

Home and School Factors as Determinants of Students' Conduct in Colleges of Education in Southwest, Nigeria

**Amidu Kolawole AJAYI
LCU/PG/002205**

**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Doctor of Philosophy Degree
(PhD) in Social Studies Education**

2024

Certification

This is to certify that this study titled “Home and School Factors as Determinants of Students’ Conduct in Colleges of Education in Southwest, Nigeria” was carried out by **Amidu Kolawole AJAYI** with matriculation number LCU/PG/002205 under my supervision in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria, and that this work has not been previously submitted.

Dr. Mary Mojirade AYANTUNJI
Supervisor

Date

Dr. Oluyomi Susan PITAN
Head of Department

Date

Dedication

This thesis is dedicated to Almighty Allah for His mercies on me and to those who cherish moral uprightness in people.

Lead City University Ibadan DO NOT COPY

Acknowledgement

I give special thanks to Lead City University, Ibadan for providing enabling environment for learning and making academic dreams of many people come true, may God continue to be with the management and the entire populace of the University. I appreciate the contribution of the Deans, Student affairs and staff of admission department of institutions used for collecting data: Federal College of Education (Special) Oyo, Emmanuel Alayande College of Education, Oyo, Mufutau Lanahun College of Education, Ibadan, Federal College of Education, Iwo, College of Education Ilesa, Grace College of Education, Osogbo, Adeyemi College of Education, Ondo, Federal College of Education, Abeokuta, Tai Solarin College of Education, Ijebu Ode, Piaget College of Education, Abeokuta, College of Education, Ikere-Ekiti and others.

Also, my sincere appreciation goes to my amiable and caring supervisor, Dr. Mary Mojirade Ayantunji for her untiring assistance, tolerance, useful contributions and concern which make this work a success. I say God bless her; She shall live long to eat the fruits of her labour in the mighty name of God (Amen). I also express my gratitude to Dr. Oluyomi Pitan, Head, Department of Arts and Social Science Education for her love and encouragement towards the success of this research work. I sincerely appreciate all lecturers who have imparted a great measure of knowledge to me during my programme – Professors Afolakemi Oredein, Donald Odeleye, Philius Yara, Senimetu Ileuma, Ukamaka Akuche, Toyin Oyedeji and Drs Monilola Oyetade, Christiana Sam-Kayode, Sabina Obi, Olabisi Killian, Seyi David, Omobola Gambo, Deborah Ayeni, Yejide Ibikunle and Dolapo Awoniyi. Also, all non-academic staff are appreciated. God bless them all.

To my research assistant, Mr. Olaniran Abimbola, Mr. Olatunji Rufus, Mr. Oladeji Nurudeen, Mr. Akintobi Oluwatobi Mr. Tubi Oluwasegun Mr. Abdulrahman Omotosho, Mr. Kazeem Kareem, Miss. Olojede Asiata and Miss. Balogun Fawasat. I thank them all for helping me with

data collection. I am forever grateful to my parents, Alhaji Adebimpe Yekeen-Ajayi and my late mother Mrs. Wosilat Anike Yekeen-Ajayi for imparting good virtues in me right from my tender age. May ALLAH reward her abundantly. Also, my profound gratitude goes to my wife, Mrs. Idayat Ajayi for her moral and spiritual support during my programme. I equally appreciate my children, Moryam, Abdulrahaman, Islamiyat, Fatimo and Ridwanullah.

Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

Lead City University Ibadan DO NOT COPY

Abstract

This study investigated home and school factors as determinants of students' conduct in colleges of education in southwest, Nigeria. The descriptive survey research design was used. The sample size for this study was 1254 and purposive sampling technique was used to select 15 colleges of education and 200 level Social Studies Students in Southwest, Nigeria. The research instrument used was a self-structured questionnaire tagged “Home and School Factors on Students’ Conduct Questionnaire (HSFSCQ)”, with reliability value of 0.82. Data collected were analysed using descriptive statistics of simple frequency count, percentages and mean value for the demographic data and research questions. For the hypotheses, Pearson Product Moment Correlation (PPMC), Multiple Regression, General Linear Modelling (GLM) of Multivariate and Univariate were used and tested at 0.05 level of significance. The result revealed that the level of students’ compliance to both academic and moral conduct was low ($\bar{x} = 2.177$; $\bar{x} = 2.476$) respectively. All home factors and school factors were dominant in determining students’ ethical conduct except family size and parental social status ($\bar{x} = 2.431$; $\bar{x} = 2.352$) respectively. Home factors exhibit significant positive correlations with both academic and moral conducts ($r = 0.247$, $p < 0.01$; $r = 0.312$, $p < 0.01$) respectively and school factors ($r = 0.214$, $p < 0.01$; $r = 0.465$, $p < 0.01$) respectively. Home and school factors had combined significant influence on students’ conduct ($F = 119.185$, $P < 0.000$). Home factors had relative influence on students’ academic and moral conduct respectively ($F = 46.780$, $P < 0.01$; $F = 73.535$, $P < 0.01$), also, school factors had significant influence on students’ academic and moral conduct ($F = 18.553$, $P < 0.01$; $F = 100.326$, $P < 0.01$) respectively. However, religion had positive influence on the interaction effect of home factors and students’ conduct ($F = 40.151$, $P < 0.000$), as well as school factors and students’ conduct ($F = 43.985$, $P < 0.000$). This study concluded that interconnected influences on students' conduct; including home and school factors and religious affiliation contribute to students’ moral and academic conduct, emphasizing the need for a holistic approach to address conduct related issues in colleges of education in Southwest, Nigeria. Based on the findings, it was recommended that a stable connection should be developed between teachers and students for good ethical behaviour, school authority should develop standard disciplinary measures and safety regulations for students’ conduct and strong collaborative platform between home and school should be created for cooperative decision making and problem solving to ensure ethical students’ conduct.

Keywords: Students’ Conduct, Academic Conduct, Moral Conduct, Home Factor, School Factor

Word Count: 300

Table of Contents

| Content | Page |
|-------------------------------------|-------------|
| Title Page | i |
| Certification | ii |
| Dedication | iii |
| Acknowledgement | iv |
| Abstract | vi |
| Table of Contents | vii |
| List of Tables | xi |
| List of Figures | xiii |
| List of Acronyms | xiv |
| Chapter One: Introduction | 1 |
| 1.1 Background to the Study | 1 |
| 1.2 Statement of the Problem | 10 |
| 1.3 Aim and Objectives of the Study | 11 |
| 1.4 Research Questions | 12 |
| 1.5 Hypotheses | 12 |
| 1.6 Significance of the Study | 13 |
| 1.7 Scope of the Study | 14 |
| 1.8 Limitation of the Study | 16 |
| 1.9 Operational Definition of Terms | 17 |
| Endnotes | 18 |

| | |
|---------------------------------------------------------------------------|----|
| Chapter Two: Literature Review | 21 |
| 2.1 Conceptual Review | 23 |
| 2.1.1 Students' Conduct | 23 |
| 2.1.1.1 Academic Conduct | 31 |
| 2.1.1.2 Moral Conduct | 38 |
| 2.1.2 Home Factors | 43 |
| 2.1.2.1 Family Size | 44 |
| 2.1.2.2 Parental Educational Qualification | 56 |
| 2.1.2.3 Parental Social Status | 58 |
| 2.1.3. School Factors | 61 |
| 2.1.3.1 School Discipline Practices | 62 |
| 2.1.3.2 School Safety | 66 |
| 2.1.3.3 Student-Staff Relationship | 66 |
| 2.1.3.4 School Type | 68 |
| 2.1.4 Religion | 69 |
| 2.2 Theoretical Framework | 70 |
| 2.2.1 Theory of Planned Behaviour | 70 |
| 2.2.2 Attachment Theory | 76 |
| 2.3 Review of Empirical Studies | 88 |
| 2.3.1 Home Factors and Students Conduct | 88 |
| 2.3.1.1 Family Size and Students' Students' Academic Conduct | 94 |
| 2.3.1.2 Parental Educational Qualification and Students' Academic Conduct | 95 |
| 2.3,1,3 Parental Social Status and Students' Academic Conduct | 97 |

| | | |
|---------|----------------------------------------------------------------|-----|
| 2.3.1.4 | Family Size and Students' Moral Conduct | 98 |
| 2.3.1.5 | Parental Educational Qualification and Students' Moral Conduct | 100 |
| 2.3.1.6 | Parental Social Status and Students' Moral Conduct | 100 |
| 2.3.2 | School Factors and Student's Conduct | 102 |
| 2.3.2.1 | School Discipline Practices and Students' Academic Conduct | 108 |
| 2.3.2.2 | School Safety and Students' Academic Conduct | 109 |
| 2.3.2.3 | Student-Staff Relationship and Students' Academic Conduct | 110 |
| 2.3.2.4 | School Type and Students' Academic Conduct | 112 |
| 2.3.2.5 | School Discipline Practices and Students' Moral Conduct | 113 |
| 2.3.2.6 | School Safety and Students' Moral Conduct | 115 |
| 2.3.2.7 | Student-Staff Relationship and Students' Moral Conduct | 115 |
| 2.3.2.8 | School Type and Students' Moral Conduct | 116 |
| 2.3.3 | Mediating Effect of Religion and Students' Conduct | 117 |
| 2.3.3.1 | Religion and Students' Academic conduct | 119 |
| 2.3.3.2 | Religion and Student's Moral Conduct | 120 |
| 2.4 | Conceptual Model | 124 |
| 2.5 | Summary of Gap in Literature Reviewed | 126 |
| | Endnotes | 128 |
| | Chapter Three: Methodology | 144 |
| 3.1 | Research Design | 144 |
| 3.2 | Population of the Study | 144 |
| 3.3 | Sample and Sampling Techniques | 146 |
| 3.4 | Description of Research Instrument | 148 |

| | | |
|------|---------------------------------------------------------------------|-----|
| 3.5 | Validity of the Research Instrument | 149 |
| 3.6. | Reliability of the Research Instrument | 149 |
| 3.7 | Administration of Research Instrument and Method of Data Collection | 149 |
| 3.8 | Method of Data Analysis | 150 |
| | Endnotes | 151 |
| | Chapter Four: Results and Discussion of Findings | 152 |
| 4.1 | Analysis of Demographic Data | 152 |
| 4.2 | Analysis of Research Questions | 155 |
| 4.3 | Test of Hypotheses | 173 |
| 4.4 | Discussion of Findings | 195 |
| | Endnotes | 208 |
| | Chapter Five: Conclusion | 213 |
| 5.1 | Summary of Findings | 213 |
| 5.2 | Conclusion | 215 |
| 5.3 | Recommendations | 216 |
| 5.4. | Contribution to Knowledge | 217 |
| 5.5. | Suggested Area for Further Research | 219 |
| | Bibliography | 220 |
| | Appendices | 234 |
| | Appendix I | 234 |
| | Appendix II | 238 |
| | Bio-data | 259 |
| | The University Compliance Certification | 267 |

List of Tables

| Table | Title | Page |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 3.1 | Number of Colleges of Education Based on State and Type | 144 |
| 3.2 | Population of Students in Colleges of Education in each State of the Study | 145 |
| 3.3 | Sample Size of Students in Colleges of Education | 147 |
| 4.1 | Demographic Variables | 152 |
| 4.2 | Level of Students' Compliance to Academic Conduct in Colleges of Education in Southwest Nigeria | 155 |
| 4.3 | Level of Students' Compliance to Moral Conduct in Colleges of Education in Southwest Nigeria | 157 |
| 4.4 | The Dominance of Family Size Factors in Determining Students Conduct in Colleges of Education in Southwest Nigeria | 159 |
| 4.5 | The Dominant of Parental Educational Qualification in Determining Students' Conduct in Colleges of Education in Southwest Nigeria | 161 |
| 4.6 | The Dominance of Parental Social Status in Determining Students' Conduct in Colleges of Education in Southwest Nigeria | 163 |
| 4.7 | The Dominant School Discipline Practices in Determining Students' Conduct in Colleges of Education in Southwest Nigeria | 165 |
| 4.8 | The Dominance School Safety in Colleges of Education in Southwest Nigeria | 167 |
| 4.9 | The Dominance of Student-Staff Relationship in Colleges of Education in Southwest Nigeria | 169 |
| 4.10 | The Dominance of School Type in Colleges of Education in Southwest Nigeria | 171 |
| 4.11 | Correlation Matrix of the Relationship among Home Factors, School Factors and Students' Conduct Indices in colleges of education in Southwest Nigeria | 173 |
| 4.12 | Correlation Matrix of the Relationship among Home Factors, School Factors and Students' Conduct in colleges of education in Southwest Nigeria | 174 |

| | | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4.13 | Joint Influence of Home and School Factors on Students' Conduct in Colleges of Education in Southwest Nigeria | 176 |
| 4.14 | Joint Influence of Home and School Factors on Students' Academic and Moral Conduct respectively in Colleges of Education in Southwest Nigeria | 178 |
| 4.15 | Home Factors and Students' Academic Conduct in Colleges of Education in Southwest Nigeria | 180 |
| 4.16 | Home Factors and Students' Moral Conduct in Colleges of Education in Southwest Nigeria | 182 |
| 4.17 | School Factors and Students' Academic Conduct in Colleges of Education in Southwest Nigeria | 184 |
| 4.18 | School Factors and Students' Moral Conduct in Colleges of Education in Southwest Nigeria | 186 |
| 4.19 | Effect of Religion on the Relationship between Home Factors and Students' Conduct in Colleges of Education in Southwest Nigeria | 188 |
| 4.20 | Effect of Religion on the Relationship among Home Factors and Students' Academic and Moral Conduct in Colleges of Education in Southwest Nigeria | 190 |
| 4.21 | Effect of Religion on the Relationship between School Factors and Students' Conduct in Colleges of Education in Southwest Nigeria | 192 |
| 4.22 | Effect of Religion on the Relationship among School Factors and Students' Academic and Moral Conduct in Colleges of Education in Southwest Nigeria | 194 |

List of Figure

| Figure | Title | Page |
|---------------|------------------|-------------|
| 2.4 | Conceptual Model | 124 |

Lead City University Ibadan DO NOT COPY

List of Acronyms

| Abbreviation | Meaning |
|---------------------|------------------------------------------------------------|
| PSE | Parent Self Efficacy |
| SES | Socio-Economic Status |
| PISA | Program for International Student Assessment |
| TPB | Theory of Planned Behaviour |
| RAT | Reasoned Action Theory |
| AT | Attachment Theory |
| IQ | Intelligent Quotient |
| SHS | Senior High School |
| WASSCE | West African Senior Secondary Certificate Examination |
| TRS | Teacher-Student Relationship |
| NCCE | National Commission for Colleges of Education |
| HSFSCQ | Home and School Factors on Students' Conduct Questionnaire |
| PPMC | Pearson Product Moment Correlation |
| GLM | General Linear Modelling |
| SPSS | Statistical Package for Social Science |
| ANOVA | Analysis of Variance |
| NGO | Non-Governmental Organization |
| EM | Examination Malpractice |

Chapter One

Introduction

1.1 Background to the Study

The notion of conduct varies among societies and changes over time, although there are universal moral principles that guide it. Conduct, also known as ethics, encompasses the study of what constitutes good or bad character, behaviour, and manners in addressing academic and non-academic issues within institutions like schools or social groups¹. The decline in moral behaviour, especially among school-age adolescents, has led to a call for moral education. The objective of colleges of education is to shape well-rounded individuals who understand and adhere to acceptable behaviour in civilized cultures². Colleges also have a responsibility to safeguard the community from potentially problematic students, which is why they implement student conduct processes. Educational institutions, including colleges and schools, aim to foster good citizenship, dignity, patriotism, and a functional society by not only focusing on academics but also moral development².

However, student conduct in schools has become a contentious issue recently. The term "student conduct" holds various meanings and should be understood within its specific context. It encompasses both ethical and unethical behaviours, representing both positive and negative conduct. It refers to how students behave in accordance with acceptable norms, principles, and values within institutional or social group environments².

Students' conduct encompasses students' academic and moral behaviours while attending school. Unethical behaviour refers to conduct that deviates from ethically good or desirable standards and can be observed among students, lecturers, and administrative personnel in higher

educational institutions². This study classifies students' conduct as academic conduct and moral conduct.

Academic conduct, within the scope of this study, includes students' academic achievement, attendance at school and examination conduct. These aspects contribute to students' behaviour within colleges of education in Nigeria. Student academic achievement refers to a student's level of success, progress and performance in their educational pursuits, considering various factors such as grades, test scores, class participation, assignment completion, attendance and lectures and adherence to school rules and regulations³. It is a process influenced by both the home and school environments, where the foundation is laid at home and further developed and shaped by the school to foster morally upright individuals.

Attendance in school, in relation to a students' conduct, refers to their consistent and regular presence at their educational institution during designated school hours⁴. It reflects their commitment to education and active engagement in the learning process within the school environment. Attendance significantly impacts academic progress, social interactions, and overall involvement in school activities. Regular attendance allows students to receive instructions, interact with teachers and peers, collaborate on projects, and participate in classroom discussions and activities⁴. Attendance at lectures is very crucial for students to acquire education and its associated advantages.

Examination conduct in school refers to how students behave and adhere to specific guidelines and regulations during examinations or assessments conducted within the school setting³. Students are expected to demonstrate integrity, honesty, and ethical behaviour during examinations. They must follow established rules and regulations that ensure a fair and unbiased assessment

environment. This includes guidelines related to the use of authorized materials, avoidance of cheating, appropriate behaviour in the examination room, and adherence to time limits.

Most adolescents, notably tertiary institution students are seen nowadays to have thrown to the winds moral conduct and values and this has contributed to the prevalence of violence and misconduct throughout the whole globe. In the world at large, in Africa, Nigeria and Southwest region of Nigeria in particular, moral conduct and values are cherished a lot. People without good moral conduct are seen as uncultured individuals. These moral conduct include greeting, respect for elders, integrity, fairness, self-control, respect for dignity of labour, wearing decent dresses that cover the whole body, respect for the constituted authority and so on.

A popular proverb says, “if riches is lost nothing is lost, if health is lost something is lost; but when character is lost, everything is lost”. Students’ moral conduct in school is considered one of the priceless assets to the nation’s advancement¹. The way and manner the students comport themselves at the school or the way they react to various school activities or tasks reflect their manner of conduct. Students’ moral conduct is the observed behaviour of learners in the educational context. There is no gainsaying the fact that, in the school context, students’ conducts differ. They do not act the same manner. Variations in the students’ moral conducts might be evident in their attitudes, the way they dress, their attendance at lectures, the way they show respect to their lecturers and the school authorities, their behaviour to their colleagues, their conduct during tests and examinations and so on². Thus, students’ moral conduct is classified into attitudinal conduct and dressing conduct in the context of this study².

Attitudinal conduct refers to students' attitudes, behaviours and manners of interactions with others². It includes characteristics like respect, kindness, empathy, honesty, responsibility, and self-discipline. Attitudinal conduct represents students' character and ethical ideals since it shapes

their relationships with peers, instructors, staff, and the larger school community. Students are taught to have positive attitudes, respect for others, contribute positively to the learning environment, and adhere to moral ideals in their words and deeds.

The way students dress and portray themselves in school is referred to as their dressing conduct. It entails adherence to the institution's dress code or uniform policy². Students are encouraged to dress modestly and appropriately, adhering to requirements that may include length, fit, logos or symbols limits on clothing items. Dressing conduct fosters a courteous and professional environment by ensuring that students' attires coincide with the educational institution's beliefs and standards. Educational institutions can establish norms and expectations that foster a culture of respect, integrity, and personal growth by categorizing students' moral conduct into dressing and attitudinal conduct². This classification highlights the significance of both appearance and behaviour in moulding students' personalities and contributing to a happy and conducive learning environment.

The young adults, particularly College of Education students are expected to show good conduct in terms of the way they dress and comport themselves in the college but the reverse is the case. This is very essential owing to the fact that they are teachers in training and it is what they know and imbibe that they will impart unto their pupils when they eventually become classroom teachers. What is common among students in Colleges of Education nowadays are dresses such as miniskirts, spaghetti blouse, skirts with a slit above the knees, low neck blouses exposing the breasts, wearing bathroom slippers, t-shirts with customized names, t-shirts or vests which display sex, violence, alcohol, human skull with crossed bones, tobacco or drug slogans or bad pictures; baggy trousers, trousers worn below the waist (sagging), non-natural colour hair, big earrings, body tattoos with provocative writing or pictures and so on^{3, 4}. All these are alien to African society and

the practice is not in conformity with the norms and values of the society³. Besides, many of these College of Education students show little or no respect for lecturers and other staff members in the college, they do come late for their lectures, they disturb lectures at times and play with their handset while lectures are ongoing, they do involve in examination misconduct during college examinations, and so on⁴.

These misconducts may be as a result of some home factors such as family size, parental social status, and parental level of education, family background and family stability. Some students have formed the habit of coming late for their lectures. This could be as a result of their lackadaisical attitude towards their education or a reflection of poor child-upbringing in the understanding of the importance of time at anything we do in life⁵. Lateness is a bad habit parents should discourage children right from the tender age. Punctuality is said to be the soul of business. Many of the students in colleges of education do not attach much importance to attendance at lectures. The erroneous assumption is that when they read the lecture notes from their friends during examination period, they would pass.

Family size could be a factor that influences the students' conduct. If the size of the family is small, there is tendency for the parents to be able to give individualized moral training to the children and mould their lives to enhance good conduct, while children from large family may not be properly brought up by the parents due to the fact that there are many children to care for⁵. Individualized attention may not be possible because the children are too many for the parents to properly train in good conduct and values. A finding corroborates this, "children from large families do worse academically and morally compared to children from small families"⁵. Children from parents who oversee and manage their children's conduct, provide emotional support,

encourage autonomous decision-making and are generally more involved in their children's education, are likely to succeed in school⁵.

Further, the parental level of education could influence the children's conduct. The level of education of the parents has tremendous impact on the children's knowledge, abilities and values and later their academic and moral conduct in school¹. Parental participation in the children educational activities at home has positive impact on the children educational conduct. According to studies, children's vocabulary, which opens the door to academic success, as well as other linguistic social skills and conduct are heavily influenced by parents' level of education. Generally, home factors may determine student conduct both at home and beyond which may include the school⁶.

In the same vein, students' misconduct could also be as a result of school factors such as school type, school discipline practices, school safety, student-staff relationship, class size, peer influence, school climate or students' learning skills^{2, 6}. The school discipline practices could influence students' conduct either positively or negatively. In all colleges of education, there is students' code of conduct which explains how the students are expected to behave or the manner they are expected to comport themselves in the school. Discipline is the instruction that helps a person to acquire self-control, orderly behaviour and direction. The enforcement of such rules (in the students' code of conduct) by the school authority will now determine whether the students will be morally upright in their conduct or not^{4, 6}.

