possibility of completing schooling statement attract

certificate in all contemporary societies. Many factors had prevented many youth to lead through the schooling process and thereby resulting to dropout victims.

Dropout is a term used for students who started educational programs in schools, colleges or universities, and do not continue or complete the designed programme (UNESCO, 2005; Ream & Rumberger, 2008; Bagai & Nundy, 2009; and Lee & Madyun, 2009). This can be a state of withdrawal before completing the course of study. A situation where a child is withdraw, leaves, pull-out, push outs, discontinue, or disengages from school programme before completing the ascribe period of a certain programme and the persistent occurrences of this is known as *dropout rate* (UNESCO, 2006; Ready, 2010; Ananga, 2011; and Andrei *et al.*, 2012).

Dropout from school keeps attracting conceptual positioning, to the perception of D.D. Ready (2010) that dropping out from school usually implies the inability of children to continue and to complete school for reasons. Most often the child, his/her family circumstances, or macro-economic factors are considered to be responsible for them dropping out. But, in other cases, the school climate is responsible for student's lack of interest and dropping out.

Dropout case is a state of one withdrawing from a course of study without completing the intended programmes of study. According to B.C. Okpukpara and N. Odurukwe (2006), the problem of Nigeria education system include the issues of stay out, drop in, and drop out. The dropout are those who left the school system, or where thrown out which to D.D. Ready (2010), this category of students do not dropped but where pushed out, by implication, they were forced out of the conventional schooling system before the end of stipulated course of study. This phenomenon of school dropout is strongly connected to some dropout models like the fact which deals with the issue of frustration and self-esteem, participation and identification, and social capital theory which is on the social bound and interaction, not only between teachers and students but within students peers (Grant & Hallman, 2006). Thus, the following are equally relevant to this argument: irrelevant curriculum, poor teaching and learning environment, and poor recreational activities in the schooling premises.

Second, School Climate and Students Dropout in Developed Nations. The quality of school climate and its relationship students dropouts from school in developed countries varies (Andrei *et al.*, 2012). Student's dropout from school is not strange in USA (United States of America) as reported by National Center for Education Statistic (NCES) in 2010. According to A. Gregory, D. Cornell and X. Fan (2011), there are 8.1 percent of students

between the age of sixteen and twenty-four have dropped out of school, a total of 3.2 million young women and men. But dropping out from school is least pronounced among non-Hispanic whites (5.2 percent), higher among non-Hispanic African Americans (9.3 percent), and highest of all Hispanic (17.6 percent). Children from poor family background are six times higher to be dropping out than other children of family with higher living status. In USA, dropouts students constituted more than 50% of the people receiving social welfare and 80% of the population in prison.

Parent's education is cited as a factor responsible for students dropouts from school as this makes them to face the challenges of multigenerational and intergenerational cycle of disadvantaged group of people in society. This by implication reveals continues lower intergeneration social mobility (Ream & Rumberger, 2008).

Education in United Kingdom is considered as a means for personal development and independent, a ladder for climbing out of poverty and a generic solution to social insecurity and life crisis. Considering it as a ladder, people are now climbing down (Meighan & Siraj-Blatchford, 2004). Despite the fact that priority is given to university education as a means of having upward social mobility, dropout from school is recognized as life time disorder for the individual and trait to the social security and a worry challenged to the government policy toward education (Andrei *et al.*, 2012).

Dropping out from school is attributed to low-class background, racism, inferior feelings in schools, students and parent's income geographical location, education, home attributes, and generally the neighbourhood attachment (UNESCO, 2005). In England, Wales, and Scotland strategies are in place to reduce working class dropout cases. Gaps of the propulsion of young adult dropping out is fast growing, as it was categorised among European nations with 10.6% and 20%, which indicated high dropout (Andrei *et al.*, 2012).

France policy on education made schooling compulsory, the secondary school last for seven years and is divided into two sections, which take place in different phases of the education. The first four years are in collage (junior high school) and last three years in high school. Dropouts in France are generally students who did not fulfil the requirement of high school; thus, about 12% of the age of 14-24 are not enrolled in some kind of schooling (Gury, 2011).

The case of students dropout are associated to learning materials, others are said to be factors related to children family background which are seen as: large family size, single parents family, poorly educated

parents, and unskilled low paid job mothers. Insecure accommodation (suburb, slums), some related feature of dropout students in France are children from immigrant parents (Gury, 2011).