Anecdotal evidence shows that some of these students in colleges of education derive pleasure in playing about in the school environment; they are seen sitting down in groups under the trees and cracking jokes, discussing issues going on in the society, narrating a particular film or movies, sharing experiences of happenings in their various homes or happenings in the school

compound, or discussing just anything at the expense of attending lectures. Students may be seen most times busy with their handset or android phones chatting up their friends on Whatsapp, Facebook, Instagram and so on⁷. Some of the students may even be watching videos or listening to music and giving analysis of current or latest musicians in town which at times lead to noisy arguments and fight⁷. Further, while lectures are ongoing in different lecture halls and classrooms, many of these students may be seen playing games on their android phones and boycott lectures⁸. Some students may also be seen holding unimportant meetings at the expense of lectures they supposed to attend. Students are at times seen looking around for their girlfriends or boyfriends to be engaged in discussing trivial matters while lectures they ought to attend are ongoing in lecture halls. In addition, some of the students may be seen signing course forms about or attending to other things like assignments, project work, obtaining receipts of certain dues to be paid at the department or at the school level, arranging their documents in files in some designated offices at department and school level, among others while lectures are going on in their various departments.

Also, anecdotal evidences showed that in many Colleges of Education, students are fond of wearing different kind of indecent dresses into the school and appear almost naked, all in the name of western civilization⁹. Indecent dressing has been described as any improper and provocative way of dressing which is morally unacceptable to the people in a particular community¹⁰. In the same vein, a study described indecent dressing as type of dressing that is incongruent with the acceptable social way of dressing in a community in question^{9, 11}. Also, indecent dressing has been seen as any dressing that exposes some parts of the body such as breasts, stomach, buttocks, tights and underwear that supposed to be covered by either male or female individuals^{12, 13}.

The major worry now is that, this conduct of indecent dressing is now becoming a common way of life among the students in Colleges of Education and other institutions of higher learning in

the society^{11, 13}. The students, within themselves, do not feel anything wrong in wearing dresses that is almost showing their nakedness as they feel it is fashionable in modern time while coming to school with dresses that cover the whole body is seen as old fashion and barbaric^{14, 15, 16}.

The school type, be it public or private Colleges of Education could also determine the students' conduct. The students' conducts are better monitored in public schools as discipline is being enforced with students' code of conduct and dress code than the private colleges. A study revealed that public Colleges of Education are more likely to implement code of conduct, discipline and punishment to manage students' academic and moral behaviour than privately-owned colleges^{17, 18}.

Evidence shows that public colleges of education mostly enforce code of conduct, discipline and punishment to regulate students both in academic and moral conduct than the private college counterpart¹⁷. Thus, it can be assumed that the more the population, the more the tendency of immoral conduct in form of academic and moral behaviour among college students¹⁹. Furthermore, in the area of implementation of code of conduct, public institutions seem to be better²⁰. Generally, public tertiary institutions including college of education in Nigeria tend to be better in term of academic and moral conduct in the school when considering institution's ability to enforce rules and regulations and code of conduct than private institutions^{20, 21}. Private colleges of education also ensure enough provision of school facilities for better teaching and learning and good academic performance, but at times blend to suit the wish and needs of students; though students are not allowed to be rotten²¹.

School safety is another factor that could influence students' conduct. A safe school is one that is free of violence and is distinguished by an environment in which there is no perceived fear of the institution or its disciplinary procedures^{22, 23, 24}. That is, in a safe school, students, teachers,

staff and visitors may work together to enhance teaching and learning without fear of being hurt. The term 'safety' refers to all the efforts to keep the school community and its surroundings safe. This will enable the students behave themselves and exhibit good moral conduct. Also, it will enable the students abide by all the rules and regulations guiding behaviour in all school's activities for better performance and being morally upright^{25, 26}.

Another factor that could influence students' conduct is the student-staff relationship. Effective teaching and learning depend on the kind and value of the relationships that instructors and students form²⁷. Lecturers' interpersonal relationships have a considerable impact on students' academic progress and moral development. To corroborate this, a study revealed that teacher-student relationship is important for a person's social and emotional development which can influence how well learner succeeds academically²⁶.

Regarding the moderating influence of religion background of students, the advocate of the theory of planned behaviour emphasized the impact of religion on individual behavioural conduct²⁷. Religion has to do with the belief in the Supernatural Being (God) who is worshipped by people and this exert influence on the behaviour or conduct of individuals. Religion background of students at all levels of education plays a significant role in their behavioural conducts in and outside school environment²⁸. However, effect of religion on the students' home and school environment goes a long way in determining and moderating students conduct, and in shaping their behavioural instinct and conduct in the society at large.

Based on the above, this study investigated home and school factors as determinants of students' conduct in colleges of education in Southwest, Nigeria.

1.2 Statement of the Problem

Students' conduct in school, societies and the nation at large has been of significant concern to the government, parents, guidance counsellors, teachers and even students themselves. The level of misconducts either academically or morally in the Nigerian tertiary institutions including colleges of education and the immediate society is very terrible. Anecdotal evidences show that in a college of education, hardly will a school semester goes by without the occurrence of violent behaviour in the school, in addition to those being reported in the media. These include ill-treatment of fellow students, various forms of sexual immorality, students assaulting their teachers damaging school properties, stealing, the use of abusive languages, particularly in girls, indecent dressing, engaging in transactional sex for remuneration or other material benefits, early pregnancies, backbiting, and disrespect for elders, including parents^{13, 21, 24}. To affirm this, the records of unethical conducts as confirmed from Dean of Students' Affairs, Federal College of Education (Special), Oyo, indicated that 5 to 15 % of students engage in at least one form of misconduct or the other.. Likewise, a report from Dean of Students' Affairs, Emmanuel Alayande College of Education Oyo stated that not less than 10 percent of the students engaged in examination malpractices. All these indicate that students' conduct is getting worse at all levels of education in Nigeria.

Many researchers have worked on students' academic conduct such as, students' perception of indecent dressing, factors associated with moral decadence, influence of school factors on the development of academic and moral competence of students, factors Influencing examination cheating behaviours by consumers of post primary education, a study on moral reasoning and academic achievement, appreciative advising and its relationship to community college students' intent to persist, influence of family background on moral values in higher secondary students and so on^{14, 26, 27}. However, the gap this study filled was lack of studies on the interplay between home

and school influence. Available studies focused on students' academic achievement, and none of those studies looked at college students' conduct in southwest, Nigeria. All these students' unethical acts or misconducts in school develop upon one another and increase immoral behaviour in the society. Hence, this study investigated home and school factors as determinants of students' conduct in colleges of education in Southwest, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate home (family size, parental educational qualification, parental social status) and school (school discipline practices, school safety, student-staff relationship, school type) factors as determinants of students' conduct in colleges of education in Southwest, Nigeria.

The objectives are to:

- i. identify the level of students' compliance to ethical conducts in colleges of education in Southwest, Nigeria;
- ii. determine the dominant home factors that determine the students' conduct in colleges of education in Southwest, Nigeria;
- iii. examine the dominant school factors that determine the students' conduct in colleges of education in Southwest, Nigeria;
- iv. ascertain the relationship between home factors (family size, parental educational qualification, parental social status) and school factors (school discipline practices, school safety, student-staff relationship, school type) on students' conduct in colleges of education in Southwest, Nigeria;
- v. examine the joint influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria;

- vi. ascertain the relative influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria; and,
- vii. determine the mediating effect of religion on the influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria.

1.4 Research Questions

Based on the stated objectives, the following research questions were answered in this study:

1. What is the level of students' compliance to ethical conducts in colleges of education in Southwest, Nigeria?
2. What are the dominant home factors that determine the students' conduct in colleges of education in Southwest, Nigeria?
3. What are the dominant school factors that determine the students' conduct in colleges of education in Southwest, Nigeria?

1.5 Hypotheses

The following hypotheses were formulated and tested for this study at 0.05 level of significance:

- H₀₁:** There will be no significant relationship among home factors, school factors and students' conduct in colleges of education in Southwest, Nigeria.
- H₀₂:** There will be no significant joint influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria.
- H₀₃:** There will be no significant relative influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria.
- H₀₄:** There will be no significant mediating effect of religion on the relationship among home, school factors and students' conduct in colleges of education in Southwest, Nigeria.

1.6 Significance of the Study

The results, the idea and the information from this research would be of benefits to the students, the teachers, school administrators, policymakers and society at large. This study would reveal to the students the conducts that are appropriate to be exhibited in the public especially in the school which would make them responsible students.

To the parents, the results of this research would call for a serious concern to them to look inwardly on how the home should carry out its roles of inculcating good moral values into the children. The research would promote awareness on how family size, parental socio-economic position, parental educational qualification and so on could affect the students' character, moral standards and behavioural conduct in school and society at large.

The school administrators would benefit from this study in that it will show them how to come up with good school discipline measures that will instill good moral conduct in the students to make them responsible individuals. With school administrators at the helm of disciplinary decisions, this study becomes a crucial resource for them to devise comprehensive strategies that transcend mere punishment. By incorporating elements of restorative justice, character education, conflict resolution, and positive reinforcement, administrators can foster a culture of respect, accountability, and academic excellence within their institutions.

The findings from this study would be of benefit to the teachers. The study would make them observe where they have shortcomings and fix such deficiencies suitably as well as gaining new approach of managing students' affairs in terms of moral education and discipline.

This study would benefit the college's students' affairs unit by given information on where it is necessary to help students and schools deal with issues like students' indiscipline and others that arise when supportive social life breaks down, guiding them in their decision-making to help students to develop moral and academic conduct. Additionally, the findings of this study would

further guide the college students' affairs unit in its decision-making process when designing and implementing programmes to further develop students' moral and academic conduct. This may involve designing workshops, seminars, and initiatives that promote character development, ethical decision-making, and responsible behaviour.

Lastly, the findings of this study would add to literature in the area of students' conduct, social studies education and in the Department of Arts and Social Science Education, Faculty of Education, Lead City University.

1.7 Scope of the Study

This study was delimited to home and school factors as determinants of students' conduct in colleges of education in Southwest, Nigeria. The independent variables of this research were home and school factors; while the dependent variable was students' conduct. Home factor which is the first independent variable for the research was studied in three dimensions: family size, parental educational qualification and parental social status. The school factor which is the second independent variable of this research was evaluated in four areas; school discipline practices, school safety, student-staff relationship, and school type. Students' conduct was employed as a dependent variable and was examined in two areas which were students' moral conduct and students' academic conduct.

The study was also delimited to Southwest, Nigeria which comprised six states, namely: Oyo, Osun, Ondo, Ekiti, Ogun and Lagos states. In each of the six states, there was one Federal College of Education (with the exception of Ekiti State), one State College of Education and many Private Colleges of Education. Also, in each of the six states, one federal, one state and one private college of education were picked; except Ondo State which does not have State College of

Education and Ekiti State has no Federal College of Education and no private College of Education. Thus, for this study, a total of fifteen (15) Colleges of Education was used from Southwest, Nigeria.

These Colleges of Education were Federal College of Education (Special), Oyo, Emmanuel Alayande College of Education, Oyo, Mufutau Lanihun College of Education, Ibadan, Federal college of Education, Iwo, Osun State, College of Education, Ilesa; Grace College of Education, Osogbo; Adeyemi College Education, Ondo, Bethel College of Education, Ondo, College of Education, Ikere, Ekiti State, Federal College of Education, Abeokuta, Tai Solarin College of Education, Ijebu-Ode; Piaget College of Education, Abeokuta, Federal College of Education (Technical) Akoka, Lagos State, Micheal Otedola College of Education, Epe Lagos State and Ansar-ud-deen College of Education, Oshodi, Lagos State

Further, 200 level Social Studies students were used for this study because the duration of NCE programme is three years and 100 level students were relatively new, while 300 level students were final year students. The 200 level students were appropriate because they were at the middle of their course duration. Then, Social Studies students were used because they have taken courses that dealt with moral conduct and values in the society.

1.8 Limitation of the Study

Challenges encountered during the course of this study were as follows:

The researcher and the research assistants had to board commercial motorcycle to cover some schools on occasions where commercial bus broke down on the way to some colleges to administer the research instrument.

Also, the researcher experienced much delay at motor parks when the commercial bus drivers would not take-off until their buses were fully-loaded with passengers. The researcher had to travel in the midnight on those occasions.

1.9 Operational Definitions of Terms

Students' Conduct: This refers to the students' academic and non-academic behaviour in colleges of education, That is, moral and academic conduct of college of educations' students.

Students' Moral Conduct: This refers to the ideal behaviour that is expected of a good student in the school. It is expected of college students to conform to the social norms for a set of values, that is, non-academic behaviour of the students in the school and society at large.

Students' Academic Conduct: This refers to students' academic behaviour while in the college of education. Every student of the colleges of education is expected to abide by the rules and regulations guiding student conduct during lectures and examinations.

Home Factors: These are the variables in the home that affect students' (personality, manner and behavioural) conduct and performance in the school and society at large. Home variables in this study are family size, parental educational qualification and parental social status.

Family Size: This refers to the number of children and parents including relatives in a given students' family that are living within the same income.

Parental Educational Qualification: This refers to the educational level attained by the parents of the students that is influencing their parenting practices and students' conduct.

Parental Social Status: This is refers to the position that the parent occupies in the society which is capable of influencing the conduct of the children in school.

School Factors: This refers to all the variables in the school that have impact on the students' personality, behaviour, and performance in society at large. School factors in this study are school discipline practices, school safety, student-staff relationship and school type.

School Discipline Practices: This refers to the policies, procedures, and methods used in colleges of education to control students' misconducts and disruptive behaviour and, to promote self-discipline among college students.

School Type: This is the category of available colleges of education majorly based on the ownership that is capable of influencing student conduct. School type in this study refers to federal, state or private colleges of education..

School Safety: This has to do with the security of the college students on campus. That is, how secured the college students were from violence, bullying and harassment while attending school and participating in school activities.

Student-Staff Relationship: This refers to a caring connection between college students and their lecturers and other staff members that facilitate better moral and academic conduct in Colleges of Education.

Religion: This refers to the belief in Supreme Being (God) who oversees the affairs of the world and One who is worshipped by all His creatures to avoid His wrath on all unbelievers. The belief and practice of worshipping God can help to mould individuals' behaviour (moral) and character.

Endnotes

1. R. O. Anho, *Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control*, **African Journal of Education and Technology**, 1(1), 2011, 45-52.
2. L. Porter, *Student Behaviour: Theory and Practice for Teachers*, Routledge, 2020.
3. I. N. Khair, H. Hasnah & I. Ishak, *Unethical Behaviour in Higher Learning Institutions* 2016, <http://umpire.ump.edu.my/id/eprint/23116/1/pdf>.
4. O. Ayanwale, *Promoting Moral Values among Tertiary Institution Students through Social Studies Education: Challenges for Nigeria's Centenary*, **A Journal of Social Studies**, 2015, 183-194.
5. C. Maurine, A. Newton & M. Ann, *Influence of Family Type on Academic Performance of Secondary School Students in Public Secondary Schools in Narok South sub County, Kenya*, **Asian Journal of Education and Social Studies**, 2022, 27-35. <https://doi.org/10.9734/ajess/2022/v31i430755>.
6. O. P. Arop, O. Lucy & E. Bassey, *Environmental Variables and Levels of Morality among Secondary School Students in Calabar Education Zone of Cross River State, Nigeria and Counselling Implications*, **British Journal of Education**, 10(1), 2022, 64-72.
7. K. S. Manvin & S. Narina, *Impact of Smartphone: A Review on Positive and Negative Effects on Students*, **Asian Social Science**, 14(11), 2018, 83-88.
8. A. A. Almalki & H. M. Aldajani, *Impact of Playing Video Games on the Social Behaviour and Academic Performance of Medical Student in Taif City*, 2020, 572–585.
9. Y. L .K. Kwanuba & J. F. Sababa, *Students' Perception of Indecent Dressing in Adamawa State Citadel of Higher Learning*, **International Journal of Engineering and Science**, 10(10), 2020, 31 – 43.
10. O. O. Oluwadare, A. O. Otunaiya & S. R. Opeoluwa, *Indecent Dressing and its Implication on Academic Performance of Female Graduates: Tai Solarin University of Education Experience*, **International Journal of Management, Social Sciences, Peace and Conflict Studies**.3(2), 2020, 31 – 41.
11. D. O. Fareo & J. Jackson, *Indecent Dressing among Students of Tertiary Educational Institutions in Adamawa State, Nigeria*, **International Journal of Education and Social Science Research**, 1(4), 2018, 123 – 135.
12. G. E Akpan, *Effects of Indecent Dressing on Undergraduate Students of University of Uyo, Uyo, Nigeria*, **International Journal as Physical Education, Sports and Health**, 5(2), 2018, 359 – 365.

13. Y. Kwanuba, L.K. Sababa & J. Filgona, *Students' Perception of Indecent Dressing in Adamawa State Citadel of Higher Learning*, **International Journal of Engineering and Science**, 10(10), 2020, 44-56.
14. G. Trommsdorff, *Development of Moral Values in Cultural Contexts*, Preprint, to be Published in Lene Jensen (Ed.), *The Oxford Handbook of Moral Development: An Interdisciplinary Perspective*, 2018, Oxford University Press.
15. M. M. Ali, R. A. Farooq & M. Idris, *The Effect of Nuclear and Joint Family Systems on the Moral Development: A Gender Based Analysis*, **Global Social Sciences Review (GSSR)** URL, (III-I).09, 2018, 130 -140, <http://dx.doi.org/10.31703/gssr>.
16. R. O. Anho, *Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control*, **African Journal of Education and Technology**, 1(1), 2011, 45-52.
17. E. B. Qobilova, *Moral Education as an Important Factor in the Formation of a Student as a Person*. **Asian Journal of Research in Social Sciences and Humanities**, 11(10), 2021, 186 -189.
18. A. Ben, K. Asamoah-Gyimah, C. Andrews & A. Ruth, *Discipline in Education: Causes and Possible Strategies to curb Examination Malpractices in Senior High Schools*, **European Journal of Education Studies**, 8 (11), 2021: 201-209. 10.46827/ejes.v8i11.3982.
19. G. E. Okpo, *School Environmental Variables and Levels of Morality among Secondary School Students in Ogoja Education Zone of Cross River State, Nigeria*, Unpublished thesis, University of Calabar, 2018.
20. F. N. Khan, M. Begum & M. Imad, *Relationship between Students' Home Environment and their Academic Achievements at Secondary School Level*, **Pakistan Journal of Distance & Online Learning**, 5(2), 2019, 223 - 234.
21. G, Nanda, K, Sharif & M, Lalit, *Influence of Family Backgrounds on Moral Values in Higher Secondary Students*. 4 (2), 2021, 41-47.
22. I. Ifediora, I. Chuka & U. Chidera, *Factors Influencing Examination Cheating Behaviours by Consumers of Post-Primary Education in Enugu, Nigeria*, **International Journal of Marketing Research Innovation**, 3(1), 2019, 37-50. 10.46281/ijmri.v3i1.335.
23. F. S. Edok, *A Study on Moral Reasoning and Academic Achievement of Secondary School Students in Sathyamangalam Taluk of Erode District*, **Turkish Journal of Computer and Mathematics Education** 12(4), 2021, 1322-1327.
24. J. Disrude, *Examining the Implementation of Appreciative Advising and its Relationship to Community College Students' Intent to Persist*, 2021, 10.13140/RG.2.2.33753.85606.

25. M. Geoffrey, M. L. Athanas & H. Polycarp, *Social Factors for Moral Decadence in Schools: the case of Morogoro Municipality Tanzania*, SSRN: <https://ssrn.com/abstract=3915075> or <http://dx.doi.org/10.2139/ssrn.3915075>, 2021
26. N. D. Ghorai, *Influence of Family Backgrounds on Moral Values in Higher Secondary Students*. **East African Scholars J Edu Humanit Lit**, 4(2), 2021, 41-47.
27. M. Kashif, A. Zarkada & R. Thurasamy, *The Moderating Effect of Religion on Ethical Behavioural Intentions: An Application of the extended Theory of Planned Behaviour to Pakistani Bank Employees*: **Personnel Review**, 46(2), 2017, 429-448. <https://doi.org/10.1108/PR-10-2015-0256>.
28. A. Balqis & Z. Fanani, *The Moderating Effect of Religion on Moral Equity and Auditor Ethical Behaviour*, **Journal Ilmiah Akuntansi dan Bisnis**, 16(2), 2021, 332-342.

Chapter Two

Literature Review

This chapter presents the review of relevant related literature and theories on the variables of the study. The review was systematically carried out under the following sub-headings.

2.1 Conceptual Review

2.1.1 Students' Conduct

2.1.1.1 Academic Conduct

2.1.1.2 Moral Conduct

2.1.2 Home Factors

2.1.2.1 Family Size

2.1.2.2 Parental Educational Qualification

2.1.2.3 Parental Social Status

2.1.3. School Factors

2.1.3.1 School Discipline Practices

2.1.3.2 School Safety

2.1.3.3 Student-Staff Relationship

2.1.3.4 School Type

2.1.4 Religion

2.2 Theoretical Framework

2.2.1 Theory of Planned Behaviour

2.2.2 Attachment Theory

2.3 Review of Empirical Studies

2.3.1 Home Factors and Students' Conduct

2.3.1.1 Family Size and Students' Academic Conduct

2.3.1.2 Parental Educational Qualification and Students' Academic Conduct

2.3.1.3 Parental Social Status and Students' Academic Conduct

2.3.1.4 Family Size and Students' Moral Conduct

2.3.1.5 Parental Educational Qualification and Students' Moral Conduct

2.3.1.6 Parental Social Status and Students' Moral Conduct

2.3.2 School Factors and Student's Conduct

2.3.2.1 School Discipline Practices and Students' Academic Conduct

2.3.2.2 School Safety and Students' Academic Conduct

2.3.2.3 Student-Staff Relationship and Students' Academic Conduct

2.3.2.4 School Type and Students' Academic Conduct

2.3.2.5 School Discipline Practices and Students' Moral Conduct

2.3.2.6 School Safety and Students' Moral Conduct

2.3.2.7 Student-Staff Relationship and Students' Moral Conduct

2.3.2.8 School Type and Students' Moral Conduct

2.3.3 Mediating Effect of Religion and Students' Conduct

2.3.3.1 Religion and Students' Academic conduct

2.3.3.2 Religion and Student's Moral Conduct

2.4 **Conceptual Model**

2.5 **Summary of Gap in Literature Reviewed**

2.1 Conceptual Review

2.1.1 Students' Conduct

The term conduct is referred to as ethics which represent the overall study of what constitute good or bad character or behaviour or manner of addressing both academic and nonacademic problem as mandated by an institution which may be school, social group or environment at large². Conduct is regarded as ethics, upright behaviour or attitude viewed from the moral norm.

The concept 'conduct' in everyday life varies across human societies and changes over time, despite the fact that certain moral conduct principles are universal. There is a worldwide decline in moral behaviour particularly among adolescent of the schooling age and many people are calling for moral education¹. Education and schooling are fundamentally moral endeavours in two different ways. First, any educational regime's methods and content are carefully chosen from a wide range of alternatives, and those decisions must be made and ultimately justified in axiological rather than merely descriptive terms¹. In other words, the decision to choose this over an educational end or means is ultimately based on its relationship regarded as valuable outcome, so long as the decision is considered conscious, free, and rational. Second, the educational process makes recommendations about the decisions, assessments, and conduct of its participants both inside and outside of the process, if not explicitly¹. As a result, the core of educational thought and practice has been some sort of pattern of moral development that influences both society and the individual.

The moral growth of children influences parents' contentment and happiness. As a result, parents are eager to emphasize their kids' various extracurricular activities in order to have impact on their moral development¹. To impart on their children's moral development, parents must take

part in a range of activities. Children's health needs to be taken care of by parents. The basic necessities of life should be given to the kids. They should not spend a lot of money on books and other educational materials that are not necessary for their children's age and grade. Parents are expected to carry out these kinds of responsibilities in their relationships with their children, otherwise, they might act in any immoral way.

The aim or goal of colleges of education is an attempt to train the students to be well-rounded persons¹. For schools to achieve this, students must grasp the behaviours that are acceptable in a civilized culture. When acts are judged inappropriate, they have influence not just on the individual student, but also on the entire campus community. When behaviours are deemed unacceptable, it cannot only affect the individual student but also the campus community as a whole. Colleges therefore, have a responsibility to protect the larger community from students they believe to be a risk. One of the ways schools can achieve this is by having a students' conduct process.

However, the concept of students' conduct in schools has been a contentious issue in recent years. The phrase students' conduct denotes and implies so many things and can only be fully understood within the context in which it is used. It comprises ethical and unethical conduct in the characterisation of behaviour and it connotes "good" as well as "bad" behaviours. It denotes a manner of student behaviour in line with norms, principle and value accepted at an institution environment or social group among numerous meanings that have been put up by different writers².

Thus, students' conduct refers to students' academic and extracurricular actions while in school². Unethical behaviour is a conduct that goes outside what is deemed ethically good or desirable for a person. This form of conduct may occur among students, lecturer and administrative personnel of institutions of higher learning. Examples of such behaviours among students are

cheating in examinations, plagiarism, fraud, inappropriate cooperation. Examples of misbehaviour among academicians might be in terms of claims, prejudice in grading, research plagiarism and misuse of authority. As for the administrative employees, such activity might include the misuse of authority for both personal and monetary gains, the unlawful acquisition of products and services, the use of institution's property and bribes and so on.

Students' conduct consequently may be seen as characters of individual students within the interaction of school and home upbringing³. These characters are considered moral conduct if it is connected to non-academic behaviour. Moral conducts are principles or norms of human morality and actions. Students' moral conduct is a component of social life that is primarily the effort of individual student in accordance with the code of conduct established.

Schools can achieve this by creating a students' conduct process and a student's code of conduct². This policy and practice allow institutions the authority to teach and retain students who they think are behaving normally. Also, students' conduct programme needed to be evolved. Students' conduct programme "creates and enforces standards of conduct; an educational endeavour to encourage students and their learning development"³. As the foundation for how students' conduct may be defined, a system that holds students accountable for probable a minor offence, petty crime, a violation or breach is paired with various programs geared towards educating students about how their behaviour affects a civilized community.

In order to hold students accountable for their activities, institutions must develop a clear standard offering an example of proper behaviour for students⁴. This commitment, which is frequently referred to as the code of student conduct, may be implemented by the Dean of Students Affairs, an Office of student conduct, or another relevant office⁵. Code of students' conduct helps to build a secure campus community and guarantee that students are in a terrific learning

environment by giving a baseline for acceptable behaviour⁶. Students' conduct offices, according to a study, can either focus their rules largely on students' conduct or encompass cases of academic dishonesty². Because the research site's Office of Students' conduct is not in charge of instances of academic dishonesty, this study solely investigate students' conduct. Regardless of how this code is established, its policies serve as a guide for how students should conduct themselves while in the college².

Colleges implement regulations to educate students on how to act responsibly while they are enrolled. The code of students' conduct is a policy that several universities have established in writing⁶. Students will have a plain point of reference for knowing what is expected of them and how the process will function if it is discovered that they have broken a college policy. Common infractions of the students' conduct include drinking, disruptive activities, drugs, fighting, property damage, theft, and graffiti⁷. Underage drinking is the most prevalent crime on many college campuses. Students on college campuses may participate in criminal activity that violates local, state, and federal laws, as well as institution's norms³. Given the large range of policy infractions they commit, understanding how schools normally identify breaches is crucial. At the research location, there are different levels of policy breaches. The first category comprises low-level offences such as the use of abusive and obscene languages, backbiting and disrespect for elders, escape from schools for leisure, noise complaints and minor disruptive behaviour. Drug or alcohol abuse, physical violence, and serious vandalism are commonly included in the second category⁸.

Students' affairs units of every colleges of education are responsible for maintaining students' conduct and other students related affairs. The procedure that the unit practices in dealing with students unethical moral and academic conduct begins with the office receiving information of a policy infringement, which could be in form of a written statement, incident report, or oral

testimony. These reports describe any instances or actions that are judged to be a breach of policy³. If an administrator feels a student has broken a rule indicated in the event report, it is a customary policy to write to the student in question. This warning may specify a single policy infraction or identify numerous areas that were determined to be violated³. Students can prepare for a conduct hearing if notices are received in a timely way. These sessions are crucial because they allow students the chance to learn about the allegedly broken rule, plan a strategy to prevent breaking it again, ask question whether they can rebut the allegations levied against them. It can be difficult to teach student during a conduct meeting, because they perceive it as a type of punishment rather than a chance to learn². Establishing fairness in student meetings is one technique for students to learn from the process. Students agree that when they are treated equitably during the conduct process, they learn more³. As a consequence, equitable interactions may result in greater learning, which may result in students having more information. Students who are aware of the regulations may be less prone to undertake such rule infractions in the future. Once a rule transgression has been established, administrators will select how to teach a student in regard to that infringement⁷.

Lecturers, employees, and students may be on hearing panels. After gathering facts, these boards will decide whether they believe a breach happened or not⁷. A group of persons will gather the evidence and produce a report outlining what they believe happened through investigative teams. These teams are usually made up of academic and administrative workers rather than students. After that, a different group of individual will decide whether or not a student violated a policy. If a student is discovered to be in violation, they will face some form of penalty that will either teach them or discipline them. This penalty could result in a warning or expulsion. Colleges have begun to research which sorts of students are at risk of committing sexual misconduct

violations in order to establish strategies to prevent them from occurring in order to save students from getting expelled.

Punishments are often imposed on students who are suspected of violating school rules and regulations, according to a study which can assist in education⁵. Students can take part in a learning experience that employs policy and behaviour, specific punishments to save them from ever having to go through the students' conduct procedure. There are also extra measures that may be used, but solely punishing students is not feasible². Student affairs personnel have the chance to teach students by imposing appropriate sanctions while aiming to reduce student Sanctions could range from fines to expulsion. Penalties are increasingly being implemented in schools to compensate for the harm caused by disobedient students^{2, 3, 6}. However, expulsion is the most severe disciplinary measures offered to college students⁷. It is a permanent removal of student from the college community and banning them from re-entering in a formal capacity, decreasing the college's retention rates. Adoption of a different approach when students break the sexual misconduct code may be considered, even though the procedure for hearing cases and imposing sanctions for offences such as drinking and drug usage is universally accepted

It is crucial to understand how these concerns progress through the conduct process as it may have an influence on student retention. This is because claims of college sexual misconduct are gaining public attention¹. Although sexual misbehaviour is not new, it has gotten increasing attention recently. This was largely owing to college of education students' exposure to the world of internet and other immoral watches such as porn videos, Big Brother Nija show and many more. This warrants the students' affairs units to pay more attention to complaints on sexual misconduct. Colleges were urged to ensure that their sexual misconduct rules were obliged to treat men and women equally and to ensure equal access to educational possibilities.

Colleges that employ their students' conduct offices as the primary body for sexual misconduct investigations tend to follow a similar procedure. In both cases, members of the community file a report with the Office of Students' Conduct. Colleges may make an attempt to teach students early in their academic careers that sexual misconduct is any non-consensual sex in which students may engage⁸. Because students' beliefs and inclinations towards sex shift from high school to college, it is vital to teach them when they are still in their first year. The majority of students reported that now that they are at college, they wished to participate in greater sexual activity⁹. Owing to their intrinsic curiosity, adolescents may be more likely to explore new things than older ones. Their immoral conduct in school can be sex, drinking alcohol or drugs, or a combination of these things at different times. It was revealed that alcohol was a prevalent component among college students accused of sexual assault⁹. In one study, alcohol was shown to enhance the likelihood of students having sex with heterosexual males, with the men admitting that they occasionally use alcohol to decrease the barriers between themselves and the women they want to have sex with. This can be due to first-year male college students' probable misunderstandings regarding sex and rape, which might lead to greater sexual misbehaviour¹⁰.

In response to the increase in immoral conduct particularly sexual assaults, colleges of education have begun to give programs targeted at alerting students about the harmful association between drinking and sexual assault⁷. It is vital to begin teaching sexual assault to college freshman as soon as they arrive, because younger students are more susceptible to learning about it. It is also vital to underline the requirements of inclusive and rigorous sexual misconduct training¹⁰. Colleges have a responsibility to provide training that is appropriate for students of all sexual orientations, including those in the world of internet and films industry. As a result of these inclusive measures, all students, regardless of their origin or learning styles, will have access to

educational programs that will educate them on how to recognize, avoid, and prevent sexual misconduct. The purpose for college staff may thus be to establish techniques of training students within their sphere of influence¹⁰.

In an ideal world, schools would adopt conduct standards that prioritize educating students over anything else. Throughout the process, it is ideal that youngsters learn about rules, what happened when they are broken, and how to avoid repeat infractions. Students may benefit from fully engaging in the study³. A notable illustration of this is how, after being placed in instructional programs and being found in violation of a college's drinking policy, students frequently limit the quantity of alcohol they consume in the future. When schools have instructional goals like these, children will realize how their behaviour drive them to engage in the students' conduct system. These students will subsequently be taught how to prevent similar infractions and engage in student conduct.

The framework of a student's conduct program, including its rules, standards, and consequences, is one component of the conduct system. It has been demonstrated that student demographic variables are connected to involvement in the students' conduct system. Males appear to breach norms and laws at a larger rate than females⁹. The majority of students' conduct systems at college are formed by the college's youngest students. A study claimed that more than 60 percent of the students involved in the issue of students' conduct were freshmen and second year students in the colleges of education. First-year students are a vital cohort to study as they go through the conduct process so constantly⁹. It is worthy to note that students' conduct at institutions of higher learning could be randomly categorized as moral and academic conduct. Meanwhile, moral conduct is the tendency for college student to conform to the social norm for a set of values that is non-academic behaviour of the students in the school and society at large. While Students'

Academic Conduct is referring to students' academic behaviour while attending a college of education. Broadly speaking, it is a tendency of engaging or not engaging in any action in support of academic activities at college of education.

2.1.1.1 Academic Conduct

For the purpose of this study academic conduct includes students' Academic Achievement, Attendance at School and Examination Conduct. These form like conduct related to students' conduct to college of education in Nigeria. However, student academic conduct is a process and resulted from the interplay of many factors. Among other factors are home and school variables since home build the foundation of child moral and academic behavioural conduct while school reshape, complete and build upon the foundation of home to produce completely moral upright individuals.

On the issue of student academic achievement as related to their conduct at school, the empirical literature on the factors that influence academic achievement at all stages of education, from elementary to postsecondary, is extensive. As described in literature, personal, familial, and educational characteristics are the main determinants of academic achievement. Peers have even been blamed for influencing student performance, according to some¹¹. The quality of education that is delivered to students is a major issue for schools, which has increased effort and dedication on their part to enhance student learning via the development of different policies and programs that support academic achievement¹². The assumption is that when children do well in school, this signals that the school as a whole is performing well. When children do well in school, it is an additional essential signal since it shows that they have the increased competence needed for post-graduation job planning and preparedness.

However, education alone is insufficient. Academic success is impacted by a variety of variables, including personal and familial ones, according to empirical evidence. Gender, age, class attendance, academic self-efficacy, employment, high school grade, and other personal factors have been identified as having an impact on academic performance by educators and researchers in the field of education¹². The academic success of students in higher education is also influenced by other external variables, such as parental participation, parental education, family socioeconomic position, school resources, and teaching abilities^{11, 12}. There are several estimating techniques, data measures, data quality, and study contexts, however there are no consistent results about how these factors affect academic achievement.

Furthermore, family influences, earlier empirical investigations revealed that family backgrounds had an impact on students' lives both inside and outside the classroom. Family support and history are important factors in students' academic lives¹³. However, family support might be perceived as financial assistance. Family members may obtain higher education through the need of financial assistance. According to the discussions above, family support is crucial for students' academic success. For example, every pupil who hails from households with enough financial means is likely to enroll in college, receive admission to graduate from college with a bachelor's degree. The most recent family economic wealth was connected with more opportunities for education¹³. Low family income was also cited by a study as a barrier to making higher education accessible. Parental education is another aspect of the family that complements family backgrounds¹². The factor was shown to be quite important in predicting student learning as well. Others studies revealed that parental education has no discernible effect on students' academic performance^{8, 11, 13}. Regarding attendance conduct, it is generally acknowledged that it is one of the factors that most strongly predict academic conduct at all educational levels. A study carried

out a research that has received a lot of attention on the effect of class attendance on students' academic achievement¹⁴. The author discovered that academic conduct was correlated with class attendance. Even there are an advocated for the research to take into account making attendance at class a requirement^{6, 14}. Later, a study investigated how student learning was impacted by attendance and study effort and found that attendance in class was the greatest indicator of academic success. Numerous researches have also shown the beneficial effects of attendance. According to the aforementioned research, any student who often misses class is likely to fare less than those who consistently attend^{13, 15}.

Attendance in school is the cornerstone of a student's capacity to receive education and the advantages that such education offers. However, many students struggle to regularly attend class, which is one of the most essential life skills. Physical health, mental illnesses, as well as familial, educational, and social issues, are just a few of the many proximal and distal factors that influence school absence¹⁵. It may be challenging for practitioners to conceptualize a case and create a treatment plan when a patient arrives with problematic absenteeism, in part because this issue is a habit rather than a diagnosis. Despite the many difficulties involved, people who struggle to go to school may benefit from therapy in order to resume regular school attendance. For the purpose of conciseness, we shall refer to both children and adolescents as children unless otherwise stated.

In order to properly define the several phrases that are often used to describe missing school but are not always equivalent, we must first. Absenteeism, in its broadest sense, is the deliberate or unintentional absence from school, whether it is excused or not¹⁶. There are additional terminologies to distinguish between problematic and non-problematic absenteeism since absence from work is not always seen as an issue and in certain circumstances may even be normative. The proposed standard definition of problematic school absenteeism in the literature includes the

following criteria: missing at least 25% of all instructional time for at least two weeks; having a difficult time attending classes for at least two weeks that significantly interferes with the child's or family's daily routine; and/or absences for at least 10 days during any 15-week period while school is in session (with absence defined as 25% or more of instructional time)¹⁶. Truancy has a legal meaning that differs from state to state but is often understood to be 20% or more of the scheduled school days missed in a 6-week period. In the literature, truancy is often distinguished from school rejection by a lack of an anxiety or fear foundation, even if the two are not mutually exclusive. The term "school refusal," which was once used to refer to "school phobia," often describes absences from school due to anxiety-related causes⁸. In addition, school refusal behaviour which is also referred to as truancy or school refusal includes, a variety of actions, including tardiness, refusal to arrive at school in the morning, and trouble staying in class. Despite the fact that definitions differ from nation to nation, school refusal is a problem that has been recognized, researched, and analyzed all around the world¹⁷.

The idea is to define school rejection in terms of how the behaviours, which fit into one of four main groups, work¹⁵. These groups are separated into students who skip class in order to avoid school-related stimuli that cause a general sense of negative affectivity (such as anxiety and depression); get out of school-related unpleasant social and/or evaluative situations; attract the attention of important people (such as parents); and/or pursue tangible reinforcement outside of school (for example, shopping, playing with friends, or drug use)¹⁵. Adolescents are more likely to skip school in order to escape negative affectivity or to attract attention, while older children are more likely to skip school in order to avoid painful social or evaluation circumstances or to seek out concrete rewards. One research shows that most kids fall into one of the two types that prioritize positive reinforcement (that is attention or tangible reinforcement)¹⁶.

An adolescent could skip school for a variety of reasons, with medical issues being one of the most common. High levels of discomfort, unmet dental requirements, persistent headaches, and/or being overweight or obese have all been connected to absenteeism among students¹⁷. Additionally, absenteeism has been associated with students who have regular musculoskeletal complaints and sleep issues, notably insomnia, parasomnia, and daytime drowsiness. Contrary to what may be expected, one sample did reveal variations in how students who had high absence rates viewed their health, but not in their chronic health issues¹⁸.

Absenteeism rates are often higher in students with more behavioural issues and more severe mental symptoms. Some studies contend that although absence is a symptom of both internalizing and externalizing difficulties in students, the linkage between internalizing problems and absenteeism was not established, but the relationship between absenteeism and externalizing problems was¹⁸. Although anxiety problems have been connected to school refusal, it is interesting to note that children who miss more school tend to express less dread, which may imply that although anxiety disorders may be a risk factor, there are other factors that have been associated to a student skipping school¹⁴. Children from low-income, single-parent, and parental households have been shown to have higher rates of absence from school.

A study of 25 children whose households place less of a focus on leisure time activities and personal development also exhibit higher absence rates¹⁴. Physical punishment by parents, physical or mental sickness in either the parent or the kid, and parental disease are additional family risk factors for school rejection¹⁶. Parental self-efficacy (PSE), a parent's assessment of their capacity to parent a kid rejecting school, has also been studied in relation to school rejection.

As previously said, adolescents may choose to skip school to escape uncomfortable social or evaluative circumstances. Bullying has been associated with greater absenteeism rates, and

having bad peer interaction in general is associated with future absence for adolescents who skip school¹⁹. When they do not feel comfortable in school or on their route back home, students may decide to skip class altogether. For older students in particular, the school environment has been connected to absenteeism and might include elements like resource sharing, order and discipline, parental participation, inter-student connections, and student-teacher relationships.

School refusal has been directly related to teachers' classroom management as a predictive risk factor or a reductive risk factor, particularly in regard to a teacher's capacity to shape peer relationships²⁰. Children who skipped school due to comorbid medical conditions linked with severe pain, for instance, missed school less often when they believed their instructors to be very supportive of their competence and autonomy¹⁷. Examination conduct on a final note on student academic conduct is imperative to the students' conduct since the efficacy of an educational system is dependent on the efficacy of its examination system, which is a critical component of the instructional process. Exams are scheduled to evaluate students' academic performance, academic learning and knowledge criteria, and level of success²⁰. Examinations are viewed as the cornerstone for advancement to higher courses, as motivation for students to improve their academic performance, and as a framework for generating predictions about students' futures in school and employment aptitudes.

Furthermore, assessments are a technique for identifying students' levels of achievement and assist instructors in assessing the effectiveness of their educational strategies for future development²⁰. Examining is the most practical and useful means of determining

the extent to which students in a particular course of study have met the targeted learning objectives. The examination will be dependable, precise and free of examination fraud, allowing students' academic performance to be measured in a wonderful and effective method. It is horrible

that the majority of the world's nations' testing systems are tainted by misbehaviour or criminal conduct². Examination serves as a decision-making instrument, and it continuously instills fear, dread, and worry in the minds of students and other stakeholders.

Examinations are important in the educational process because they help students discover their strengths and limitations, serve as a source of motivation for them, and allow teachers to test out new teaching strategies in an effort to improve the teaching-learning process. The educational aims frequently impact the examination objectives. If schooling is meant to generate a workforce to fill positions in the clerical cadre, the assessments will be planned and carried out in a manner to achieve this purpose. Exams, on the other hand, will assess the development of these characteristics and abilities in examinees if the purpose of education is to produce outstanding citizens who are nationalistic, creative, and free thinkers. The type of test will be determined by the curriculum and educational objectives²⁰.

The method does not examine how successfully students apply their knowledge and wisdom to new life situations²⁰. As a result, students leave academic institutions without proving their ability to apply what they have learned. As a result, many graduates fail to adapt when they come into contact with regular life. Our testing approach is poor and has several issues. Despite recent rapid progress, it has failed to deliver the desired benefits, science and technology advancement¹. Currently, there is a culture of board examination fraud, and every member of society, including parents, teachers, students, and testing agencies, plays an equal role in actively aiding and encouraging the scourge of examination fraud. This is a major threat to the educational system. Malpractices are now considered students' rights. This detrimental practice of examination fraud is equally responsible for parents, educators, and students.

Malpractice is an act of engaging in illicit activities by a person while performing professional responsibilities. Examination fraud, is a dishonest conduct, practice and incorrect behaviour displayed by applicants or anyone previously assigned with conducting a test in or outside of the examination hall, either during or after a test defined examination malpractice as "planned, deliberate activity that breaches the law in order to provide one candidate with a competitive advantage or bad aspect^{18, 19}. Furthermore, he stated that malpractice often results in a general lowering and worsening of educational standards.

In reality, examination malpractice is a major problem in the country's in general and secondary education systems in particular. As a result, it is vital to cleanse the country's educational system by eradicating examination fraud, and it also necessitates a diversified approach to finding a solution. This societal cancer can be cured via the united efforts of all parties involved in education, including education ministries, school officials, educators, and testing authorities.

2.1.1.2 Moral Conduct

A generally acceptable ethical principle that affects how individuals conduct their everyday lives is moral worth or moral conduct. The ideas are crucial for maintaining the harmony, tranquility, and dignity of the populace. Moral principles cannot be established if there is no agreement among community members since moral ideals are often communal and shared by the whole public. Moral conducts are the guidelines for good and evil that direct a person's behaviour and choices, according to different definitions of moral value. It lays forth the ideas and standards that determine whether a human action or behaviour is good or evil. They cover a wide range of widely acknowledged personality traits including modesty, love, compassion, and kindness¹⁰. Moral principles may be found in religion, the state, society, and even oneself. Moral standards

acquired from the government and society may alter as a result of society's dynamic character and ongoing evolution¹⁰.

Moral conducts are superior to all other natural values. In comparison to intelligence, brilliance, exuberant vitality, natural or creative beauty, state stability and power, man's purity, honesty, compassion, and humility rank higher⁶. A burning and selfless love that is more substantial and noble, more important, and more external than any societal conventions is what is realized and shines forth in an act of sincere forgiveness, in a noble and generous renunciation¹⁰.

The greatest evil, more terrible than suffering, illness, death, or the collapse of a vibrant civilization is negative moral principles. Great philosophers like Socrates and Plato realized this truth and often said that it is better to endure injustice than to do it. Moral principles are always personal values⁵. Since they are inherent in man, only he can actualize them. Just as a tree or an animal cannot be morally good or wicked, so can a material object like stone, sand, or a building. The same is true of intellectual creations such as scientific writings, artistic creations, and discoveries; none of them can be genuine, humble, or loving. Since they have the imprint of human cognition, they can only serve as an indirect representation of all of these values. Man is completely responsible for his deeds and attitudes, will and striving, love and hatred, joy and sorrow, and super-actual core attitudes since he is a free creature. A man's moral character, which radiates moral principles, is much more significant than his cultural accomplishment. He will be a man that is humble, pure, honest, sincere, and loving.

The following are list of moral conduct:

- i. honesty
- ii. hard work
- iii. cooperation

- iv. kindness
- v. compassion
- vi. forgiveness
- vii. respect for others¹⁰

The following serves are socialization agents which may provide or impart moral ideas

- i. home
- ii. school
- iii. peer-group
- iv. mass media
- v. religious institution¹⁰

Moral conduct may be found in religion, and most religions include dos and don'ts in their code of conduct for believers. People who practice a certain religion often put on the act of adhering to its moral principles. A person whose religion permits polygamy would not feel guilty about having more than one spouse, but adherents of other religions think they must remain monogamous. It is important to note that these restrictions may vary substantially¹⁰.