Students dropouts in the developed nations are facing unemployment challenges or low paid job. School climate is one of the basic factor that lead to students dropout in the developed nations, and some reasons for students dropouts from school are: lack of interest in school related activities, slow learning ability, failure to have career guidance, school conflict with family of students and teacher or school administration, and dropout is systematically linked to juvenile delinquency. Dropouts students in developed nation's dropout after the terminal stage of compulsory education.

Third, School Climate and Students Dropouts in Developing Nations. School climate is very poor in the developing nations and is the major cause of educational setback leading to student poor academic performance, truancies, and dropouts. To UNESCO (United Nations for Educational, Scientific, and Cultural Organization) Institute for Statistics in 2011 states that 67 million primary school children were out of school in 2008, generally 43% out of school are from Sub-Saharan African is up to 74 million junior secondary school children drop in 2008, and about 10 million are from Sub-Saharan African. In some developing nation's completion rate for primary school indicated that dropout is still a major setback for education achievement.

The completion rate is Benin Republic in 2005 is 62%; Democratic Republic of Congo in 2007 is 51%; and Bangladesh in 2002 is 60%. A related reports indicate that Malawi primary school dropout rate in 2007 is about 65% and Mali in 2006 is about 60%. Thus, education remain one of the major tool for achieving a well meaningful human development, but its provision to the people of every nations remain debatable silently, because the provision of education to all citizens in most developing countries is still narrowed to very few individual. Despite the giant education programme initiated by governments of various nations to conform to the word declaration on education for citizens. Students dropouts from school in Niger schools was said to be associated to numerous factors which are poverty, early marriage, cultural and religious influences, early pregnancy, and weak education policy (Myers & Harvey, 2011).

UNESCO on February 6th, 2011 reveals that shortage of food is a factor contributing to school children dropping out from schools in "Tillabery" region and other villages out skirt of Niamey. UNESCO sees the connection between feeding and education, as most children who can't have food

to feed have left school for hawking, as their parents have equally left villages for cities in search for greener pasture (blue collar job and more of its kind).

This situation cut across many other developing African countries like: Mauritania, Burkina Faso, Mali, Republic of Chad, and some selected areas of Senegal. Training children is a lifelong and challenging affair in most families of the poor home across the world; so, state policies on education need to take these noticeable challenges of stratified differences and access to education (Ananga, 2011). This is not new in countries like South Africa, where girls dropout due to pregnancy and go back after given birth; while some students dropouts of school because of grade retention others are due to work, working hours was probe as factors hindering frequent attendance in schools in Niger (Grant & Hallman, 2006).

The studies of students dropouts from school in Southern Africa indicated strange problems compare to the case of Nigerian and Niger. South African youth's dropping out from school recorded some similarities to that of the global conventional identified problems of socio-economic background and constrains, resulting from extreme poverty in some homes, location of school, peer factors, and poor school administration. M. Grant and K. Hallman (2006) stated that the rate of young girls who gave birth before age 18 is at the increase slightly, this case remain stagnant compared to that of Sub-Saharan African countries that cases of early pregnancy as a factors militating against school has reduced slightly. School chances to girls is more open as many girls enrol earlier before their boys counterpart, but have a stoppage before proceeding furthermore, most of the girls with this case goes back to the school after delivery.

This fact is related to the study of D.E. Ananga (2011) in Ghana, dropouts from school are of two broad category (permanent and temporary dropouts); and that of J. Myers and R. Harvey (2011), who reported that many girls in the Sub-Saharan countries shows interest of going back to school after given birth to babies, while married or being divorced. According to HRW (Human Right Watch) in 2005, socio-economic crises in families have compel school children to dropout, some of the children who are victim of HIV/AIDS, have indicated lack of interest to continue schooling due to lack of support, from the expected respective bodies (cited by Adegoke, 2008).

South African Ministry of Education in 2008 reported that there is higher retention rate in the early years of schooling before grade 9, but 11% to 15% of student's leaves school yearly after grade 9. Some reasons associated to this case are: poverty, early pregnancy related issues, domestic demand,

social inequality in the part of the parents and students, general family household strength, education system, and poor performance. About 35% of the children who started school have failed to finished, they only add to unskilled and semi-skilled people already existing in the society (cited by Oduaran, Katahoire & Fasokun, 2009).