Moral conduct may also be found inside oneself. The behaviour of older babies and toddlers may demonstrate this. A child will learn to look over their shoulder to see whether they are being observed before handling an item that they are forbidden from touching or stealing from an early age. There is no need to teach this behaviour. It just happens. A child learns to distinguish between appropriate and inappropriate behaviour when any kind of punishment is employed to shape their behaviour. The child may decide wisely based on his expertise. A person has a choice between what is forbidden and what is allowed, gentle or harsh, generous or greedy, from infancy till adulthood¹⁰.

In the present world, particularly in adolescence and among college students, the proverb "good conduct or behaviour begat a man" is a fact for the sustainability of man that cannot be fooled with. It represents the advancement of the country. This is due to the fact that when the populace displays positive behaviour and attitude, the social system will operate normally and effectively, and all types of social vices and behaviours found among students at tertiary institutions, such as certificate racketeering, examination fraud, corruption, and the like, will be absent, bringing about development for the society and the country as a whole³.

In the past, religious studies and moral education were given priority in the school system as an addition to home education, which led to an increase in people's fear of God and a decrease in social problems. One may tell that moral deterioration occurs among children and students at postsecondary institutions based on what is accessible worldwide.

Beginning in their early years, children historically learned moral ideals in all facets of life from their parents, grandparents, aunts, brothers, sisters, and other relatives as well as religious institutions. Due to western education, civilization, and modernity in the society, moral conduct are lacking from the lives of youngsters and students at tertiary institutions now compared to earlier ages¹⁰. One illustration of moral degradation in society is the problem with the "yahoo guys." Additionally, we see some male students plaiting their hair in the manner of Sango worshipers and others sporting earrings intended for female students, suggesting that all of the actions taken by these students at higher institutions may be categorized as moral decadence.

From elementary school through tertiary school, students would get instruction in moral behaviour and attitude, which would serve to positively shape their lives. These are some examples of correct values. Honesty is a trait that social studies education instills in students from elementary school through tertiary institutions and from infancy to maturity. The minute students internalize

this positive value, it will guide them throughout their lives. Value of hard effort: The importance of hard labour may be taught in schools at all levels, from elementary to postsecondary institutions, via social studies education. Respect for others: Students may learn the proper value of respect for others via social studies instruction. Respect for others includes tolerance for many faiths, ethnicities, ideologies, gender, and way of life.

Value of collaboration: Through social studies education, cooperation values might be taught at all levels of the educational system, helping students and making it a permanent part of their lives. Value of kindness: Students might be taught values of kindness to help them understand the need of being nice and kind to all people. This value could be acquired from infancy all the way through maturity. Value of fairness and justice: In the same way that it has been stated that one should be kind to everyone, social studies education instills a sense of fairness and justice, which serves as a reminder to be kind to everyone. Value of commitment: Through the instillation of talent and the importance of devotion into such a life, social studies education aids in the shaping of the individual's life. It is important to remember that once the concept has been embraced, everyone will be committed to living their lives to the fullest, which will benefit national growth.

Despite the fact that morality is taught at all levels of school in Nigeria, immoral student behaviour has lately been rising geometrically. It was discovered that moral decay and social vices that are pervasive among tertiary institution students and society at large are caused by a lack of moral values that are lacking in students' lives. This is also true of the citizenry because religious and moral instruction was not taught in schools prior to the arrival of the colonial master in the nation¹¹. Finally, it is hoped that the teaching of the proper moral principles will aid in shaping students' lives and changing their behaviour.

2.1.2 Home Factors

Home, school and culture are some of the social institutional factors that strongly influence the adolescence conduct and moral behaviour at institutions of study²¹. However, among various factors, home is considered to be one of the prime factors affecting the moral development of children that determines their moral and academic conduct in schools. Scholars noted that moral conduct of students is influenced by home represented by family background and other home related factors^{22, 23}. It is the place, where children are born and spent most of their time with close and intimate association with their parents and family members. Parents are their immediate caretakers who provide them necessities of life and fulfill their basic needs and make them aware of the importance of living life ethically^{22, 24, 25}. Children continuously try to imitate and follow the gesture, postures, values and behaviours of their family members²⁶.

Usually, the first impression of society and social life developed from the family in the life of children²⁷. Thus, factors associated with family backgrounds play a significant role in the moral development of the children and students. These include inheritance, experiences at early stages of lives, modelling by important adults and older youth, family type (joint and nuclear)^{20, 28, 29}. A study while analyzing results of two studies, reported that parents' interaction styles, ego functioning and level of moral reasoning are predictive of children's subsequent moral reasoning development and highlighted the implications of these findings for the understanding of the role of parenting style in children's moral development^{24, 30, 31}. The moral development of children is significantly influenced by the education of mothers, not of fathers. The other factors which affect their ethical grooming include socioeconomic condition, family issues, cognitive factors^{24, 32}. However, socio-economic status has no significant effect on the moral development of children^{25, 33}.

³⁴. But, another study claimed that there is a lack of moral grooming among children these days due to family issues and moral degradation^{20, 35}.

The nature and structure of the family are constantly changing and its impact can be seen from the behaviour and attitude of children^{18, 36}. Repeated incidence of crime, corruption, students kidnapping, rape, violence and killing of innocent people are found^{30, 37, 38}. Added to these, the problems of communal intolerance, regionalism, terrorism, separatism and political fundamentalism have crippled the very base of democracy²⁹. The cause can squarely attribute to large scale erosion of human values upon which humanities rest and survive^{26, 39}. In this circumstance, it will be very significant to understand the nature and development of moral values among the higher secondary students who are in the stage of adolescence, the most crucial and sensitive stage of life, and the impact of family on it^{32, 40, 41}.

2.1.2.2 Family Size

Parental illiteracy, domestic troubles, large families, a lack of parental participation and supervision, low socioeconomic level, and family patterns such as intact families and single motherhood all contribute to students' poor and unsatisfactory academic performance^{42, 43, 44}.

There is plenty of evidence to suggest that children's academic behaviour across a wide variety of school topics is influenced by the size of the family as claimed by studies that smaller families have greater success rates in school^{42, 43, 44}. In this study, family size is defined as the total number of students residing in a household, including the student⁴². Large families, whether wealthy or not, are challenging to manage because they have a lot of students and are noisy, which is not good for learning⁴². Additionally, they contribute to well-known issues with child rearing such poverty, subpar nutrition, a lack of resources, shoddy clothes, and a lack of suitable care for children, all of which have a detrimental effect on students' academic ability. Studies conducted in Scotland,

according to a study, showed that pupils from relatively small family sizes scored better on comparable verbal and nonverbal exams than students from large family sizes⁴⁵. This is because students from big households interact with adults less frequently. Similar to this, parents' attention diminish as the number of children rises, and pupils born later do worse than their younger siblings.

Most extroverted adolescents, according to a study, come from smaller households, are better able to adjust to the school setting, and can express themselves more freely in class⁴⁶. They thus fare better academically than shy students from bigger households. Students from bigger families often perform badly in school and have lower levels of education⁴⁴. On the other hand, researchers claimed that parents' time and financial contributions, which decrease with the number of children in the household, are essential to their children's academic development^{42, 45, 46}. These inputs include not just money resources but other important components like attention and resource dilution.

Children from large families do worse academically and morally than children from small families in school. The nation's current economic predicament is making life difficult for many families²⁷. Many pupils at public schools find it difficult to consistently afford food. To support their families, many of these students work part-time jobs, especially on the weekends, during holidays, and after school. In order to help their families, several students have been seen peddling goods on the sidewalks and at traffic lights. These pupils must concentrate on their academic efforts, which frequently don't help them, despite the terrible circumstances in which they find themselves. Additionally, researchers found that most of them were impacted by their living situation, which in turn had an impact on their academic performance and moral behaviour at school^{2, 5, 21}. The total number of members in a family is what is meant by the term "family size." Therefore, in a monogamous household, the percentage of parents focusing on their children will

be significantly greater than in a polygamous family where there are several individuals, affluent or poor, who are difficult to provide complete attention to, which may compromise such students' academic behaviour¹⁴.

The following issues may arise with large families: raucousness in the house, which might affect students' reading habits, aside from inadequate parental care and the absence of teaching that parents are required to provide their children at home, malnutrition is another issue that may have an impact on students' brain or cognitive quotients and may subsequently harm their development in school¹⁴. The type of family a student comes from, whether divorced parents, step parents, or remarried parents (all of which represent a serious danger to the students' academic future) determines their academic success in school^{14, 26}.

The family is the foundation of society, and having a stable family may assist a student have a stable and well-developed childhood⁴⁶. As a result of the nation's current low economic condition, children have been exposed to unpleasant situations, which have had bad impact on both their moral and intellectual behaviour in school. Whatever the source, it calls for worry since students' moral and intellectual behaviour is vital in creating graduates of the highest caliber who will serve as morally upright citizens, outstanding leaders, and manpower for the nation, contributing to the nation's economic and social growth. Whether a student comes from a monogamous (nuclear), polygamous, divorced, remarried, single, or step-parent home typically has an effect on their school behaviour⁶. A nuclear family is made up of two parents and their offspring. It is recognized as the perfect location for raising children by society. Children in nuclear families benefit from the strength and stability of the two-parent arrangement, and they typically have more options since raising two children is less expensive. Nearly 70% of children in the United States are raised in nuclear families, and studies have shown that children from these households typically

outperform their peers in a variety of cognitive, emotional, and behavioural domains. A single-parent family consists of one individual who is solely responsible for one or more children. It is usually a mother and her children. However, in certain circumstances, it is just for dads⁴⁷.

Family difficulties are inextricably linked to bigger cultural issues (example, societal values, traditions, attitudes and home environment). As a consequence, one of the applicable components of the study is college school students' behaviour as influenced by family size, functions, values, and other psychological aspects such as parenting styles. The effect of influential individuals (parents and home environment, for example) on students' academic and moral behaviour has been highlighted as a critical aspect in developing the initial constellation of teenagers' attitudes and behaviour toward learning⁵³.

The "quantity-quality model" is the conventional method for examining the relationship between family size and children's academic achievement⁵⁴. Parents swap children's quality for quantity depending on market pricing, money, child investment, and their own consumption in their conscious parental decision-making process⁵⁵. Few academic studies have examined the relationship between family size and children's education in less developed countries, and the results have been conflicting. Studies show that there is little to no relationship between the two criteria⁵⁶. However, the unique cultural, political, and social circumstances of a given culture have an impact on how well the family-level processes of family size and children's education work⁵⁷.

Many policymakers think that reducing the average family size will boost average human capital investment. The documented inverse relationship between child quantity and quality across countries and between households within countries supports this idea³². The observed association may, however, represent parental preferences rather than a causal relationship between quantity and quality because parents choose both the quantity and quality of their children at the same time.

The quality of the older siblings may also influence the choice to have another student⁵². Therefore, there is controversy even among family researchers that look into how family size affects school enrolment. The total number of children in the students' nuclear family, including the child himself, is referred to as the family size in this context. Family size generally has a favorable or negative impact on the quality of the children in it⁵³. One might imagine a situation where resources are spread thinly as family size rises. Families with many students are less likely to enroll them all in school than families with fewer children, for instance, in a credit market that isn't ideal.

Children under the age of 20 who are still living with their parents do not receive appropriate educational aid, despite the fact that this causal link is weakened by birth order. For South Korean households in developing countries, a study revealed adverse impacts of family size on per-child spending in education⁵⁸. It is believed that in larger families, some students, especially older siblings, may be pressured to drop out of school early in order to help support the family, giving younger siblings a leg up in terms of academic success and attendance. A link between having more young siblings and Peruvian children's lack of schooling and increased age-grade distortion⁶³.

A study find out that students with more siblings start school later, repeat grades more frequently, and drop out of school sooner than students with fewer siblings⁵⁰. Children with six or more siblings enrolled at an average age of 5.8 years, whereas children from smaller households enrolled at an average age of 5.4 years. Children from large families were also more likely to retake a grade after enrolling. The scholastic development of three out of every four students from large homes was behind. Smaller households made up one in every two of them. Additionally, in a situation where the family's funds are exhausted, female education is sacrificed at the expense of male education. In 2001, there were 49 percent of female students enrolled in elementary schools

and 44 percent in secondary schools as a proportion of total students⁵⁹. It has been established that family size and school enrolment are negatively correlated⁶⁰. Despite the fact that parents of families with more than two children had at most two children enrolled in secondary or tertiary levels, a study research revealed that relatively smaller families of one to four (parents included) had the majority of their children enrolled in post-secondary or tertiary levels⁶¹. However, a lot of academics contend that the negative correlation between the number of siblings and enrolment in school cannot be solely attributed to the number of children living in the household^{55, 60, 61}. The size of the family had no impact on academic achievement using exogenous variation in family size⁶².

In particular, it used the clause that permits a rural family to have a second child if the first child is a girl. The study initially showed that the "one-son, two-child" rule increased family size for first-born girls. Second, it took use of the exogenous increase in family size to find that enrolling the first student in school was much improved by the addition of a sibling⁶³. By addressing the endogenous relationships between family size and parental educational aspirations and between family size and the first students' quality, this technique has the advantage of addressing these relationships. The results showed that enrollment rates for girls from one-child families rose by 18-20% when parents had a second child. Theories that predict a monotonic decline in quantity and quality were disproved by the data. The impact of sibling sex on school-age children's academic outcomes using household data from all five rounds. It was discovering that having sisters influences children's educational outcomes favorably, and that as Ghana moves closer to achieving gender parity in school enrolment, the detrimental effects of large families and enrollment have diminished over time⁶³.

Although, there is a well-established negative relationship between having more siblings and a students' academic performance, the reasons for this association remain obscure. Siblings

from bigger houses are said to do worse academically than children from smaller households for a variety of reasons. Parents with big families cannot afford to spend equal amounts of time with each of their children, according to the rationale. Setting aside significant time to monitor the academic achievement of the youngsters is difficult. Parents with two to three children, on the other hand, can afford the time to cultivate their children's academic skills since they only have to split their time with a smaller number of children⁶⁵. There is a trade-off between student quantity and "quality," where "quality" is defined as educational success, and family size has a considerable influence on children's educational attainment⁶⁶.

Adolescents at college of education who are from small families outperform their peers academically because they contact with their parents more regularly. This point of view argued that parental involvement in their students' academics reflects the level of engagement, directly impacting the students' achievement⁶⁷. Beyond academic college students from larger families do poorly perform morally and their conduct in school may be affected. There is less adult-child interaction when there are more children⁶⁷. Furthermore, a study proposes that couples have fewer children in order to produce "brainier children" by using psychological models⁶⁸. His research has recently attracted widespread attention in both scientific and popular media. He proposed that once newborns enter family, the usual intellectual environment begins to deteriorate. A study established a relationship between family size and low intellectual ability, as evidenced by military exam scores⁶⁹. However, not all of the socioeconomic classes studied, which were based on the employment of the children's fathers, exhibit the same negative link. Evidence from Africa shows that pupils with lower achievement are more likely to drop out more than those with higher achievement⁵⁹. Low academic performance in Tanzania is connected with a variety of

characteristics, including absenteeism, bad conduct, demands on children's time, and large family composition⁶.

Several studies from both developed and developing nations, however, have shown no link between family size and academic ability. In the United States, children from large families do somewhat better in mathematics. Perhaps their siblings are more likely to have finished the same math course recently⁶⁷. A study discovered that while family size and educational outcomes are negatively correlated for students from households with two or more students, students from one-child families perform worse than students from two-child and three-child families. This discovery adds to the debate⁶⁸. Furthermore, children with many siblings under less pressure to achieve all of their parents' goals. Parents with big families are conscious of sibling differences, and they do not expect any one child to be outstanding in every area. Large families (the non-blended, all-from-the-same-two-parents' kind) are rarely chaotic, in contrast to the family represented in the current *Cheaper by the Dozen* remake. Successful big families encourage children's independence and patience while stressing teamwork and adaptation. In Kenya, for example, parents may choose to have several children with the understanding that the increased costs of raising a large family will be compensated by future income transfers from their eldest offspring.

As remittances from older children accrue, parents may be able to support all of the educational obligations of the younger siblings who are enrolled in school⁶⁹. A study on education in a Ghanaian community, many people considers education to be a "relative luxury" and do not value it. They argue that there might be other variables influencing the inverse association between student quality and quantity⁷⁰. For example, parental endowment (such as talent, wealth, education, and cultural characteristics) improves student quality via intergenerational transmission techniques. Children of low-income parents may have lower levels of endowment than children of higher-

income parents. Once again, there would be a negative relationship between quantity and quality, but it would not be driven by an external rise or drop in family size. As a result, the connection cannot be causal. According to this viewpoint, family size has minimal effect on students' academic success. Parents should have fewer children for reasons other than their children's academic performance and moral behaviour. The studies did not investigate whether the big family was intentional or unintentional; large families within a larger religious or ethnic group are likely to differ from large families without such a supportive community in how they value families, hard work, academic performance, and moral behaviour⁷¹.

Policymakers place a great value on fostering academic excellence. When child "quality" is defined by educational outcomes, family size has a considerable influence on children's educational attainment and that there is a trade-off between kid number and "quality"³⁰. A number of explanations from both developed and developing countries, siblings are unlikely to get equal portions of the resources parents invest in their children's education. The amount of time and money parents invest in their children's education is inversely related to the number of children in the home. In addition to money, these inputs include other important resources such as time and attention. Family size has a negative influence on educational success⁶⁵. A theory revealed that children from larger families do less academically and consequently achieve less than children from smaller homes. They claimed that cramped housing was to blame for the mechanism. For a given financial constraint, parents will lower their investment in per-child quality since the total cost of spending a set amount on per-child quality grows as the number of children increases.

In other words, children with fewer siblings attend school more frequently than children with more siblings. Furthermore, even after adjusting for family socioeconomic factors, this adverse relationship remains⁶⁸. A finite resource argument is usually used to explain this finding: parents

have a limited amount of time, money, and patience to invest in their children's education, and those with fewer children may devote more per child. Children born later must share their siblings' time and resources for a bigger chunk of their upbringing. Using numerous survey data sets from the United States, a study showed a negative association between the number of siblings and educational success⁶³. The association between the number of children and their academic achievement, with academic success was defined by the outcomes of their Iowa reading comprehension and vocabulary tests⁷⁰. The main finding of this research was that family size had a significant negative association with children's academic success, and the author concludes that there is a definite trade-off between the quantity and quality of children. The scenario is similar in a few underdeveloped countries. A research that was carried out in India shows that socio-economic class is a strong predictor of educational attainment and dropout rates in India, which is frequently determined by parental education, money and family size⁷¹. It was assumed that parents with fewer children would be in a better position to have more adult contact with their children, with the expectation that this connection would improve their academic performance as well as provide greater economic resources. Students with parents who oversee and manage their children's conduct, provide emotional support, encourage autonomous decision-making, and are generally more involved in their children's education are more likely to succeed in school⁶⁸.

Several conclusions were made in a recent examination of UIS data on the characteristics of school dropouts in Burkina Faso, Ethiopia, and Nigeria. Moreover half of all kids aged 10 to 19 who have completed elementary school did not complete it⁷². The number of children in the family matters in various scenarios and can be a "major predictor" of their access to an education. According to the report, when families get larger, children are less likely to attend school and commonly drop out, increasing financial hardship and potential employment burden. In Ghana,

large family sizes have been demonstrated to have a detrimental influence on children's scholastic attainment. Families with fewer children may have higher levels of education, incomes, health, and financial support⁶³. A bigger family, on the other hand, will result in poorer levels of economic position, welfare, income, health, and education. As a result, in order to ensure higher social and economic standing, one should choose a family size that reduces the burden and impact of family size on the family as well as individual members. Academics debate whether the experimentally documented association between family size and children's educational achievement indicates a true causal relationship⁷². Even in the absence of genuine causality, this might lead to a large negative association between family size and a child's educational investments (and attainment). Parents with greater socio-economic status (SES) or cognitive skills, for example, may have smaller families and invest more in each child's education than parents with lower SES or cognitive abilities⁷². An instrumental variable technique was recently used to investigate the influence of family size on academic achievement used multiple births to investigate the influence of sibling size on children's schooling⁶⁷. They identified a negative link between family size and educational success, but when they controlled for variables such as birth order dummies and utilized twin births as indicators, they discovered no discernible negative influence of family size on educational attainment. They only looked at Norwegian data, therefore their conclusions may not apply to other countries. A study discovered little evidence that an exogenous change in family size affects educational achievement, such as highest grade completed and grade retention, in contrast to findings linking family size to investment in some developed countries, such as the United States and Spain⁷³. While larger families push parents to reorganize their children's inputs, they do so in a way that may have little effect on the children's outcomes.

However, the data originates from a number of poor countries. These general tendencies and arguments readily match Israel. Family size has been found to be positively connected to educational achievement among Israeli Muslims, but adversely related to educational attainment among Israeli Jews, who are socio-economically less affluent, reside in less urban regions, and have significantly higher fertility rates⁶¹. Furthermore, among Jews rather than Muslims, educational attainment is more directly tied to household socio-economic factors.

Unlike the Jewish families, Muslim families rely on a large kinship network outside of the nuclear family, which reduces the financial, emotional, and time obligations associated with having additional children⁶⁶. This body of evidence suggests three hypotheses. To begin, the degree of development, modes of production, and accessibility of societies all have an impact on the influence of family size on educational success. These elements, in turn, affect the family's relative effect on children's education. A study identified a positive association between family size and first-born children's scholastic outcomes in Kenya. Kenyan parents who invest in their children's education, according to his idea, may anticipate a direct economic return on their investment⁶⁹. Under these conditions, regardless of family size, parents were more likely to split investment funds among their children in a way that favored those who were most likely to seek higher education. When all other factors were equal, parents want their eldest children to gain financial advantages as soon as feasible.

Educationally advantaged children may eventually be convinced to send money back to their parents due to parental influence over their work income. Family size is very important in the academic and moral conduct of college students. Among the family size factors are parent level of involvement based on the number of children to available time to care for the family, resource capacity to the number of children in the family, and discipline at home in relation to a number of

children. Taking into account all of these elements, innate in college students moral behaviour, academic conduct, and general student mindset in academic, social, and psychological life belief.

2.1.2.2 Parental Educational Qualification

The education of the parents has a tremendous impact on the children's knowledge, abilities, and values and later their academic and moral conduct in school. Parents who participate in educational activities at home have a favourable impact on their students' educational conduct. According to studies, children's vocabulary, which opens the door to academic success, as well as their other linguistic and social skills and conduct, are heavily influenced by their parents' educational attainment⁷⁴. The communications of educated parents at home, which use a rich vocabulary, clear pronunciation, and logical arguments in discussion, influence children's language development. This is because they have already gone through the educational process and are aware of the benefits and drawbacks of various educational options, educated parents can point their children in the right route including proper conduct be it academic and moral conduct in school and life in general. They can also share educational life stories with their children, which can be quite useful in motivating them to study. These experiences help the person shape their behaviour and properly adjust to the situation, resulting in a prosperous and educated existence. All of these interactions at home, including parental supervision, communication between parents and children, aid in making educational decisions, and sharing of educational experiences, have a significant positive impact on students' academic and moral conduct. Parents' decisions regarding how to arrange their homes are also influenced by their understanding of how schooling influences adolescent' academic ability⁷⁵.

The healthy nutrition and growth of students are depending on their family educational environment. Educated parents make an attempt to provide a conducive learning environment at

home for their children so that they can profit from it, whereas ignorant parents usually fail to do so. Educated parents are supposed to inspire their children to work toward personal improvement by viewing education as the maker of morality and the defender of the soul. Students' academic progress is closely related to basic household comforts, which are also linked to parental education. The comforts and surroundings of home prepare youngsters to face the approaching issues of life's social, political, spiritual, and educational domains. The attitude of parents toward their children and their development instills permanent qualities such as honesty, integrity, hard effort, sympathy, patriotism, hope, and optimism in their offspring, who are the society's and the nation's greatest future asset. This is in addition to the home environment and the parents' educational attainment^{75, 76, 77}.

One of many factors that research studies have shown to have both a positive and a negative relationship with students' academic achievement (for example, school environment, teachers' attitudes, teaching methods, social background, home environment, and many others) is the educational level of students' parents. Parents' attitudes on education are influenced by their level of education and educational experiences during their educational careers. It is true that the higher their children's educational accomplishment, the more conscientious and careful their parents are about their children's education⁷⁸.

2.1.2.3 Parental Social Status

Family members' social standing and upbringing reflect and serve as a gauge of social status. The general consensus is that social status, school behaviour, and cognitive development in children are strongly and consistently correlated. In explaining the majority of the variation in students' academic achievement, family background factors are more important than schools. Parental involvement and adolescent performance are strongly linked to socioeconomic status⁸².

Parents with low social status frequently use low levels of academic socialization with their children⁸³. Families with a high social standing, on the other hand, frequently participate in excellent home-based involvement activities⁸². A study discovered, for example, that parents with high social status communicated better with their children. Family social status has a small but significant positive effect on children's pragmatic ability, and the effect was still present in the middle of children's childhood⁸³. The study focused on children's communicative-pragmatic ability, with a target population of 390 Italian-speaking children. Other studies have found a link between adolescent academic success and social status⁸⁴. Teenagers from high social status families typically perform well academically⁸⁵.

The theory of cultural reproduction explained that high-status families provide their children with more educational resources and encourage their children's academic success. Another study discovered that a family with a high social status could provide a better living situation and more educational resources for their child or children⁸⁶. A study discovered, for example, that children from low social status families tended to live in low social status neighborhoods, which increased their proclivity to smoke⁸⁶. This was based on 2744 adolescents' longitudinal data. Using Independent Freshman Admission administrative data from a prestigious university (Peking University in China), it was discovered that teenagers from high social status families had a higher chance of passing the selection process to enroll in these universities. Teenagers from low-income families place a higher value on parental involvement in these situations because they have less social capital. A low social status environment served as an incentive for parents to invest in their children in order to compensate for other disadvantageous factors, which was consistent with the cultural mobility model⁸⁷. While adolescents from high-income families had better living conditions and educational resources, parental involvement serves as a support system for children.

As a result, parental involvement had a significantly reduced impact. Teenagers in low-income families benefit more from parental involvement than teenagers in high-income families.

College students' conduct and school behaviours have been shown to help them achieve honor, happiness, and improved social adaptation¹². Academics have become more interested in how the family environment, including parent-child relationships, parenting style, and family socioeconomic status, influences individual behaviour as social psychology research has grown²³. Each person's socialization has been influenced by their family. Family members have observed and learned from one another through regular communication. They have similar values, attitudes, thought patterns, and routines⁶. The assets that a family possesses determine the majority of their social status. Many studies have been conducted to investigate its impact on how college students behave.

In a research in the field of family investment theory, family social status was one of the factors influencing college students' behaviour. There has long been an assumption that children from higher-status families have access to more manpower and material resources. As a result, children from these families have received more encouragement for their moral and physical behaviour⁹. Furthermore, students who used these tools demonstrated greater decency and humility. Furthermore, they demonstrated friendship and acts of reciprocal assistance more frequently. As a result, children's school behaviour would be influenced by their family's socioeconomic status.

Participation in interpersonal interactions is required for moral development. The parent-child attachment serves as the foundation for a person's school behaviour and the development of their interpersonal skills. This attachment refers to the long-standing emotional bond that exists between parents and children. Parent-child attachment refers to the close relationship that develops between parents and children over time⁸⁸. As a result, the family's social status should have an

effect on parent-child attachment. A strong parent-child attachment relationship, according to attachment theory, would foster a strong bond between parents and children. Children would be more likely to trust adults and feel loved as a result, which would encourage good behaviour in school⁸⁶

The social status of the families has been shown to influence college students' reading levels, learning capacities, employment choices, and other relevant behaviours, particularly their school behaviour. It has also had an impact on the psychology, personality, and disciplinary behaviours of college students¹⁷. Individual cognitive ability is strongly related to family social status. The effects on self- and social cognition have also had an impact on individual school behaviour. Higher family social status has been associated with greater self-awareness and a proclivity for more conscientious behaviour in school⁴. Sociologists classify society into five social classes: upper, upper middle, lower middle, working class, and lower class. Social status can also be determined by one's level of education, occupation, and societal attachment. Parents work closely with their children's families to ensure their financial stability and social standing. This will have a direct impact on the children in a family⁸⁹.

Interactions between the outside environment, cognitive factors, and human behaviour are constant, according to social cognition theory. Individual cognition, behaviour, and various external environments all interact to create continuous change⁸⁴. Psychological research shows that personal experience has a significant impact on behavioural decision-making. People may make decisions based on personal experience that are not consistent with rational decisions based on expected utility theory. This could lead to behavioural bias⁸³. Traditionally, students' cognition has been seen as gradually developing and maturing during their university years. Individual cognition in college students is constantly changing as a result of the changing external environment.

Different family socioeconomic circumstances may also influence how college students behave in class.

College students' behaviour at school is both a reflection of their socialization and an essential component. Previous research found that college students who displayed appropriate behaviour for their environment were happier²⁵. As a result, their emotional health improved. When they were in good emotional health, their lives and studies were made easier. It also helped to alleviate the stress of social competition. Furthermore, pro-social behaviours improved college students' self-efficacy and self-esteem, both of which are important components of self-identification, increased self-confidence, and the ability to deal with adversity¹¹. Furthermore, prosocial behaviour encouraged college students to have more positive interpersonal relationships⁹. This is because of the social support they received from friends, classmates, and family, college students were able to reduce negative emotions such as loneliness and anxiety.

2.1.3 School Factors

School factors connote all the variables in the school that have impact on a students' personality, behaviour, and performance in society. School factors are school discipline practices, school safety, student-staff relationship, and school type. School type, peers, school and the wider community all impact on student behaviour, and on learning and wellbeing. The way we behave is also influenced by personal characteristics such as age, sex, personality, temperament and mental, physical health and students' conduct in school. One of the common issues schools face is how best to handle challenging student behaviours such as violent behaviour, antisocial behaviour, bullying, school rule violations, and interrupting other students' learning.

2.1.3.1 School Discipline Practices

Discipline is a crucial tool for transforming people's lives individually and society collectively. Discipline has been described in a variety of ways by different writers. Maintaining a predetermined level of behaviour and teaching children etiquette on how to respect school officials are all parts of discipline⁹². The school's responsibility for fostering discipline in its pupils comes first. Therefore, instructors and school officials should insist that their kids behave appropriately. Discipline is the instruction that helps a person to acquire self-control, orderly behaviour, and direction⁹³. Discipline requires the capacity for restraint, self-control, respect for oneself, and respect for others⁹⁴. Discipline is having the capacity and motivation to act in accordance with one's moral obligations without outside interference⁹⁵. As a result, one might conclude that discipline is intrinsically driven inside the individual and relies on that person's mental state. A person voluntarily makes an attempt to adhere to a defined code of behaviour. Discipline is externally produced in people who do not comply with established norms and regulations out of their own free will but out of fear of penalty or retribution⁹³. It is also referred to as a field of knowledge, as well as a system of rules, strong control to ensure adherence, and training that improves self-control, character, orderliness, or efficiency⁹⁴. It includes both instruction and self-control.

Discipline is an important aspect of human conduct since it determines a person's personality. It is the outcome of one's acceptance of accepted human civilization values, and it typically influences one's conduct and interactions with others. Some schools' success, growth, and development are heavily influenced by the disciplinary norms of its stakeholders. Discipline is a framework that leads students to make smart decisions⁹³. An excellent discipline management saves stakeholders a lot of money and time. Discipline as "mental and character training aiming at creating self-control, controlled conduct, and skillfulness⁹⁴." Student indiscipline is defined as any

student behaviour that deviates from school expectations⁸⁵. These expectations may differ from one school to the next, and they may also be influenced by other cultures' views on ideal behaviour. Classroom indiscipline may be a significant impediment to learning, and it has become a serious concern for educators and the general public. When a school is disciplined, American public educators, parents, and students consider it successful⁹³. If the school wants to implement the curriculum effectively and reach peak performance, it must maintain strong discipline. School discipline is routinely identified in public opinion polls as one of the most critical difficulties confronting America's public schools.

The management particularly dean of students affairs of the colleges of education serves as the president or ex officio of the disciplinary council and is the administrative head or top executive of the institution. They plan, manage, command, organize, and coordinate all of the school's operations. In this regard, administrators are in a better position to inform other stakeholders, particularly parents, about their children's behaviour since they have records of students' disobedience. Every school administrator must thus maintain a high level of discipline in his institution. In terms of children's issues, student indiscipline is posing a threat everywhere in the globe. The rates of absenteeism, vandalism, and delinquency in various areas of the United Kingdom are higher than normal. Some locations of Britain are referred to be "no-go zones" when there are significant rates of drug use and drug-related crimes there⁹⁵. In high truancy schools in Chicago, New York, Washington, and Detroit, student violence is common. Examples include school-based robberies, vandalism, extortion, and disrespect for personnel⁹⁵. Adolescents in secondary and tertiary institutions commit acts of indiscipline on a daily basis, with no day going by without a report of one. The factors that lead to drug misuse, rape, armed robbery, abortion, and even murder in academic settings. If lecturers and students are not disciplined, meaningful teaching

and learning directed toward achieving school objectives will not be possible. Discipline is necessary to raise well-mannered, moral and proper conducts who would learn respect for not just themselves but also for others in the school and society.

Furthermore, educators and policymakers are becoming concerned about the issue of school size in relation to school discipline and students' conduct at the school. It is now more critical than ever to keep schools safer and to assist all students in reaching high academic levels. As a result, school size appears to have a significant impact on both student success and school conduct. As a result, smaller schools appear to provide more targeted attention, less anonymity for children, a greater focus on individual needs, and a more sympathetic environment⁹⁴. Numerous studies show that schools in both rich and underdeveloped nations display the same pattern of discipline problems^{93, 94}. Poor home situations, negative peer pressure, a lack of parental guidance, the media, ineffective school administration, and, more recently, human rights advocates who defend children's rights have all been blamed for school disciplinary difficulties in many African countries^{92,94,95}. For disciplined kids, teachers confront a significant challenge in attaining their primary goal of properly training youngsters. As a result, the school's ability to socialize is jeopardized.

One of the root reasons of pupils' indiscipline in schools is peer group influence⁹⁶. The peer group has an impact on the child's values, knowledge, style, diet, and education. However, other environmental factors, such as the age and personality of the children and the group's makeup, have an impact on how much this effect is felt⁹⁷. There is no denying that the claim that peer interactions impact the development of problem behaviour in kids is supported by a wealth of research. They went on to say that peer pressure to conform to a group norm may lead to social exclusion and the formation of gangs with pathological ideologies.

These negative impacts include declining enrollment rates, high levels of student attentiveness in the classroom, and poorer learner attainment. Environmental threats include natural disasters and public health epidemics that damage school infrastructure and disrupt education services⁹³. During times of crisis, precious instructional time is routinely lost when schools are damaged, destroyed, or used as evacuation sites. Following the 2015 earthquakes in Nepal, schools and institutions in the worst-affected areas were closed for more than a month, causing over two million children and adolescents to miss class¹⁰⁰. When the children returned to school, they reported a loss of motivation and considerable levels of anxiety about examinations. Over a year after the assault, many students remained in makeshift or damaged classrooms, where their learning environment was unsafe and uncomfortable. Evidence demonstrates that the quality of buildings and the modernization of infrastructure have an impact on student progress^{94,97,100}. According to these studies, pupils in non-modernized buildings fared lower on essential skills assessments than students in modernized or new facilities.

Discipline management is concerned with the creation and maintenance of order as well as the smooth operation of a society. Dealing with student discipline in educational institutions is a collective obligation of all school stakeholders, including a school management, teaching and nonteaching personnel, in order to provide a disciplined and safe learning environment. A study proposed that teachers respect students by instilling a sense of responsibility in them, providing teachers with effective training that will enable students to acquire and master problem-solving and negotiation techniques, preventing violence and promoting order in schools, detaining indiscipline students, suspending or temporarily excluding indiscipline students, expelling indiscipline students from school, depriving indiscipline students of privileges

2.1.3.2 School Safety

Different individuals have different perspectives about what constitutes a safe school. A safe school is one that is free of violence and is distinguished by an environment in which there is no perceived fear of the institution or its disciplinary procedures¹⁰¹. This means that in a safe school, students, teachers, staff, and visitors may work together to enhance teaching and learning without fear of being hurt. A study investigated school community safety, The term "safety" refers to all of our efforts to keep the school community and its surroundings safe¹⁰¹. In order to ensure the general well-being of its pupils, a school community addresses a wide range of issues and/or crises under the "umbrella phrase" of safety. Health, mental wellness, the school environment, fire safety, weather safety, building security, dangerous persons, bullying, environmental disaster, local crime, and bus and traffic safety are just a few instances of such safety problems¹⁰¹.

2.1.3.3 Student-Staff Relationship

Teachers have an important role in encouraging students' academic, intellectual, and professional growth. Positive teacher-student interactions are supposed to impact students' academic and moral conduct, as well as that of schools. Some scholars argue that improving students' conduct necessitates a strong relationship between instructors' instruction and student behaviour.

Effective teaching and learning are dependent on the kind and value of the relationships that instructors and students form¹⁰⁴. A teacher has abilities, attitudes, and knowledge that may have a major impact on students' academic progress and understanding of how to have successful lives outside of the school¹⁰⁴. Students that have favorable, polite, and tight connections with their lecturers outperform those who do not. It was argued that in order for learning to be successful and effective, teachers must be motivated, passionate, and capable of engaging pupils¹⁰⁴. As a lecturer

at a college of education, some students fail are seen failed and others been expelled for unacceptable behaviour that harmed their relationships with lecturers.

Lecturers' interpersonal actions have a considerable impact on students' academic progress. Teacher-student relationships are important for a person's social and emotional development and can influence how well a kid succeeds academically¹⁰⁵. To argue that interpersonal contacts between instructors and students encourage student accomplishment by providing constant monitoring as students' progress through academic activities in schools. Thus, a students' relationship with the teacher in the classroom determines how much they learn. "Our conceptualizations of motivation to lead to quality learning, through the student-teacher relationship" are backed by further facts.

High living circumstances, a good wage, and teacher professional development, according to studies, all have an influence on student accomplishment because they help instructors like their professions and persuade pupils that school is an essential part of their life. A study suggests that when the correct number and quality of human resources are combined, additional resources may be affected to assist the institution accomplish its goals¹¹¹. Students, instructional staff, and support personnel comprise a school's human resource. Combining the quality and quantity of human resources provides the direction in which the relationships in school are infused.

The instructor may be able to inspire pupils to study and make them feel at ease by being friendly and cheery. Motivation is a condition of inner energy that gives motivation for action and further specifies the direction and intensity of behaviour or acts undertaken¹¹⁰. This indicates that, regardless of the hurdles, motivation acts as the guiding force that allows individuals to stick to their goals. On the other hand, stated that pupils may feel more at ease and inspired to study when

professors make an effort to congratulate and encourage them, as well as show patience while teaching and managing conduct¹⁰⁷.

In order to establish meaningful connections amongst students, a teacher must be aware of their intellectual and emotional requirements, including empathy, as well as how they should be treated both within and outside of the classroom¹¹². This implies that treating children with love, respect, sincerity, and professionalism may aid in relationship improvement.

2.1.3.4 School Type

The data on how the characteristics of schools in developing countries, such as whether they are public or private, influence students' acquisition of cognitive skills and moral behaviour is quite diverse. The influence of educational policy on learning in developing countries is little understood, with one recent assessment noting that "most of what has been revealed has been methodological" rather than substantive¹¹³. A deeper knowledge of how school attributes affect learning is crucial since public policy may influence the characteristics of public schools as well as the cost of private schools through vouchers and scholarships.

As a result, regardless of academic level, the educational industry in Nigeria provides for two types of schools: government and private. Government schools are schools that are supported by the national, state, and local governments with a low or no charge structure. Private schools, on the other hand, are schools that are funded by a private organization or a Non-Governmental Organization (NGO) and have a high fee structure to meet necessary conditions in terms of teaching and learning facilities, as well as a profit maximization motive in both the short and long run phases of the business. However, other factors have been identified in relation to both the benefits and downsides of the presence of these types of schools. It could be deduced that supporters of private schools argued that private involvement in school management leads to

greater efficiency and responsiveness to parental demands; greater autonomy in hiring and compensating teaching and non-teaching staff, as well as the introduction of performance incentives; and the application and adoption of personal discretion to curricula and instructional methods, in a manner that suits students' interests and abilities¹¹⁴.

As a result, proponents of public schools said that private schools look to jeopardize justice and social cohesion, and that they may be prone to market failures such as providing inaccurate information about the schools, which may lead to prejudice during admissions procedures. It is commonly stated that private schools have little incentive to think about the larger picture of education¹¹⁵. Meanwhile, increasing curricular autonomy may lead to schools opting out of teaching some key cultural norms. Private schools have been founded in a number of countries with the primary purpose of servicing specific groups of students based on religion, ethnicity, academic ability, or socioeconomic background. While the popularity of these schools gives parents more alternatives, it erodes social cohesion and a sense of belonging across diverse socioeconomic groups¹¹⁵. Despite the explanations offered by followers of the two schools of thought, it was determined that students' academic progress was not explicitly considered.

2.1.4 Religion and Students' Conduct

Religion is a component of the human belief system, and surveys show that 90% of the world's population identifies with a religion¹²². Spiritual, in the sense of being other-worldly, indifferent to material necessities or power relations in society, increased respect for the inner, contemplative practice of traditional religious systems, and the defense of patterns of beliefs and values are some intuitive meanings of "religious"^{122, 123, 124}. One of the functions of a religious belief system and a religious world view is to provide an ultimate vision of what people should

strive for in their lives, as well as strategies to achieve those goals, such as religious commitment and rituals, devotion, and self-sacrifice.

2.2 Theoretical Framework

The theory of planned behaviour directed this study's dependent variable, students' conduct, because it was based on an approach to ideas that might drive individuals to execute particular actions. While Bowlby's attachment theory led the independent variables, home and school factors determining college students' conduct, which is based on humans' proclivity to form deep affection relationships with certain persons or process.

2.2.1 Theory of Planned Behaviour

The Theory of Planned Behaviour serves as the theoretical foundation for college students' conduct, whether moral or academic. The Reasoned Action Theory (RAT) was proposed to foresee an individual's intention to engage in an activity at a specific time and location¹³⁶. The idea was intended to encompass all activities over which people have influence. The behavioural intent is a critical component of this paradigm; behavioural intent is decided by the attitude toward the likelihood that the action will result in the expected outcome, as well as the subjective appraisal of the risks and benefits of that event. This theoretical component was eventually incorporated, leading to a shift from the Theory of Reasoned Action to the Theory of Planned Behaviour¹³⁷. This theory gave a thorough examination of the factors that influence people's behaviour. The Theory is an adaptation of The Theory of Planned Behaviour.

This study is about the Theory of Planned Behaviour, which is based on an approach to ideas that might urge people to do particular things¹³⁸. The key determinant in behaviour realization is the individual's purpose (behaviour intention). Attitude, subjective norms, and perceived behavioural control all impact the intention to do an action¹³⁹. A person can have

different views about an action, but only a handful of these beliefs can impact conduct when confronted with a specific situation. This study recommends including religion as a moderating construction influence Theory of Planned Behaviour that exists on ethical behaviour intentions. Theory of Planned Conduct shows that human behaviour is under control and there are no barriers that might activate the intention to behave in a specific way¹³⁶. There are two things that drive behavioural intentions: attitudes and norms. Norms can be recognized via an individual's moral ideals, which will have distinct qualities; this is known as moral equality or moral equity¹³⁸. Justice is reflected in moral equality. The better a person knows moral standards, the easier it is to conduct honestly. A study examines individual and group circumstances to determine how a students' sense of fairness influences behavioural intentions in the situation, and the outcomes are moral equity connected to ethical behaviour²⁶. The greater the moral equality, the more ethical the behaviour. There are two elements that generate behavioural intentions: attitudes and norms¹³⁶.

The theory of Planned Conduct explained that human behaviour is under control and there are no barriers that might activate the intention to behave in a specific way. Norms can be observed via an individual's moral value, which will have distinct qualities; this is known as moral equality or moral equity. According to this viewpoint, these factors include attitude, behaviour, belief, intention, knowledge, and norm¹³⁶. The theory of planned conduct revealed that the individual's intention to engage in or refrain from participating in that behaviour is the direct predictor of behaviour. Intentions are influenced by three factors: attitudes, subjective standards, and perceived behavioural control, and each of these three factors is influenced by a different set of beliefs¹³⁷. Several studies in various situations have used the concept of planned behaviour as a framework¹³⁸,¹³⁹. Behavioural achievement, according to the TPB, is based on both motivation (intention) and ability (behavioural control). It distinguishes between three types of beliefs: behavioural, normative,

and control. The TPB is composed of six constructs that demonstrate a person's true control over their behaviour. The variables discussed in the theory of planned behaviour and how they pertain to the scenario of college students' conduct procedures are outlined thus¹³⁶:

Attitudes: The degree to which a person positively or adversely judges the activity of interest. It necessitates considering the repercussions of carrying out the activity. College students from authoritative families are more likely to be fearful of parent reaction if they participate in immoral or bad academic behaviour in school.

Behavioural Intention: This refers to the motivational factors that influence a certain behaviour, with the higher the desire to carry out the action, the more likely it will be carried out. College students' family or school backgrounds may serve as motivating elements in determining whether they would engage in positive or bad moral and academic behaviour at schools of education.

Subjective Norms: These are the beliefs that the majority of college students accept or reject a particular activity. It refers to college students' opinions on whether school factors such as school discipline practices, school safety, student-staff relationship, and school type, as well as important individuals or home situations in his or her life such as parenting style, family size, parental income, parental education qualification, and parental social status, believe he or she should engage in the conduct.

Social Norms: These are the accepted rules of behaviour within a group or among people, or within a larger cultural framework. Social norms are considered normative, or standard, among a group of people. Social norms in the students' home environment, as well as the interaction of school environmental norms, shape and govern college students' academic and moral behaviour at college of education.

The presence of factors that may aid or impede the performance of a task is referred to as perceived power. The perceived behavioural control of a college student influences each of these components. Perceived behavioural control pertains to a college students' perception of how simple or difficult it is to do the intended task. Because perceived behavioural control varies between contexts and acts, a college students' perception of moral and academic conduct control varies depending on the setting. Attitudes toward conduct (positive or negative judgments of the activity) are influenced by beliefs about behaviour (what people believe about the behaviour)

Normative views (typical beliefs of the community or of people significant to the individual) influence subjective norms, which are perceptions of social pressures to do or not do something⁴⁰. Control beliefs influence perceived behavioural control (perceptions of whether people can control their behaviour), assuming that a college student has real control. Students who believe they have control over their activities are more likely to engage in the behaviour than those who believe their behaviours are influenced by other causes. That is, instead of being controlled by school, peer group, and other school-related influences, such students typically engage in moral rather than immoral behaviour while in college.