Other associated facts to these are working and schooling, curriculum factor where students keep failing and keep repeating one class (grade retention) and dropout syndrome. This is equally in line with Nigeria case, where B.C. Okpukpara and N. Odurukwe (2006) posited to that some students are drop in; and the study of D.D. Ready (2010) who claimed that majority of the students who dropout of school was due to policy or school factor, thus, they were pushed-out but they did not dropout. Because of the system inability to cater for their own peculiarity, they dropped out (Grant & Hallman, 2006; and Myers & Harvey, 2011).

India is as a country with differences of socio-cultural, techno-economic, and ecological set up in its human tribal distribution. But, majority of its population dwells in impoverish status as industrialisation is far from the people of the lower grassroots. The basic argument is that majority of the population are not empowered with literacy, as education is a tool to develop the general life of people (Olaniyan & Okemakinde, 2008). To have a meaningful development of people, education have to be every bodies right and the nation have to make education to be the primary tool for the general social security and investment (Nwagwu, 2008).

Despite the importance of education to individual and societies social, political, and economic development, the chances to education in countries of the world is still debateable, this include India. This country recorded 17 million dropout out of the 27 million children who join class one in 1993, by their class 10, "x" estimation. In the same vain 1991 census shows that 209 million children around the age of 5-14, only 104 million attended school and other 105 million (50%) did not attend. In 2001, a total population of same age children 253 million, 166 million attended school and 87 million (34.4%) did not, there is an improvement, but yet majority of the India school age children remain out of school system (cited by UNESCO, 2006).

The country recorded a fast growing number of children enrolling into school system from about 3 million in 1980 to about 10 in the year 2003/2004 (Bagai & Nundy, 2009). Schools in India are not uniformly provided, education quality is a stratified factor considering the range of private schools, whose fee is always high and education quality is said to be at the top, the government functional schools are the public schools provided by the government, the quality is low compare to that

of the private school. The aspects socio-cultural, economic, pedagogical practices, routine school culture administrative procedure, and mismatch between parents expectation and curriculum fulfilment of children career in the future. Others are: hostile administrative procedure, lack of interest, examination failure, absence of social norms protecting child right and child labour hinders attendance, school daily cost, poverty, and house hold factors (Bagudo, 2006; Haralambos, Holborn & Herald, 2008; and Ready, 2010). India factors resulting to students dropouts from school are having the same features to that of Niger, Nigeria, and South Africa which centred round home, education policy, school administration, and students personal factor (Grant & Hallman, 2006; and Nwagwu, 2008).

Base on the reported factors associated to students dropout from school, which are tied technically to school, parents community and policy factors, it is concluded that dropout of a single students might like to have multiple factors. In Niger, provision of equal education is an educational challenge, but poverty, early marriage, cultural, and religious believe are equally posing a trait to education which led to students withdrawal (relatively force of compel to) or dropping out (willingly or indirectly influenced). South African cases involve poverty, pregnancy, peer factor, education policy, marriage, students' performance, and HIV (Human Immunodeficiency Virus) factors affecting some students.

The problems of dropout are not uniformly operating in various countries, but majority are the same. India is having the problem of home background and educational chances and quality, to some extent school factors are recognised to influence dropout in all the developing and developed nations. The home, school, community, peer, education policy, and students are major issues surrounding the cases of dropout. In Europe, culture and religion are not sighted as factors; but in Nigeria and Niger, culture and religion are factors contributing to students' dropout from school. The socio-economic status is also a dominant factor across the globe. This indicates the level to which the case of students' dropouts is universal.

Fourth, Features of School Climate in Developed and Developing Nations. School climate possesses features which are important to the success of school system and students. These are factors that make school to operate as a professional or bureaucratic organisation (Ritzer, 2004 and 2008) which can be seen as combination of students, parents, and policy makers as school system (Nwagwu, 2008; and Ready, 2010). Good school climate can improve stable progress of students' academic achievement and if it is not conducive for learning, it will yield no good result and parents and students will lose confidence in schools, which is detrimental

to school system and society in general. Some of these are summed up as: teacher morals (involving character education), preventing bullying, students conflicts and insecurity (providing safe environment) for learning, connectedness, peering, extra-curricular activities, and equally provide prosperous information for future career (Gemici & Rojewski, 2010).