Using current theory as the foundation of a theoretical framework offers both benefits and drawbacks in research. One of the two ways that researchers frequently fail when employing existing theories as frameworks is by leaning too heavily and naively on one theory¹³⁷. As a result, while the Theory of Planned Behaviour could significantly guide research into problems associated with factors influencing college students' conduct in college of education, it could not adequately explain some of the related behaviours of college students in college of education in Southwest, Nigeria.

To begin with, beliefs are not the only variables that influence an individual's attitude. Individuals' attitudes toward a given behaviour may be influenced by their knowledge. For example, a college students' understanding of the school's exterior environment may impact that individual's attitude toward environmental conservation¹²⁵. The knowledge element is not included in the Theory of Planned Behaviour. Second, the Theory of Planned Behaviour is a psychological paradigm that deals with attitudes and beliefs in people's minds (referred to as "internal milieu") rather than real community activities. College students' views, attitudes, and perceptions may or may not correspond to reality, and even if they do, they may or may not transfer into behaviour. Third, the Theory of Planned Behaviour does not take into account external elements (environmental factors, referred to as "external milieu") that may influence behaviour, such as the location, cultural context, and religious practices in the college students' institution setting¹²⁵. These three shortcomings render the Theory of Planned Behaviour ineffective as a paradigm for guiding research into problems linked with college student moral and academic behaviour, as well as factors influencing such conduct in Nigerian institutes of education.

As a result, religion was incorporated as a moderating variable in this study to make Theory of Planned Behaviour a viable theoretical framework to guide the examination into difficulties linked with college student moral and academic behaviour in Southwest, Nigeria. A study revealed that people's attitudes regarding religious beliefs impact their behaviour, which in turn influences their ethical intentions¹³⁸. Religion is also connected to people's perceived behavioural control in both social and corporate situations^{125, 139, 140}. Employees who score high on religion likely to have greater behaviour control. People with greater degrees of behavioural control are more likely to be impacted by religious beliefs and practices, as has been demonstrated.

In the realm of Colleges of Education in Southwest Nigeria, the Theory of Planned Behaviour (TPB), emerges as a valuable lens to understand the intricacies of students' conduct, particularly in relation to the influence of home and school factors on their behavioural intentions and actions. The Theory of Planned Behaviour encompasses three essential components that drive behaviour: attitude, subjective norms, and perceived behavioural control. Attitude encapsulates students' positive or negative evaluations of specific behaviours, reflecting their beliefs about the outcomes and consequences of their conduct. Positive attitudes towards responsible behaviour may result in higher intentions to exhibit positive conduct, while negative attitudes may serve as deterrents^{138,141}.

Subjective norms delve into the influence of social norms and perceived social pressures on students' behavioural intentions. Here, students' perceptions of what their parents, teachers, and peers expect of them come into play. Positive subjective norms related to responsible conduct may serve as encouragement for students to behave responsibly, while negative norms may steer them towards undesirable behaviour. Perceived behavioural control addresses students' beliefs about their ability to perform a specific behaviour, considering internal and external factors that may facilitate or hinder their conduct. Students who feel in control of their behaviour are more likely to act responsibly, while those who perceive barriers to responsible conduct may be less inclined to engage in positive behaviour¹¹⁷.

Based on the Theory of Planned Behaviour, the responsibilities of parents and teachers become crucial in influencing students' behaviour at Colleges of Education. Parental influence holds significant power, as positive parental attitudes towards responsible behaviour, along with clear expectations and support for ethical conduct, can shape students' attitudes and intentions to behave responsibly. In the educational setting, teachers' attitudes and behaviour in the classroom

emerge as potent role models. Positive teacher attitudes towards ethical conduct and the consistent demonstration of responsible behaviour can influence students' subjective norms, encouraging them to follow suit¹⁴¹.

Moreover, the influence of peer pressure must not be underestimated. Perceived subjective norms are influenced by students' perceptions of their peers' behaviour and expectations. Positive peer influence, where peers support and encourage responsible behaviour, can significantly impact students' intentions to exhibit similar conduct. The overall school climate also plays a pivotal role in shaping students' conduct. The presence of rules and norms that promote responsible behaviour can influence students' attitudes and perceived behavioural control. A positive school climate that emphasizes ethical conduct and rewards responsible behaviour can enhance students' intentions to act responsibly⁷⁰.

By holistically understanding and applying the Theory of Planned Behaviour to home and school factors affecting students' conduct in Colleges of Education in Southwest Nigeria, educators and policymakers can develop targeted interventions to promote positive behaviour. Encouraging positive attitudes, fostering supportive social norms, and enhancing perceived behavioural control can all contribute to creating a conducive environment for responsible conduct among students.

2.2.2 Attachment Theory

The study will also be based on John Bowl's Attachment theory, which describes how family and school circumstances influence college's conduct. Today, the theory is one of the most studied elements of psychology by students. According to the attachment hypothesis, "strong emotional and physical connection to at least one main caregiver is crucial to human development." The concept was created by John Bowl as a consequence of his research into the developmental psychology of children from varied backgrounds. The attachment theory (AT)

considers the implications of variables attachment on how an individual or situation established a relationship, maintain it to influence personality or a process as well as the degree of influence the theory has on parts of notably student behaviour management. According to the extended attachment perspective, attentive instructors may provide a safe haven for children to explore the school environment and get involved in learning activities. It was discovered that support for children's emotional stability as a mediator between teacher support and children's involvement in learning activities^{142, 143}.

John Bowlby, the first contributor to attachment theory, concentrated on the themes of closeness, protection, and detachment. His main contribution was the notion that attachment is a "biologically grounded evolutionary need"¹⁴². The human attachment system is as important to human genetic programming as food and mating. This is shown by a child's natural behaviours of seeking, monitoring, and striving to maintain closeness to attachment figures, utilizing attachment figures as a stable foundation, and escaping to attachment figures as a safe refuge in dangerous or alarming circumstances¹⁴². Bowlby acknowledged that although closeness is an important element of the attachment process, he also noted that what is most important is the child's assessment of the caregiver's availability and emotional response¹⁴². According to a study, such a sense of security (referred to as "felt security") is a "subjective state that rests not only on the caregiver's actions but also on the child's internal experience, including his or her own mood, physical condition, imaginings, and so on".

Four attachment phases were identified¹⁴³. Normative development happens in the first stage via signaling, sucking, grabbing, and rooting, all of which aim to reduce the distance between the infant and the caregiver. These habits are present in the newborn from birth. Initially, these messages are not aimed at anybody in particular, but the youngster progressively gains the

ability to target the actions more clearly¹⁴². In the second phase, the youngster should aim his or her signaling actions toward a chosen caregiver and engage in seeking behaviours to become closer to them. In the third phase, the kid should be able to anticipate the caregiver's actions based on a consistent pattern. The kid should gain insight into the caregiver's motivations, appreciate their independence, and form an acceptable attachment in the fourth and final phase. At this time, the youngster thinks the caregiver exists independently of the child and may be distressed as a result of separation¹⁴⁴. Between the third and fourth year of life, the kid develops the ability to engage in a "goal directed collaboration", in which the youngster learns to influence the parents' intentions to better meet their own wishes. Language development aids in the process of reaching mutually accepted plans. This increases the child's trust in the relationship's stability and enables the caregiver to remain gone for extended periods of time without causing major discomfort. This, paired with movement, enables the infant to explore and extend context more autonomously¹⁴⁴.

A well-adjusted kid has a mother who is emotionally accessible while encouraging autonomy. "The feeling of relatedness is mostly determined by the empathic connection between child and caregiver, but confidence and trust in one's affects also need the ability to control affective states in the absence of an attuned relationship." Thus, self-esteem is derived from both attunement and the chance to practice the ability to resist negative moods and manage stress"¹⁴⁵. Also it was emphasized newborns' abilities to absorb and generalize interactions with caregivers throughout the first year of life.

A developmental psychologist, dedicated her career collaborating and testing Bowlby's idea. Ainsworth extended on Bowlby's thesis in several relevant ways. Bowlby and Ainsworth's joint approaches validated the theory's development beyond proximity. Bowlby developed the notion of "internal working models" based on Ainsworth's introduction of the concept of a "safe

basis," which incorporates the child's expectations of the caregiver¹⁴⁵. One of her most significant contributions is that, while being an inborn, biologically driven system, attachment is flexible. As a result, she developed a categorization system that encompassed three forms of attachment: insecure/avoidant, secure, and insecure/resistant, which described the implications of aberrant attachment states¹⁴⁶. Main subsequently added the term of disordered or bewildered. Ainsworth and her colleagues were also able to discover attachment connection factors that predict security or insecurity. These were based on the quality of communication patterns between the newborn and caregiver¹⁴⁶. In other words, emotional attunement is crucial to attachment style.

In the 1970s, Main reproduced the Ainsworth research and enlarged it to include internalized object connections, which addressed the individual's attachment history, which consisted of memories, emotions, and beliefs that might have influenced current and future attachment behaviour^{141, 146}. It was proposed that an individual's attachment working model allows him or her to perceive patterns of interaction. Because the working model impacts both behaviour and expectations, interactions may both shape and be affected by it¹⁴⁵. Bowlby argued that new interactions, changed relationships, or increased awareness had the ability to update internal working models, albeit these models often resist adjustment¹⁴⁵. Such claims prompted Main to doubt the models' stability, as well as their capacity to be adaptive. Her ambition became to transcend beyond theory and into experimentally confirmed findings.

There is substantial evidence of attachment pattern consistency over the lifetime and across generations¹⁴⁶. From birth through old age, intimate bonds to other people constitute "the center around which a person's life revolves"¹⁴¹. Quality of attachment bonds, in particular, has been linked to risk and resilience over the lifetime. Many of the developmental consequences linked with poor attachment patterns are connected to affect deregulation, and hence to difficulties

with emotional self-regulation. Although, insecure attachment is not a mental condition, it does increase the likelihood of psychological and social disorders¹⁴⁵. Attention deficits, mood disorders, anxiety, borderline personality disorder, obsessive, schizoid, narcissistic, and histrionic tendencies are among these dysfunctions¹⁴⁶. If a person lacks an acceptable beginning connection in his or her frame of reference, he or she will have problems in all relationships throughout life¹⁴⁶. This will manifest as a preference for unhealthy relationships or a general absence of connections.

The attachment style of a parent may be a risk factor for the quality of the parent-child relationship and the child's adaptation¹⁴⁷. Several studies have established a high association between a parent's attachment style and their children's diagnostic status^{147, 148}. There is a transition from infancy, when satisfying the requirements of the kid is the only purpose of the connection, to adolescence and maturity, when a good relationship consists of addressing the needs of two persons concurrently¹⁴⁸. Attachment is defined as an "affectional relationship." This is "a somewhat long-lasting bond in which the partner is as significant as a distinct person and is replaceable with none else"¹⁴⁵. The yearning to be near is constant. While small gaps are manageable, there is a need to restore closeness. Longer absences would be upsetting, and permanent loss would be heartbreaking. "Relationship attachment functions will become intricately intertwined with other functions"¹⁴³.

A study distinguishes three categories of security; immature dependent security, independent security, and mature dependent security¹⁴⁸. Immature dependant security is the belief that youngsters rely on their parents to accept the consequences of their actions. A youngster must be interested enough to go out and discover new things in order to learn. When confronted with dread of the unknown, the youngster will feel safer if they can return to a caregiver for comfort and reassurance. As children acquire information about the world and learn coping techniques,

they become more self-sufficient and secure. Finally, mature dependent security is found with a mutually contributing partner of one's own age¹⁴². Marriage, interestingly, has the ability to change insecurely connected people into securely attached adults¹⁴⁵.

Historically, attachment theory was largely concerned with infancy and early childhood. This is because "children create mental representations of relationships based on their interactions with, and adaptation to, their care-giving environment," according to the theory¹⁴¹. Few studies have been conducted to investigate the attachment bonds that form between a child and a parent figure throughout adolescence, as well as their influence on this developmental stage and future development. Adolescents have the "potential to rewrite and solidify the early childhood separation-individuation process" at this stage¹⁴³. Adolescent college students may begin to combine numerous attachment experiences in order to develop a more generalized posture toward future attachments¹⁴³. Adolescence is "the second phase of separation and individuation," after the first phase, which occurs at the end of the second year of life¹⁴⁴. This analogy is also important in understanding the necessity of connection throughout puberty. This study is based on the concept that the second phase of separation-individuation is just as crucial for the formation of personality and ego as the first, and that caregivers still play a significant role in this process. "Contrary to common belief, teenage boys and girls need both autonomy and a large amount of connection from their parents. Relationships with parents are important not just for children but also for teens because they help them to cope effectively with developmental activities such as schoolwork¹⁴⁹."

In order to create new attachment schemas throughout adolescence, parents must give a mix of supporting love, discipline, and independence encouragement¹⁴⁷. Communication between parents and college students is also critical. College students may build a strong sense of self via the comfort and support of parental connection. "Attachment security aids in the establishment of

a positive representational model of self that directs the processing of self-related information"¹⁴⁹. Adolescent family functioning is connected with high-quality parent-child communication. It entails expressing emotions, dealing with challenging topics, carefully listening, and encouraging children to ask questions and seek assistance when necessary¹⁴⁶. "Conversations in which adults and children speak about the intents conveyed by each other's reasonable statements and relate these to each other's suitably understood behaviours may be the 'royal path' to understanding minds" from a young age and throughout their development¹⁴⁹.

College students who are more securely connected are more inclined than insecurely attached teenagers to seek out and accept favorable information about themselves¹⁴⁷. Due to their overall favorable sentiments about their connection with that parent, securely connected college students tend to recall encounters with their parents, even those that were bad, more fondly over time. Insecure college students retrieved emotionally meaningful childhood memories at a slower rate¹⁴⁸. There is also a wealth of research linking poor mental health to insufficient parental bonding, as measured by both perceived low parental care and excessive parental control¹⁴⁹. "College students with secure internal working models handle social information more openly and flexibly than their insecure counterparts, and they do not conceal attachment-relevant social information"¹⁵⁰. Securely connected college students are more likely than insecurely attached teenagers to have good impressions of family, classmates, and strangers. They may generalize knowledge from their main attachment connection to have a more positive view on relationships and engagement throughout their lives¹⁵¹.

That is not to argue that adolescence is without challenges. College students' dispositions toward derogation of parents and lack of recollection develop as they go through adolescence, and they regard their parents as more rejecting¹⁴⁸. A research shows that at the age of 17, 75% of

teenagers chose friends than parents for closeness and separation protest, as well as a stable basis¹⁵². The hunt for a peer alliance starts throughout this developmental stage. This is a connection that includes the attachment, reproduction, and caring systems. Teachers, family, close friends, love partners, and therapists are examples of "minor" attachment connections. These people provide long-term or short-term emotional support to college students. These partnerships contain all of the characteristics of an attachment relationship, but they may be transient and therefore seen as a "first excursion" towards reconstructing the attachment system with new figures¹⁴³. It is vital to recognize that the basic connections continue to have an influence on all new partnerships. "The internal attachment working models of college students are connected to the processing of attachment relevant social information"¹⁵³. In the lack of information about new persons, college students will rely on existing attachment connection expertise to interpret new prospective partnerships. "As a result of their attachment structure," they may "process additional environmental inputs"¹⁵⁴. It is also critical to recognize that these changes in the type of attachment may be influenced by hormones, neurophysiology, and cognition, rather than just socio-emotional experience^{142, 143}. College students may grow hesitant to rely on a parent or key attachment figure during times of emotional need since it suggests weakness, which contradicts the relationship's purpose of gaining power. As the teenager starts to form new attachment ties, he or she must show to the parent that he or she is in charge; reacting emotionally vulnerable hinders this attempt¹⁵⁴. The principal attachment figure function of parents is likely to be seen only in settings that trigger high degrees of attachment system activation. Daily check-in patterns are more widespread, and they assist to emphasize parental availability in areas like as financial support or areas of expertise¹⁵⁵. Adolescent distancing is usually transient and does not represent a loss of connection to parents¹⁴². After demonstrating their ability to operate independently and diminishing their

emotional investment in their parents, college students seem eager to rely on their parents once again¹⁵⁶. Though parent-child interactions evolve as adolescents gain autonomy and self-regulation, "most teenagers retain attachment connections to parents while evaluating peers as sources of safety and support".

Attentive and active parenting is linked to children's cognitive development. Secure connection was specifically linked to improved attention and involvement, reduced self-insecurity, and a higher grade point average¹⁴¹. Attachment has also been demonstrated to contribute considerably to improved linguistic abilities, curiosity, and emotional maturity¹⁴¹. There is compelling evidence that there is a relationship between stable attachment and school attitudes and general classroom behaviour. This covers work habits as well as perseverance¹⁵⁷. Despite the fact that these studies are recent, Bowlby wrote about this link some years ago:

Children's attachment representations of their caregivers are inextricably linked to the representational models of the self that they construct¹⁴¹. Children who are taken seriously and react appropriately are more likely to feel safe in themselves than children who have been neglected or rejected. Attachment theory also supports the relationship between attention and involvement. According to Bowlby's idea of a safe foundation, children who are sure that their caregivers are responsive and accessible will be more alert and eager to interact with their surroundings. Worries about the availability of an attachment figure, on the other hand, may divert insecurely connected children's attention away from the surroundings. Secure attachment representations may also be seen as improving children's preparedness to participate completely in intellectual challenges at school. This process starts before school and continues throughout one's life. Infants with stable attachments, for example, are more interested and persistent in toddlerhood

have higher self-esteem, and are more sympathetic with their peers than children with insecure attachments¹⁴³.

Children that adapt well in childhood tend to adapt well in adolescence, and vice versa¹⁴³. Attachment has an influence on cognitive and socio-emotional development in preschoolers. Mothers' sensitivity was shown to predict third-grade reading and math ability for both boys and girls¹⁵⁸. An Israeli research found that instructors regarded secure children to be more adjusted than insecure children in academic, social, behavioural, and emotional aspects. Their peers likewise thought they had a greater social rank¹⁵⁹. Aside from the impressions of others, children who are more firmly bonded express higher reported academic ability and mastery drive. This happens because children with secure attachment representations are more likely to approach new situations with confidence and trust, as opposed to children with insecure attachment representations, who lack confidence that they would be responded to sensitively¹⁵⁸. Teachers approach secure youngsters with warmth and age appropriateness. Children who avoid are seen as defiant, morose, or haughty, and they generate furious, controlling reactions. Bullies are a term that is often used to describe them. Ambivalent children are seen as clinging and immature, and they are often pampered or infantilized.

The idea is pertinent to this research since the proponent gives hints in the emotional development of children throughout their lives. Also gave sensible recommendations for parents and guardians. Parents and guardians can now see the importance of forming secure attachment bonds with their children, particularly adolescents, which most parents, let alone believe, are mutual, but most of them are normally challenged with internal and external environments when they are away from the comprehensive control of parents and school. Such relationships will allow college students to develop a stable attachment and state of mind later in life. Parents will learn to

understand their children's biological and psychological requirements while they are in school, and to prevent false expectations of their children's moral and academic behaviour¹⁶⁰. In this approach, parents may avoid the aggravation that comes from expecting things that are beyond the capabilities of their college kids.

When antecedent cognitive function and Intelligent Quotient (IQ) were adjusted for, attachment was even associated to cognitive functioning from secondary to colleges of education, adolescents¹⁵⁸. Secure attachment has been associated to ego-resiliency, social competence, and improved cognitive performance in secondary schools and institutions of education^{155, 160}

"In the sense of undoing the consequences of traumatic childhood events, lecturers may be a source of healing"¹⁶⁰. However, it would need the formation of a strong relationship, as well as the breaking and restoration of the link. If the exchanges are repeated, they may help with the internalization of a new relationship context and foster the formation of a secure self¹⁵⁵. For this to happen more often, a context and structure other than the existing educational system would be required.

In the context of Colleges of Education in Southwest, Nigeria, Attachment Theory, provides valuable insights into the determinants of students' conduct, with a particular focus on their early attachment experiences at home and the influence of school factors. According to Attachment Theory, early attachment experiences with primary caregivers, typically parents, significantly shape an individual's emotional development and behaviour. Students who have experienced secure and nurturing attachments at home are more likely to exhibit positive conduct and social skills in their interactions at school. On the other hand, those with insecure or disorganized attachment patterns may struggle with behavioural issues and emotional regulation in the college environment. The quality of the home environment also plays a crucial role in

influencing students' attachment patterns and subsequent behaviour at school. A supportive and emotionally responsive home environment fosters secure attachment, leading to more positive conduct in the academic setting. Conversely, a challenging or neglectful home environment can contribute to insecure attachment and behavioural challenges in students.

Moreover, students often transfer their attachment behaviours from the home setting to their interactions with teachers and peers at school. Those with secure attachment tendencies may form healthy relationships with teachers and classmates, enhancing their conduct and social integration in the college environment. On the other hand, students with insecure attachment may struggle with forming positive relationships, leading to behavioural difficulties.

Teacher-student relationships also play a significant role in influencing students' conduct. According to Attachment Theory, teachers who demonstrate sensitivity, responsiveness, and support can promote secure attachments with their students, positively impacting their behaviour and engagement in the learning process. In addition, the school environment itself can contribute to students' attachment needs. A school that prioritizes emotional well-being and provides a safe and nurturing atmosphere fosters positive attachment experiences, promoting desirable conduct among students. By applying Attachment Theory to understand home and school factors affecting students' conduct in Colleges of Education in Southwest Nigeria, educators and policymakers can design interventions that address attachment-related issues. Creating a supportive, caring, and emotionally enriching learning environment can help students form secure attachments and improve their behaviour, academic performance, and overall well-being. Additionally, supporting parents and families in fostering secure attachments at home can contribute to students' positive conduct in their educational journey.

2.3 Review of Empirical Studies

2.3.1 Home Factors and Students' Conduct

Home is a child's first institution, and it has a tremendous impact on the students' whole life¹⁶¹. A study set to discover the link between family relationships, physical amenities, and students' academic conduct. The results of the investigation revealed that a substantial majority of respondents lacked distinct study rooms in their houses, had very little interactional opportunities at home in home-related concerns, yet were nonetheless content with their home environment. Following the objective of this study on the influence of home factors on students' conduct at college of education in Nigeria, adolescents that college of education students should be engaged in home matters, that separate study rooms be given, and that all other facilities necessary for students' educational advancement be supplied in order for them to developed better moral and academic conduct in school.

A study sought to determine the home factors that associated with medical student addicted to video games and impact on social conduct and academic performance among female medical students at Taif University in Saudi Arabia¹²⁹. The most common characteristics substantially connected with video game addiction were age, year of study, parents' education, income, and living alone. Both social conduct and intellectual achievement suffer as a result¹⁶². Age, family education, money, and living alone are all connected with more time spent playing, which has a negative influence on social conduct and academic achievement. More educational activities are needed to raise public awareness of the dangers of video game addiction as on the long run affecting students' academic conduct at the school.

Beyond the Nigerian setting, family background has been linked to the present study's goal as a factor of students' moral and academic conduct in colleges of education. A survey was

conducted to investigate the influence of family background related characteristics such as family kinds, caste, guardian's work, familial monthly income, and guardian's educational qualification on moral worth among upper secondary level students¹⁸. The results revealed that family background characteristics such as family types, familial monthly income, and guardian education degree had a major influence on moral values in upper secondary students, however caste and guardians' profession did not seem to be essential in this regard.

Although the family system elements impact every part of a human, the most significant one is their moral growth and later conduct. Moral development is the capacity to distinguish between good and evil actions. A study investigates the impact of family structures, particularly nuclear and joint families, on the moral development of both boys and girls in elementary school¹⁶⁷. The study's results revealed that gender had a substantial impact on the moral standards of elementary school children. Furthermore, females from joint households were shown to be morally more evolved than boys from joint families.

The key note in relation to this study is that family background is an imperative factor in determining college student moral development and later conduct at college of education in Nigeria. A study emphasized that parents should establish clear standards for their children, monitor the limits they set, and enable youngsters to develop autonomy. The study identified family characteristics and social adjustment of secondary school students in Cross River State, Nigeria's Ikom Education Zone¹⁶². The findings of the study demonstrated that single parenting (male/female) and family type had a substantial impact on the social adjustment of secondary school children. Social adjustment of students is in the long run determine their moral conduct¹⁵.

Also, a research looked at the impact of parenting style on the social adjustment of undergraduate students at the University of Port Harcourt¹⁵. The findings revealed that parenting

style has a substantial impact on the social adjustment of undergraduate students. The findings revealed a substantial difference in the impact of authoritative parenting style on social adjustment of male and female undergraduate students. The findings also indicated that there is no significant difference in the mean score of male and female undergraduate students when it comes to the impact of authoritarian parenting style on social adjustment. The findings also revealed a substantial difference in the impact of an uninvolved parenting style on the social adjustment of male and female undergraduate students. Communication should be prioritized by parents. Be open to debate; take the time to explain your choices and motivations, and listen to your children's perspectives. An awareness campaign for good parenting styles is a good strategy to sensitize parent on how to build moral conduct in adolescents. The university counseling unit should develop programs to address the problem of social adjustment among undergraduate students, particularly the repercussions of maladjustment¹⁴.

The breakthroughs in science and technology posed a significant danger to people's quality of life, necessitating significant adjustments in many aspects of existence. People's cognitive and emotional resources were impacted by today's cutthroat competition. Education's primary role is to build healthy and harmonious people, which may be accomplished through developing the cognitive, social, emotional, moral, and spiritual components of personality. According to the practices, the young population is a significant portion of the society that is unable to deal with societal pressures and obligations. Emotional intelligence encompasses the complexities of an individual's talents in terms of emotional and social wellness. The development of emotional abilities is mostly determined by the quality of the home environment. An effort is made to determine the impact of family environment on emotional intelligence among kids. A study was carried out which demonstrated that adolescent emotional intelligence was significantly influenced

by their familial environment. Youth emotional intelligence varies according to gender, course of study, and household income and that emotional intelligence in adolescents may be enhanced by giving appropriate possibilities within the home as well as in educational institutions¹⁶⁸.

Academic performance is one of several factors that contribute to academic success. Many factors influence academic performance, including socioeconomic status, student temperament and motivation, peer and parental support. A study was conducted in Pakistan which looks into the influence of academic performance in adolescent students with a focus on the role of parental styles. Academic performance was evaluated using self-reported grades from the most recent internal examinations. Parental bonding styles were assessed using the Parental Bonding Instrument (PBI). To determine the impact of socio-demographic factors and parenting styles on academic performance, regression analysis was used. The factors associated with and differences between fathers' and mothers' "care" and "overprotection" scores were investigated. Higher socioeconomic status, father education level, and higher care scores were all linked to better academic performance in adolescent students. The most common parenting style among fathers and mothers was affectionless control. It was also the only parenting style that independently improved academic performance when implemented by the father. Overall, mothers had higher mean "care" scores, while fathers had higher mean "overprotection" scores. Parenting workshops and school activities that emphasize the involvement of mothers and fathers in adolescent students' parenting may have a positive impact on their academic performance. Affectionless control may be associated with improved academic conduct, but the emotional and psychosocial effects of this parenting style should be investigated before making recommendations²⁰.

A study was conducted to determine the impact of family size on students' attitudes and performance in Literature in English. Self-structured questionnaires were designed to elicit

information from 320 SS2 students drawn at random from eight secondary schools. Respondents from two local government areas in Ondo State completed the questionnaires. Only 317 people completed their questionnaires completely. The questionnaire was divided into two sections. Section A dealt with the demographic status of the respondents, which included the name of the school, class, sex, family size, and position in the family, whereas Section B dealt with a questionnaire on students' attitudes toward literature in English.

The collected data was subjected to frequency counts and simple percentage calculations. Findings revealed that the percentage of students from 1-2 family size was 5.99%, 3-4 family size was 38.8%, 5-6 family size was 28.8%, 7-8 family size was 21.6%, and 9-10 family size was 5.99%. The implication was that families with three to ten children are at risk of receiving inadequate care in terms of essential academic materials and adequate monitoring, which could have an impact on secondary school students' attitudes and performance in Literature in English²¹.

One of the goals of education is to help students develop a responsible attitude, which is defined as the ability to appropriately and appropriately vouch for their actions in accordance with social norms. This type of training should be deliberate, planned, and personalized, depending on the individual's level of social responsibility. This is influenced by personal and family factors. A study provides an analysis of the interaction of some of those variables with the development of social responsibility in primary school students as the foundation for the design of programs to promote personal and social responsibility that are tailored to the characteristics of the students. The Social Responsibility Attitudes Scale was administered to 502 students in grades 2 (8 years old), 4 (10 years old), and 6 (12 years old) of primary school. This scale assesses the following characteristics: (a) obedience in family settings, (b) politeness and acceptance of mistakes, (c) trust in their parents, (d) responsibility in school settings, (e) friendliness and willingness to help, and (f)

environmental sensitivity. A multivariate analysis using the school grade, gender, family type (single, two-parent), and position among siblings (firstborn, only child, or not firstborn) revealed that attitudes toward prosociality begin to differ as early as grade 4 of primary school. Children become aware of their responsibility in grade, and this is more prevalent in two-parent families. However, no significant differences in social responsibility were found based on gender or position among siblings²².

Prosocial behaviours among college students have been shown to help them achieve honor, happiness, and improve their social adaptation. A study looked into the roles of parent-child attachment and emotion regulation self-efficacy in mediating the relationship between family socioeconomic status and prosocial behaviours. A survey was carried out among 458 college students drawn at random from six universities in two Chinese provinces with a medium level of higher education development. Structural equation modeling and mediation effect testing were used to validate the model. According to the findings of the study, family socioeconomic status had a positive effect on parent-child attachment and emotion regulation self-efficacy, but had no direct effect on students' prosocial behaviour. Furthermore, both parent-child attachment and emotional regulation self-efficacy mediated the influence of family socioeconomic status on college students' prosocial behaviour. Finally, family socioeconomic status influenced college students' prosocial behaviour via the chain of parent-child attachment and emotional self-efficacy²³.

2.3.1.1 Family Size and Students' Academic Conduct

"Children reared in homes that foster a feeling of self-worth, competence, autonomy, and self-efficacy are more likely to embrace the risks associated with learning"⁵⁵. This was supported by the researchers, who stated that their findings "strongly imply that parental motivating techniques are causative impacts on children's academic intrinsic motivation and school

accomplishment." There was a need to educate parents about motivating methods such as encouraging tenacity, effort, mastery of subject matter, curiosity, and exploration, which are likely to improve the students' academic performance⁵⁶. However, because there are so many pupils in a large household, most students lack such intrinsic drive from their parents. In reality, the influence of family on students' motivation and academic performance is a hot topic that must be addressed nowadays. Factors existing in the household have a significant impact on the pupils' performance. Parental educational background, income, exposure, parental connection with each other, family population strength, religion, occupation, and other factors all influence the students' readiness to learn.

Most students become delinquent because they lack the safety, affection, and protection that both parents should offer, which hinders the students' or children's scholastic growth. Single-parent students are more likely to exhibit the effects of hunger, illness, insufficient sleep, and a negative attitude toward school, which begins in infancy and can severely affect students' behaviour, achievement, and performance⁴⁸. In a similar vein, a study assigned low academic achievement and behaviour to step families, an unique category of family⁴⁹. The vast majority of divorcees remarry. This sort of family is made up of two separate families that have merged to become one (a new husband and new wife and their children from previous marriage or relationship). According to the study, children from these households tend to be depressed, have a desire to make themselves feel better by creating difficulties, and may stray and lose their academic concentration⁵⁰. This is due to the fact that the environment in such homes is unlikely to allow youngsters to make their own judgments. Children in female-headed households (single mothers) have a higher chance of poor academic achievement since these mothers have extremely low earnings and are unable to satisfy their children's basic needs, resulting in poor performance⁵¹.

2.3.1.2 Parental Educational Qualification and Students' Academic Conduct

Parents who have earned formal education have ideals that are reflected in the educational possibilities they provide for their children⁷⁴. There is evidence that children of educated parents outperform children of uneducated parents. The reason for this is that they may easily aid and encourage their children in their academic attempts. These parent-child interactions have a positive psychological impact on children, decreasing reluctance and increasing children's self-assurance and faith in their parents. However, because illiterate parents lack a psychological component, they are unable to support their children and have less of an impact on their children as parents than educated parents do⁷⁵.

Many linkages and effects on students' academic and moral performance have been discovered in studies on the educational status of parents in developed and developing countries. The study's findings revealed that parents from various educational backgrounds had diverse effects on their children's academic progress as well as different food patterns at home. Uneducated parents give their children with greater attention, but they also create unstable academic conditions at home for their children's education and have high expectations for them⁷⁶. These strategies have an irregular and variable impact on students' academic progress. Primary pass parents instead adopt largely unsupported and unrealistic academic approaches from their children as a result of their high expectations for children, low investment, and occasional use of corporal punishment. When it comes to setting educational goals for their children, better educated parents are more meticulous and practical. At home, the highly educated parents provide their children with modern and progressive academic surroundings⁷⁷.

Variations in the educational backgrounds of the mother and father in terms of how education influences children's academic and moral conduct were also discovered in study

investigations. The researchers hypothesized that the educational level of the parents would be the most important factor in predicting children's academic and moral conduct. A study shows that, a mother's educational level has a significant impact on her children's overall achievements and is more directly linked to their academic success. Children's academic progress, on the other hand, is determined by their dads' education and career. The father's work and education have a direct impact on the family's money, which in turn has a direct and strong relationship to the amenities provided for children at home, which in turn has an impact on the academic achievement of the children. Families with greater means, for example, may be able to meet their children's basic needs in terms of health, nutrition, and education more easily; they can also provide their children with access to additional resources and opportunities that may enhance their grades⁷⁸.

Adverse family concerns such as illiteracy, limited parental involvement in their children's education, low socioeconomic position, and a lack of time for their children are the key reasons why students struggle in school⁷⁷. The education of parents and children is inextricably linked, the education of children can be explained by the education of their parents. Parents' educational accomplishment tends to inspire positive learning habits in their children. Parental self-assurance is linked to cognitive skill mastery and favorable life experiences in their previous general and educational lives. Parents with successful educational experiences and high cognitive abilities were found to be able to assist their children in developing cognitive skills, whereas parents with unsuccessful educational experiences and low cognitive abilities were found to be unable to assist their children in doing both⁷⁹.

A study shows there is a considerable association between children's participation in school activities and their overall achievement. These criteria include family history, socioeconomic status, and neighborhood. Further, the findings of the study revealed that neighbourhood has an impact on

families' financial and psychological resources both inside and outside of the setting⁷⁴. These factors have a tremendous impact on students' academic lives as well as strategic interactions, because of how regularly they engage with them, school peers and surrounding children are among the most significant impacts on a students' educational life⁷⁹.

2.3.1.3 Parental Social Status and Students' Academic Conduct

Academic performance in schools (whether primary, secondary, or tertiary) is not solely determined by students' mental and physical abilities; other factors also play an important role. Discuss the various factors that affect a person's ability to succeed in school as well as their relationships with their family. Studies found that family structure was related to academic performance of children and adolescents from intact families^{75, 82, 85}. A researcher conducted research studies in 2007 which shows the characteristics of the family background, such as family structure, socioeconomic status, the quality of parental relationships, and parental involvement in the school, are the most frequently associated with academic conduct (families with two parents married). Students with a higher socioeconomic status also perform better on achievement tests, receive higher grades, and stay in school for a longer period of time. Academic performance is strongly related to social status⁸⁹.

The parents' background and socioeconomic status, account for their total income and employment⁸⁷. A family's education level is another indicator of its educational background and ability to support its children's learning and instruction. The children of the family will immediately feel the effects of this⁹⁰. A study on family structure specifically explained single-parent families and family traits that may increase the risk of negative socioeconomic status in a child's education⁹¹. Several previous meta-analyses on the relationship between family environment and academic achievement have been conducted. Family background, including

family structure, occupation, and parental education level, does not significantly affect student achievement, according to his article on the relationship between family environment and academic performance of students⁸⁸. Further, the study shows that parents are becoming more aware of the importance of providing their children with the best education possible and working to improve their children's socioeconomic standing.

Furthermore, a research indicates that child socialization is critical because parents are the primary agents in the process⁹¹. Parents' parenting methods will have an indirect impact on their children's growth and behaviour. Parents cannot completely control their own behaviour in order to influence the attitudes of their children. This is because it may have unfavorable consequences for both parties. The relationship between a student and their parents is one of the most important factors in their development⁹². Parents can help their children complete homework at home. Prioritizing tasks, having the child demonstrate interest in the assignment, and determining the time and location of the child's learning can all help. To assist children in becoming more capable, parents can perform tasks on their behalf by supervising the child's daily activities and ensuring that assignments are completed.

2.3.1.4 Family Size and Students' Moral Conduct

The family, on the other hand, is one of the most essential variables affecting how children develop ethically and behave later in life. Researchers have discovered that family and ancestry-related characteristics have an impact on moral worth⁵². Children spend the most of their time in their birthplace with their parents and other family members. Their parents are the ones who take the greatest care of them; they satisfy their fundamental requirements and give them with the essentials of life, while also teaching them the importance of living a moral life^{27, 28}. Children frequently strive to imitate and copy the gestures, postures, attitudes, and activities of their family

members. Families typically influence early social perceptions and social relationships. As a result, the moral growth of students and youngsters is impacted by their home background. Examples include heredity, early experiences, older teens and prominent adults serving as role models (as mentioned and family type (joint and nuclear)^{51, 53}. A study emphasized the findings of two research, stating that parental interactional patterns, ego functioning, and level of moral reasoning are predictors of children's future moral reasoning development³⁰.

What these findings mean for our knowledge is how parental behaviour effects children's moral development A study showed that, the education of moms, not fathers, has a significant influence on children's moral development³⁷. Their socio-economic situation, familial dynamics, and cognitive ability all have impact on their ethical grooming^{32, 33}. The study shows that socio-economic position has little to no impact on how children grow morally⁸. Another research showed that moral grooming in children nowadays is insufficient owing to family problems and moral decline³⁰. In general, every culture and religion is decaying³⁹. The acts and attitudes of children may reflect how the family's character and composition have grown through time. Innocent persons have been killed in countless situations of crime, corruption, abduction, rape, violence, and other crimes. Regionalism, terrorism, secession, and political extremism have all weakened the foundation of democracy. It is unmistakably linked to the broader deterioration of human values, which provide as the foundation and support for the humanities³⁷. Understanding the formation and evolution of moral principles in upper secondary pupils during adolescence (the most essential and sensitive stage of life) as well as the impact of family would be critical in this setting.

2.3.1.5 Parental Educational Qualification and Students' Moral Conduct

Mother's thigh is the child's first classroom, and she is the universe's first educator⁷⁸. The education that parents provide for their children is critical because it serves as the foundation for all

other aspects. Learning that occurs at home in a family environment has a significant impact on a child's academic destiny. Home is where a youngster learns their mother language through informal lessons from their mother and informal talks with other family members. All four language abilities are born at home as a result of the mother's love, kindness, and instruction. As the child grows older, the mother's stories about fairies and little people help them improve their listening skills and allow them to increase their vocabulary. These interactions also encourage children's innate curiosity, which benefits their scholastic development. Parents, in addition to their other responsibilities, serve as teachers in their children's lives⁸⁰. Parents, function as teachers and have a significant influence on their children's knowledge, abilities, attitudes, and even goals⁸⁰.

The engagement of the father increases the likelihood that a child will seek higher education, but the mother's education has a much greater impact on a child's academic achievement. In a research, a mother's education is more important than a father's since it has a bigger impact on children's scholastic attainment. Furthermore, it was revealed that mothers with less education are less interested in their children's education, which is adverse to their children's chances of receiving a good education⁸¹.

2.3.1.6 Parental Social Status and Students' Moral Conduct

Parents with higher education are more likely to have a positive influence on their children's behaviour than parents with lower education⁹². They can help their children develop into skilled human capital capable of more sophisticated expression. It results in more independent students and has an indirect impact on student achievement in and of itself. Researchers also examined data from the Program for International Student Assessment (PISA) in 2000 to determine the impact of family background on international students. A study shows that family background including parents' employment, education, and cultural practices has a significant impact on

national performance. This study did not favor city dwellers, wealthy nations, or Western nations. This demonstrates that the family influences their children's motivation to succeed in school. The majority of students who struggle academically and drop out come from families with little support and oversight for the family's academic progress. Even if they are preoccupied with their careers, parents should be aware of their children's physical, cognitive, social, and emotional development. However, there are still some parents who refuse to educate and send their children to school.

In addition to their educational background, parents' social backgrounds have a significant impact on their children's education. Children's education is heavily influenced by their parents' social status as well as their ability to educate their children⁹². High-status parents frequently spend the majority of their time participating in social activities. As a result, they have less time to read to their children and must become more involved in their education. It's the other way around for less social parents. Conflicts are more common in highly social families because there is more tension caused by stress within the family. "Parents give birth to more conflict at home on a child, resulting in failure to give their children consistent rules and messages, resulting in deteriorating performance and their children mostly carried away by civilization to bad behaviour either in school or society at large parents should love their children as much as they can and assist them when they need it⁹². Parental guidance is essential for raising moral college students. Parents should not always avoid their children's various activities and pursuits. The development of the moral and academic conduct of the school-age adolescent at the college of education is greatly aided by their guidance at the appropriate time and place.

2.3.2 School Factors and Students' Conduct

The purpose of a study was to look into the Effect of Teachers' Dressing on Students' Attitudes and Learning: A Higher Education Perspective. Confirmatory Factor Analysis and

Structural Equation Modeling were used to validate 405 respondents' assessments from eight private institutions in Bangladesh. Depending on their relationship, students' attitude to students' learning, clothing to students' attitude, and lastly dress to students' learning. Finally, these rationalizations represent a new mood of emergence in student learning paradigms in relation to the important role-playing basis of instructors in the minds of learners¹. However, dress has influenced the perspective of observers, whether students or strangers, and is more than simply a fashion item. In the first case, the viewpoint imposes a highly favorable expectation based on the pupils' likelihood and behaviour pattern. A pleasant impression eventually imposes a positive learning environment on the students' minds^{22,23}.

The goal of the study was to look at the impact of school environment characteristics on the degree of morality among secondary school students in Cross River State, Nigeria's Calabar education zone². The findings demonstrated that the teacher-student interaction had no significant impact on secondary school students' morale. The study concluded that a positive school environment is a key to positive, health, mental, and moral development. Thus there is need for school managers and administrators organize seminars, conferences, and workshops to motivate teachers to improve their level of classroom management style in order to enhance and influence students' morality. The same thing is applicable to lecturers of colleges of education in Nigeria in order to positively influence college students' morality²².

A study proposed with the goal of improving educational equality and identifying new policies to improve educational quality in public schools²³. The researchers looked into the effects of school type on student achievement. There are two types of schools: public schools and private schools; whereas student achievement is defined in terms of an overall measure known as the Basis for Admission Score (BAS), which is a weighted score reflecting both the grades obtained from

each school's courses and the points obtained at nation-wide centralized exams. Gender of the student, parental characteristics (are they alive and live together; their levels of education and occupations), type of house (own/rent/public housing), separate room of the student, city the family lives in, and level of development of the geographical region were used as controls in the study. The literature on the effects of school type on academic achievement as measured by test scores is presented in the first step. This literature dates back to the 1960s. A second line of literature, on the other hand, which focuses on the evaluation of causal effects of policies and programs, has advanced rapidly since the 1980s and promises an important methodological framework for evaluating policies and programs in education science. This study's methodology was created by combining the previously mentioned two lines of research. In order to ensure the robustness of estimations, the methodology employed the complementary use of regression adjustment, inverse probability weighting, and exact matching techniques. We discovered that school type has a significant impact on student achievement in Turkey, based on the assumptions discussed in detail in the study. Being a private school student rather than a public school student results in an average 87 point increase (29.6%) in BAS score. When compared to other countries, it is discovered that school type has a comparatively larger effect in Turkey²⁴.

The purpose of a research was to look at the impact of school discipline tone and morals among secondary school students in the Calabar education zone of Cross River State, Nigeria. This suggests that the tone of discipline in the school has a major impact on the degree of morals among secondary school pupils. Lecturers at colleges of education are advised not to rely on force, threat, or punishment to create discipline or morals, since this may have a negative impact on students' morale. Likewise, a poor teacher guide affect moral of students while schooling³.

The perceived effect of examination malpractices (EMs) and their contextual elements on student achievement in Nigeria was examined in a study¹¹. The obtained data was statistically and thematically examined to offer crucial answers to the study's research questions. The study's results indicated that, among other main players of EMs, parents/caregivers were discovered to be the primary actors who directly or indirectly support EMs in the school system.

Furthermore, a study looked at the social factors that are linked to moral decay in schools⁴ which shows that poor parental guidance, the usage and growth of internet technology, unfavorable attitudes toward religious instruction, and marital issues were identified as societal reasons for moral decadence in secondary schools in the research region⁴. The prevalence of moral decadence among school students not be disregarded, and that parents and the community be awake of their responsibilities on children especially, adolescents one³.

The sacredness of socially acceptable modes of dressing has long been a cultural standard in African civilization. In the recent age there a need to organize conferences, seminars, and workshops be arranged for both staff and students to raise awareness about the relevance of dress behaviour in society. This gave rise to a study on indecent dressing and its effects on female undergraduate academic performance: experience at Tai Solarin University of Education⁷. Finally, the study demonstrated that there is no substantial association between indecent clothing and student academic achievement, but there is a strong relationship between indecent dressing with student social life.

Another study looked at indecent dressing and its impact on undergraduate students at the University of Uyo. Four goals were developed, along with study questions and hypotheses, to assess student understanding about indecent dressing, the effect of the campus environment and mass media on indecent dressing, and the perceived consequence of indecent dressing⁸. The study's

findings revealed that students were considerably aware of indecent dressing, that the campus environment and mass media have a large role in indecent dressing, and that students viewed indecent dressed to have a significant negative impact on people. It is duties of school authorities to develop policies to govern students' clothing on campus, which should be strictly enforced⁷. Furthermore, the government and other relevant authorities should develop policies to control mass media operations with appropriate legal basis.