About the School Culture. The school culture is the norms and believes (as parts of its social milieu) with either directly or indirectly influences and has effects on the people around and within the school environment. School culture is the belief and attitudes structured with the features of do and don't within the school settings. This refers to idea, assumptions, values, and 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 competently built in the school organisations: milieu, social system, and academic direction (Charland, 2011). This aspect of the school is the silent rituals operating to influence students and teachers. Categories of individuals in schools are silently informed and by school norms are codified this assist in directing various actions to maintain aspects of school climates and satisfying all education consumers.

The components that built up school culture are artefacts, symbols, values, and assumptions. School culture outlined silent creeds that communicate actively or passively by the use of symbols to people within the general settings. This in summary can be seen to be school way of life and it will be a routine activity and be maintained with the passage of time. School culture stands to be the yardstick of measuring behaviours (Alfassi, 2004). Teaching is structured round interpretation of contents with the use of identified pedagogy to achieve teaching and learning goals, which the school culture is among.

About the Classroom Ecology. The classroom is a part of the whole with respect to school climate or in describing the norms of every school setting (Galton, 2010). To the teacher, it is the most sensitive place where the intentions of all educational plans are put into practical (theory into practice). The importance of the classroom teacher was equally recognized by developed and developing nations. This is because no development or nation will rise above the level of its education, this involves both the structures, contents, and pedagogies of teaching as no education system can progress beyond the quality of its teachers, which is part of the school climate. This perhaps is the laboratory of educationists and indeed sociologists of education (classroom). Effort to make a good classroom is teachers, students, and school authority's duty.

The classroom did not stand or appear in a vacuum, it comes about a myriad of (physical, psychological, and social phenomenon) which are akin to the classroom and school successes. L. Kyriakides and B.P.M. Creemers (2011) posited that to understanding classroom ecological factors, social, and psychological relationship or interactions, technical and pedagogical aspects of instructional delivery, physical, and organisational routines of classroom, discipline and management, attitudes and perceptions are expected to be positive. The challenge of maintain a productive class room is more produced in the developing nations where most of the classroom and their structure are not safe or conducive for learning (Alfassi, 2004; Ream & Rumberger, 2008; and Kyriakides & Creemers, 2011). Teaching and learning material are not the major classroom ecological challenges in developed nation, but problem of home background, peers positive and negative influences, and students personal attitude to academic activities. But these are equally manifesting in developing nations schools.

About the School Physical Plants. Appearances and school physical plants involve school building, location, safety, appearance, and environmental safety. To A.J. Hands and R.A. Warshak (2011), lack of safety in schools exposes students to vulnerable factors and other social risks. The argument is that the school building and environment should be free from risk and hazards. School safety should have good building plans with protective majors employed for risk management, propose adequate budget for combating social risk, enhancing access to education, and improve retention strategies (Raywind, 2001; and NSCC, 2007). The school plants are expected to be for conformability; thus, it is an essential factor with give importance to the availability of toilet facilities for teachers and students, good classroom structures that are strong and safe, types of building fitting must be humanly favourable, consideration of school distance, location, means of transportation, and flourish environment are the expectation of school physical plants.

According to M. Alfassi (2004), emphases were shown on the relationship of good school plant and academic achievement which is tied to be the classroom, location of school, and its safety to students. A conducive teacher working atmosphere and student learning is observe to enhance comfort ability in learning and improve social security and environmental safety, which counts in the assessment of school climates and the location it is situated (UNESCO, 2006).

About the Administrative Organisation in School. Leadership style and decision making always remain a focal point of discussion between and within teachers and students of a particular school (Carpenter, 2011; and

Charland, 2011). Leadership style affects school culture (dealing with both the seen and unseen governing rules and norms) and is having effects on teachers job commitment, influences the act, and of discipline in the school environment, enhances students' academic performance, or if too rigid scare students away from school and the dysfunctional part other students attitude and school environment will manifest.

School leadership affects school climate, culture, and classroom positive or negative ecology (Nwagwu, 2008; and Ananga, 2011). Disciplinary measures are prime concern to school administrative organisations. School premises is built with disciplinary coded ethics, these are both in the classroom and outside. This is part of the school system and operates among the social dimensions that keep students confident in school. Discipline in the school is one primary factor that has to be moderated to accommodate all students and this act and teacher's action toward decision making should be judicious and fair. The act of discipline should be positively administered, so that it will go a long way to keep good school relationship and promote profitable learning environment. A rigid and harsh school rules push students out of the school, this interprets the school climate and culture negatively (Grant & Hallman, 2006; Nwagwu, 2008; and Bagai & Nundy, 2009).

About the Features and Effects of Positive and Negative School Climates on Students. Positive school climate can be seen to be a conducive atmospheric condition of learning, rich with all the necessary ingredients the promote learning, and strengthens the school students relationship and commitment (Bear *et al.*, 2011). These existing conditions in school are: students' conformability demand and having high interest in school activities, attaching strong value, acceptability in the part of students and teachers to work as a team, a design and stated security measure for the environment safety, and the general setup should be able to bring interdependent interaction.

Positive school climate or environment influences and affects all the associate of the school community (staff, student, and policy makers) which are the routine factors that are maintained to promote functional school climate and cultural system that governs school. For the environment to be successful, it is expected to provide facilities for the comfort of teaching and learning, among which are: instructional materials for teachers and students, safety measures in the school environment, games facilities, recreational centres and chances, libraries, transportation, and social security (Marshall, 2004; NSCC, 2007; Adegoke, 2008; and Gemici & Rojewski, 2010).

Negative school climate attributes are the absence of the requirement for conduciveness, teaching and learning is done awfully in the school classroom and environment. The school students relationship is not encouraging, teaching and learning are poorly done due to poor pedagogical employment and the total negligence of conscious accountability. A school with high bullying syndrome (Len *et al.*, 2001), scare new students with a multiple illegal entrance encourages leaving school early and coming to school late, extra-curricular activities (games, debates, and social play) are absent and school remain bored.

If a school is not productive, improve on positive connectedness, establishes forum for peer academic support interaction, then, it is not safe and conducive for learning as it goes contrary to expectations (Marshall, 2004; and Skrla *et al.*, 2011). Teaching environment is expected to be have fair treatment and be a safer place to meet with the demand of conflict prevention, resolution and technically have inbuilt moral massages for students. School climate emotionally operates good or bad to the students, where it fails to stop attitude like smoking, bullying, theft, drugging, absenteeism, and dropping out syndrome. Such a school environment is said to be failing as it is operating on the negative side of the climate; and this is going to have poor effects on the student schooling attitudes (Gregory, Cornell & Fan, 2011; and Andrei *et al.*, 2012).

FINDINGS AND DISCUSSION

School climate is primarily the centre of education success in both the developed and developing nations. Generally, every nation has education problem but these problems are associated to different factors. In France school, climate and student dropout was narrowed to the problems associated to schools, family own problems, peers, and school situation which led 6% of students living school without any qualification. Other familiar problems are: student's interest, failure of carrier guidance counselling, low skills, ability, slow learning and reading ability, and socio-economic background (Gury, 2011; and Myers & Harvey, 2011).

Perhaps these problems are associated to most of the developed and developing nations, including the United Kingdom. Among the major factors associated to these are: poverty (children in families with income of the lowest 25%), have to work to support the family, early pregnancy is equally a problem leading to teenage girls dropping out from school; while others, have been identified to be lack of understanding English language (by minority non English speaking groups). This is associated to both the

developed and developing nations. Because of the level of poverty in a family, the children had no option than to go to public government school which in the developing nation, they are not having productive teaching and learning facilities.

The school climate has other student's related factors that lead to dropout from school. These are student low academic performance, interest, and peer conviction of the fantasy associated to outside world of the classroom. Student's individual frustration due to social challenges both at (home and school), poor self-perception, and poor academic school grade (leading to failure) in school. Students who alienate sees dropping out as the solution to their school solitude style of life. Students from a low class mostly those living in a disadvantaged area and underachieved students find quitting more suitable. Basically, the noticeable feature of dropout students from school are indicated as low class parental status and students, student social insecurity and inferior feelings, parental residential location, and effect of neighbourhood attachment. This case is applicable to developed and developing nations.

Dropouts from school remains a global educational challenge, growing high, and this is more serious in the developing nations despite the intervention in education policies, monitoring, and provision of assistance by world bodies of various education schemes. The following factors influences students dropout and they varies in operation in different families, communities or schools: poor educational background of parents, inability to pay their children school fees, and failure in school examination (leading to grade retention). Absence or a poor state of instructional facilities in schools, broken homes (single parents), occupation, school discipline policies, teenage pregnancy, early marriage, students feelings, and high absenteeism (Hands & Warshak, 2011; and Myers & Harvey, 2011). The factors responsible for students dropouts from school are multi-variable in nature (individual, family, school, educational policy, and community), residential location of parents, ethnicity, and social status. The homes and communities who are the most sensible part of the child education should be appropriately informed and alternatively have economic plan to support every school needs of children.

Government policy toward school is always to improve the lots and wants of particular communities. Government major problem associated to dropouts cases had been attributed to be policy deficiency (implementation, monitoring, assessing, and evaluation) and it has a direct effect on the school environment and the general teaching and learning well-being. The policy makers can either make schooling successful or

make it fail, the environment can either be of open and positive climate for learning, a controlled climate with high bureaucratize rigidity or a familiar climate which laws are weak, where school activities program will contribute nothing to either discipline or learning (Bagudo, 2006; Olaniyan & Okemakinde, 2008; and Myers & Harvey, 2011).

Peer group influence in school, a group whose members share similar circumstances and are often of a similar age (Haralambos, Holborn & Herald, 2008). By interacting with peers, children are influenced by either negative socialization or positive either of the two has a strong influence on the child subsequent character at home, in school, and outside. This set up of groups have similar status, for example, group of friends and school children in the same year. M.J. Lubbers *et al.* (2006) said that peer relationship (acceptance, relatedness, and social engagement) are factors that are interactively associated to students' academic upward or downward mobility. Peer relationship proves to be very strong variable influencing children, pupils, students and friend's life style, and decision making.

These factors involve habit formation, peers motivate self-esteem, and confidence building by the act of social bond and participation in youths activities, both in school and outside (Ream & Rumberger, 2008). Poor remuneration for teachers (policy issue) affects their attitudes toward work, the success of education plans rest on the shoulders of the teachers, if the teachers of any society are not properly taken care of the standard of education will be very low, parents will withdraw their children from schools, and many youths will dropout as a result of low progress from the school arena (Meighan & Siraj-Blatchford, 2004). Social dependency of students on schools and the consequent deprivation denial and lack of access to social facilities in schools had lead more students to dropouts of the school in most developing nations (Lee & Madyun, 2009; and Buss, 2010).

The delimitation of these factors ranges from social, economic, physical, emotional, and academic. Therefore, social rules of school should identify these differences and make school environment to be of egalitarian status and fair to all. Negative climatic factors evolve round the schooling system: class, school premises, safety of staff, secrecy of school, exercise of power, execution of interest in the absence of law, the joy to be hired and the fear to be fired, and to admit and dismiss; all are factors of the school climatic feeling to all that operates within schools. The use of gender in education attainment or accessibility causes and exposes the said gender to social enslavement, isolation, and seclusion. Race and

ethnicity, imposes of language or cultural practices on students of different culture, these factors if negatively used on students cause social inferiority and makes a student to seek self-help or defence negatively or otherwise (either by withdrawing, dropout, or change of school). The extreme use of unconventional traits affects both students and teachers. Rural or urban students are open to school unsafely climate base on the status affiliation, either positively protected or negatively open to social risk and eventually dropout from school (Len et al., 2001; and Skrla et al., 2011).

CONCLUSION

It is not possible to establish one single cause for students dropping out from schools around nations, but the factors cut across: school, home, and policy maker. School factors are intrinsic and extrinsic; these are towards making the school climate a productive teaching and learning place. The school climate has two roles functional (positive) and dysfunctional (negative). The school climate if properly plan and equip, it can socialize individual student to the expectations of the society; but if this is on the contrary, the student will suffer educational setback which can easily lead to student's dropout. The various causes of students' dropouts prove that the problem needs an urgent solution. The case of the developing nations is making the relevance of education not to be felt by individual citizens.

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One of the School Climates in Developing Nation

(Source: www.google.com, 10/11/2012)

The school climate has two roles functional (positive) and dysfunctional (negative). The school climate if properly plan and equip, it can socialize individual student to the expectations of the society; but if this is on the contrary, the student will suffer educational setback which can easily lead to student's dropout.