It was suggested by a study that school officials must provide a favorable teaching and learning atmosphere to promote good academic conduct as well as moral conduct in schools in order to reduce the threat. The study explored the reasons and potential measures for reducing examination malpractice in Ghanaian Senior High Schools (SHSs)¹⁷¹. The study found that the major cause of test malpractices was 'inadequate students' preparation for WASSCE,' and public education on the repercussions of examination malpractices has also emerged as the most effective technique for mitigating the threat. Following the aim of this study that school factors could contribute to both moral and academic conduct of the college student, the study was concluded that in schools where a conducive environment and teaching/learning materials are not provided for effective academic work, performance falls below expectations, and in order to achieve academic success, students and teachers engage in examination malpractices to improve the school's academic image which will later produce immoral and half beaked students.

Following the finding of a study, the male consumers of educational services may had a larger propensity to engage in examination cheating activities than female consumers of educational services. Gender effect has been demonstrated to be minimal. Furthermore, examination cheating activities among educational service consumers in Enugu, Nigeria are induced by a mix of personal characteristics of the consumers and group/societal pressures. A

study's objectives were to determine whether the gender of post-primary education consumers has a significant influence on the incidence of examination cheating behaviours in Enugu, Nigeria, and to identify the significant causes of examination cheating behaviours among post-primary education consumers in Enugu, Nigeria. The study revealed that; gender of post-primary education consumers has no significant influence on the incidence of examination cheating behaviours in post-primary primary schools in Enugu, Nigeria; and inadequate preparation, environmental influence, and poor school infrastructure are the significant causes of examination cheating behaviours among post-primary education consumers in Enugu, Nigeria.

The research aims to compare the moral growth of students from two main educational sectors. Data analysis demonstrated a considerable boost in morale among students of all ages in both the private and Madrasah sectors. During the three age phases of early infancy, childhood, and adolescence, students at private schools exhibited superior moral development than Madrasah students. According to the findings, the disparity may be attributed to differences in institutional climate, socioeconomic condition of students, and curricular activities in both sectors. It is found that Madrasah students, particularly Hafiz pupils, were not educated on moral principles and conventions. Because the entire emphasis was on memory of the curriculum, they demonstrated less moral growth than private school pupils. It is advised that Madrasah students be supplied with Quran translation as well as understanding and practice of Hadith via interactive learning activities¹⁶⁹. A study reveals that significant associations between emotional teacher-student relationships (TSRs) and students' externalizing behaviour issues (EBPs)²⁵. Furthermore, these impacts were modified by students' culture, age, gender, and EBP report kinds. The negative correlation between positive indicators of affective TSRs and students' EBPs was stronger (a) among Western students than Eastern students, (b) for students in lower primary school grades than

for other students, (c) when rated by teachers or parents than by students or peers, and (d) among females than males. The positive correlation between negative indicators of affective TSRs and students' EBPs, on the other hand, was stronger (a) among Eastern students than Western students, (b) for students in higher grades of primary school than for other students, and (c) when rated by students or peers rather than teachers or parents.

A study considered the scenario in which immoral behaviour has dominated the character of Kenyan youth has raised the question of whether the youth's moral well-being is on the decline, implying that either the assessment of moral insights through C.R.E is defective or the Kenyan education system as a whole is defective. Another option is that the curriculum lacks crucial aspects that would allow pupils to learn and develop the necessary moral perspectives. Another possibility is that there is a misalignment between the C.R.E evaluation techniques and the instructional activities designed to attain them¹⁷⁰. The preceding evidence indicates that the basis of this disparity has yet to be determined in order for effective intervention methods to be implemented to halt the apparent decreasing trend in the development of moral insights. The research specifically assessed whether or not moral evaluation modalities are used by teachers in their (teachers') instructional assessments in Kisumu East district secondary schools. The findings indicated that instructors seldom employed moral judgment modes or indices to assess learners' development of moral competence. Another noteworthy conclusion was that neither the curriculum nor the syllabus guides elaborated on the moral judgment modes or indices that instructors should use during C.R.E evaluation.

2.3.2.1 School Discipline Practices and Students' Academic Conduct

Students in Nigerian higher institutions often engage in truancy, theft, fighting, absenteeism, examination malpractice, indecent dressing, sexual harassment, cultism, and

corruption⁹⁴. Other offenses include using illegal substances, smoking, drinking, breaking school rules, sneaking out of the building after hours, creating noise in the classes, joining in on student discontent, and using social media while the instructor is in the room. The pupils had either carried out these activities in groups or on an individual basis. Numerous research has discovered these acts of disobedience. These academics claim that these many types of indiscipline influence students at all academic levels, from basic to tertiary, and that they will continue to have an impact on the pursuit of efficient teaching and learning and high-quality education until they are finally overcome^{93,94,96}.

Students' indiscipline is a problem not only in Europe and Asia, but also in several African countries. Studies have shown that student indiscipline occurs in those countries' educational institutions and negatively impacts the efficiency of the teaching and learning processes⁹⁶. In Nigeria, various studies the types of indiscipline attitudes that appear among students of Nigerian educational institutions, including tertiary institutions, including rampant rule and regulation violations, cultism, theft, arrogance, drug abuse, absenteeism, truancy, examination malpractice, illicit sex, destruction of school property, violence in schools, and a host of others^{96,97}. Undoubtedly, unless they are completely resolved, these issues reduce the efficacy of the teaching and learning.

Many academics believed that many variables contributed to students' behaviour in schools, whether they were disciplined or not. These could be arbitrarily divided into aspects related to school and home. It often combines peer group factor, curricular factor, school factor, political factor, socioeconomic factor, and parental component. The general public believes that schools are the best setting for developing useful and productive citizens of all countries. Effective application of school rules and regulations is one of the main characteristics of successful schools. Most

schools that often witnessed disruptive student behaviour have been attributed to this. It's possible to state that discipline results from an organization's well-managed operations. On the other side, indiscipline is any behaviour that deviates from the accepted social standards and ideals. It is a breach of school policies and procedures that has the potential to prevent the efficient and organized operation of the educational system⁹⁵. When a youngster lacks discipline, he becomes unruly and is capable of doing any harm in the school.

2.3.2.2 School Safety and Students' Academic Conduct

Learning takes place in a safe and welcoming environment at school. Independent of definitional differences, the most often stated components of school safety in literature are the physical, psychological, environmental, and social aspects¹⁰³.

(a) **Physical Aspect:** When it comes to physical school safety problems, academics often highlight bullying, physical aggression, and corporal punishment. When researching school safety, school violence was stressed as the most important component. In light of the above, literature often use school violence as the contextual basis for research into school safety and attempts to develop crisis response tactics¹⁰³.

(b) **Psychological Aspect:** School safety has been studied psychologically in terms of how safe kids and staff feel there¹⁰². In addition to arguments on the links between school climate, school safety, and student success and well-being, research on the experience of safety at school has spurred disputes over how safe people feel at school and safety is a characteristic of society^{101, 102}. Thus, the school should be hospitable in all five Ps. The five Ps are people, location, procedures, policies, and programs. In both of the above-mentioned theories (Invitational Education Theory and Social Safety Theory), the focus is on creating a safe school environment, which includes the school's physical facilities, playgrounds, and surroundings¹⁰³.

(c) **Environmental Aspect:** Another way to look about school safety is in terms of possible threats and natural disasters that may arise in a school environment. Natural disasters, other crises, and hazards may arise in educational settings at any moment. When they arise, stakeholders should be prepared to deal with them in a safe and efficient manner¹⁰³. Educators, parents, and other school workers may work together to improve safety and reduce the effect of crises and other dangerous situations in the classroom. Extreme weather, strong winds, wildfires, floods, thunderstorms, lightning, landslides, and debris flows are just a few examples of natural disasters and hazards that may affect schools. Due to all of these hazards and disasters, a school may become unsafe for teaching and learning activities.

2.3.2.3 Student-Staff Relationship and Students' Academic Conduct

Increasing well-being in relationships between instructors and students has an effect on academic accomplishment and learning. Teachers may encourage pupils while they are learning. In the classroom, healthy teacher-student contact is essential. These relationships assist instructors in understanding students' needs, allowing them to feel comfortable and secure as they progress in their learning. The presence of positive relationships in the classroom is now regarded as one of the most important factors in language learning, as they can have a positive or negative impact on students' academic success, work ethics, and ability to advance their knowledge and social skills¹⁰².

Many of the researchers have stated their views on relationships between instructors and students and academic performance¹⁰². Personal ties with students give lectures with internal benefits and a motivation to accomplish their professions¹⁰⁴. Relationships between teachers and students serve as a stimulus for learning, motivation, and academic achievement, and are commonly cited as one of the primary reasons for remaining in the industry. When connections between instructors and students are strong, both parties profit considerably, and when they are not,

the learning environment suffers. Emotional engagement on the part of instructors is required for the establishment of personalized, encouraging ties with pupils. It is apparent that a child's academic achievement and success in school are directly related to how effectively they engage with their teachers¹⁰⁴.

It is critical to develop a strong personal and professional connection to create secure conditions, offer young people confidence in their abilities to perform effectively under pressure, and motivate pupils to learn both in and out of the classroom. Students retain freshly taught knowledge better when they are directed by pleasant emotional inputs¹⁰⁵. It should be stressed that when the teaching and learning atmosphere is safe and encouraging, children are inspired, influenced, and stimulated to actively interact with their lecturers. It is critical to recognize that interactions between teachers and students are critical for learning and academic performance.

Students in higher education, especially those in education colleges, negotiate learning objectives and advancement. In the classroom, adolescent students are encouraged to participate in cooperative learning activities rather than individualistic ones. College students must be comfortable listening to others in a group setting. Connection is a prerequisite that students should strive towards in order to attain their objectives. They must get along with their lecturers in order to have a positive school experience that can lead to both moral and academic behaviour. A lecturer is recognized as an effective communicator, group facilitator, and school counselor. As a result, professors must consider how they may help their students succeed. This is critical to keeping your high expectations for each child. They urge students to reimagining their futures and play an important role in encouraging student conversation so that they may engage in the learning environment autonomously^{104, 105}.

Lecturers should develop professional connections with their students in order to improve the effectiveness and efficiency of the teaching and learning process¹⁰⁵. As a result, this technique has proved the significance of teacher-student contact in learning and successful education. Relationships are the most important factors in creating a safe, supportive environment in the classroom. It is vital to emphasize the advantages of improved knowledge, attitudes, talents, and social development for students who have positive interactions with their professors. Furthermore, students with better relationships participate more frequently and are more involved in learning perspectives than students with poorer quality relationships¹⁰⁶. Personal ties with pupils provide instructors with internal motivation and a sense of purpose in their profession. Relationships between teachers and students, according to this viewpoint, enable them establish trust and expand their possibilities to contribute effectively to the learning environment.

2.3.2.4 School Type and Students' Academic Conduct

A study revealed that in Social Studies, students at private secondary schools outperformed those in public institutions. Students who attended public junior secondary schools outperformed those who attended private schools on standardized tests¹¹⁶. The amenities available in public and private schools differ greatly. Despite this, no significant difference in student academic success existed between the two types of secondary schools. Private schools, not only have greater resources, but also parents with higher socioeconomic status who are more involved in their children's education¹¹⁷. However, it was agreed that public school teachers are more professionally qualified than private school teachers. Students at private schools outperformed their contemporaries in public schools in Economics. This is due to factors such as school location, parent socioeconomic status, and instructional resource availability in private secondary schools. There was a significant discrepancy in academic performance between public and private school

students in business courses, with public school students outperforming both male and female students¹¹⁸.

Students in private primary schools outscored their colleagues in public schools. This is due to a variety of factors on the part of private schools, including: effective instructional encounters in the school as a result of frequent and thorough supervision, dynamic school administration, frequent class assignments, prompt payment of teachers' salaries and allowances, mutual parent-school relationship, positive pupil-teacher interactions, absence of teachers' industrial actions, provision of adequate furniture, and maintenance of the standard teaching environment¹¹⁹. The author observed that most public school structures are dominated by crumbling structures, but the majority of private schools are housed in incomplete buildings that may not be ideal for teaching-learning processes¹¹⁹. High school pupils' reading culture, mathematics, and science assessments Children who attend private high schools, according to the authors, are more likely to have socioeconomic features that have a good and direct relationship with academic ability, as are school peers who have university-educated parents.

2.3.2.5 School Discipline Practices and Students' Moral Conduct

The majority of academics, according to a study, believe that parents play the biggest role in fostering a positive teaching and learning environment⁹⁷. It seems that the main factor contributing to disciplinary issues in secondary schools is a lack of parental participation. Many parents neglect their children's education, which results in subpar performance, high dropout rates, and a lack of order in the classroom. Additionally, the biggest cause of disciplinary issues in schools is parents' failure to teach their kids discipline.

It was claimed that teachers have expressed uncertainty, confusion, and fear of violating students' rights and of being accused of misconduct. Claiming that placing too much emphasis on

students' rights may lead to apathy and a disregard for teachers' roles in the school⁹⁴. This might discourage some students from trying their best. Instead, they attempt to negatively influence their peers by modeling the same lack of discipline. Adolescents who feel socially isolated from others are therefore frequently misbehaving. A factor is the school environment. However, every school management is dedicated to making sure that the school provides a secure and organized atmosphere where teaching and learning take place every day⁹⁵. Creating a respectful climate among parents, teachers, and kids is essential to creating a safe and nurturing learning environment⁹³. This means that all members of the school community (students, staff, and parents) must be aware of the expectations for students' conduct and the repercussions for failing to uphold them. Every student has the right to an environment at school that is safe and free from bullying and intimidation. They have a right to respect and fair treatment⁹⁸. Every community has regulations as well. The campus community is no different. A school establishes acceptable regulations to maintain order and maintain student discipline. Schools have the authority to impose these regulations via punishment or disciplinary measures.

One of the factors contributing to pupils' lack of discipline in schools is the curriculum⁹⁹. This is so because discipline in schools is influenced by how well the curriculum meets the requirements of the learners. The author further establishes that if the curriculum is unable to provide students with possibilities for self-development and a feeling of personal worth and does not address the goals that are supported by society, students participate in a variety of deviant behaviours. Also, if students think the curriculum is pointless and dull, they may turn to taking things into their own hands.

2.3.2.6 School Safety and Students' Moral Conduct

Another part of "school safety" is creating a safe environment for pupils from their homes to their schools and back. This includes protection against all types of abuse, aggression, mental issues, natural and man-made catastrophes, fire, and transportation. In a safe school, students, teachers, and other staff members may engage in and continue their teaching and learning activities without fear of harm. Internal risks, or threats that arise inside the structure, are prioritized in a safe school. Children who feel intimidated or fearful of their classmates, professors, administrators, or even the physical structure of the school may be a symptom of school safety¹⁰². For example, if there has been violence at a school among students, teachers, or members of the community, that school would be considered unsafe. The inclusion of a plan in the school policy meant to handle conditions that may pose a risk to kids and staff is the primary indicator of a safe school.

2.3.2.7 Student-Staff Relationship and Students' Moral Conduct

The sort of relationship a student has with their college lecturers may have a substantial impact on both their sense of social acceptance in class and their moral behaviour¹⁰⁷. This shows that a teacher-student connection has long-term implications on moral, intellectual, and social conduct. These links may lower the likelihood of unfavorable behavioural outcomes. Students gain from positive encounters in the same way. The advantages include enhanced study abilities, knowledge, and attitude, as well as increased self-worth and confidence. Relationships between students and instructors, in my opinion, are critical in minimizing the risk of future negative outcomes, such as dropping out of school¹⁰⁶. Finally, strong teacher-student relationships foster increased self-confidence and active involvement in the classroom, much as loving parenting fosters a secure atmosphere. It is important to note that the teacher-student connection can be difficult, especially when working with young or teenage children, as was the case in this study. As

a result of the present shift in the environmental value system, adolescent pupils exhibit a higher level of sexual, spiritual, ceremonial, and psychological temptation. Long-term, however, this resulted in college students acting immorally and performing poorly academically. Students who have disputes in teacher-student relationships in first grade fare worse academically¹⁰⁸. This shows that children who have a poor perception of their relationship perform worse in school than students who are actively involved. A positive association is associated with increased performance, whereas a negative relationship is associated with a deteriorating trend in success¹⁰⁸. Without a doubt, pupils who do not have a positive teacher-student connection perform poorly academically.

A study researched on the reasons of dropout in secondary schools, the majority of students who drop out are influenced by external factors such as work possibilities, life concerns, and a lack of parental education awareness. Other students drop out due to poor relationships with their instructors and peers¹⁰⁹. They learn that leaving the school and engaging with people of the community is the greatest approach to establish harmony. The top reasons driving dropout among students over the age of 23 are poor academic success, followed by bad connections with professors and peers¹¹⁰. This is because, regardless of academic achievement, adolescents who had troublesome acquaintances were more likely to quit school early.

2.3.2.8 School Type and Students' Moral Conduct

It is clear that student behaviour in both public and private schools is mixed and depends on the seriousness of the funder, which varies according on the nation, society's beliefs, and interest in a certain type of school¹²⁰. In the context of college of education in Nigeria, private colleges of education outnumber public colleges of education in terms of number, but public colleges of education, whether federal or state, are more populous in terms of students and staff than their counterparts. Evidence suggests that public schools of education are more likely than private

universities to implement a code of conduct, discipline, and punishment to manage students' academic and moral behaviour¹²¹. Furthermore, public institutions are better in terms of implementation. When evaluating the institution's capacity to enforce rule and regulation and code of conduct, tertiary institutions, especially colleges of education in Nigeria, tend to be better in terms of academic and moral behaviour in the school than private universities. Religion-based colleges of education, on the other hand, frequently play a moderating role in instilling moral behaviour on their students.

2.3.3 Mediating Effect of Religion on Students' Conduct

Several variables may impact and strengthen ethical conduct among college students. Religion represent the leading factors most of the time. A research gathered data and empirical evidence on the influence of religion on the effect of moral justice on auditor ethical conduct¹⁶³. The findings of this study show that religion has a considerable favorable influence on the effect of moral justice on auditor ethical conduct. This implies that college students ethical conduct can be strengthen by their religion and the religion practices in both their home and school environment.

Studies have shown that traumatic experiences are positively associated with risk of suicidal behaviours, whereas religion has been found to be negatively associated with that risk. That is, religion is capable of reducing the risk of unethical conduct in the society. It is unknown how religion interacts with traumatic events in the context of suicide conduct. A present research looked at how religion affected the connection between traumatic events and suicide conduct in 5,301 college students in northwest China¹⁶⁴. The findings revealed a substantial positive relationship between traumatic events and suicide behaviours and a modest inverse relationship between religion and suicidal behaviours. However, there was a significant relationship between religion and traumatic events and suicidal conduct. These results imply that religion may have a

role in lowering the probability of traumatic experience-induced suicide behaviour among college students in a mostly secular environment. When considering the objectives of this study religion moderate the student academic and moral conduct.

By considering self-religion, religious education and school and home religion practices influences on adolescents behavioural conduct. A research investigates the influence of self-religion and the religious attitudes of fathers in the moral behaviour of kids from religious and non-religious schools¹⁶⁵. The pilot research's indigenous measures of self-religion, father's religious attitude, and moral behaviour were employed in the main study. The primary research included 100 male Malay teenagers between the ages of 15 and 17, chosen equally from religious and nonreligious schools. Class instructors assisted with data collection. The participants were given the father's religious attitude questionnaire in a sealed envelope and asked to return it after their dads had completed it. Multiple regression study of self-religion, father's religious attitude, and school type to moral behaviour revealed a significant regression effect and a significant beta coefficient for self-religion, showing that self-religion was the sole predictor of juvenile moral behaviour. There were also strong relationships between self-religion and moral behaviour, as well as between self-religion and father's religious attitude. T-tests for moral behaviour, self-religion, and father's religious attitude between religious and nonreligious schools revealed significant differences, indicating that youth from religious schools exhibited more moral behaviour and they and their fathers were more religious than youth from nonreligious schools. The findings indicate a path analytical link between the variables, demonstrating that religion and religious education had a favorable impact in juvenile moral behaviour.

There could be differences when considering student academic and moral conduct in a religious school in a high religiosity environment. The major goal of a research was to investigate

the indirect influence of intrinsic and extrinsic religion on ethical intention through ethical judgment. A study of the literature reveals the need for more research at the junction of religion and ethics, particularly in non-Western, highly religious societies¹⁶⁶. As a result, this study tackles the research question: Do intrinsic and extrinsic religion influence ethical intention indirectly via altering the ethical assessment of management professionals? A questionnaire was used to collect information from members of the Management Association of Pakistan. Pearson correlation coefficients depict the general trend between the constructs of interest. Both internal and extrinsic religion are substantial positive predictors of ethical judgment. Ethical judgment was shown to be a substantial and favorable predictor of ethical intention. The study's key contribution is evidence that, in a non-Western highly religious culture, ethical judgment functions as a mediator between religion (whether intrinsic or external) and ethical intention. This study also discovered that intrinsic religion effects ethical intention both directly and indirectly via ethical judgment, but extrinsic religion influences ethical intention solely indirectly through ethical judgment.

2.3.3.1 Religion and Students' Academic Conduct

A religious person, on the other hand, is not expected to lie, deceive, or otherwise demonstrate antisocial tendencies. Nonetheless, the conclusions of research on exam cheating, delinquency, and some moral behaviours are conflicting. A number of studies have found that while religious college students thought that cheating was ethically bad, there were no differences in cheating when the chance was available between religious and non-religious students¹³¹. In terms of religion and delinquency, a study found no association, although others have shown a negative relationship between religion and various types of delinquency^{129, 130}. Some researchers suggest that the inconsistency may be related to the sort of crime under consideration and the religious social support system mediating the association between religion and delinquency¹³¹. In

addition to these elements, a person's religious commitment and constancy in religious views and behaviour are crucial. A person may be religious in certain parts of his or her behaviour but not in others. The social support system stated by a study is not only significant to the link between religion and delinquency, but also a powerful influence in a person's religion and moral behaviour. It is commonly recognized, for example, that the two most powerful social forces, namely parents and educational institutions, impact the behaviour of youngsters¹³².

Adolescent religion is influenced by family religious' practices, parents' religious attitudes, and explicit religious lessons at school. Researchers have also found the parental influence on children's religion, namely parents' beliefs, aspirations, and practices, teenage identification with the parents, and father's attitudes and emotional support^{123, 127}. Parents may influence their children's religious beliefs through expressing their religious views, including children in religion at home, and taking them to places of worship^{122, 125}. The impact of parental attitudes and religion on children, however, is dependent on the quality of the parent-child relationship. For example, children reporting a warm, close relationship with their parents were less likely to rebel against religious teachings and were more religiously-oriented.

2.3.3.2 Religion and Student's Moral Conduct

People's increased religiosity has encouraged scholars to investigate how this religion might impact ethical conduct¹²⁵. Religion is the most complicated human feature since it influences both intrinsic and extrinsic behaviour¹²¹. Intrinsic religion refers to an inherent spirit that manifests itself in a person's main motive. This demonstrates a dedication to religious beliefs and engagement in religious service^{122, 124}. Extrinsic religion refers to the use of religion for personal advantage¹²⁵. Religious practice is claimed to develop faith, faith to help individuals maintain moral standards, and high individual levels of morality to generate an overall ethical social context. Religion has been discovered to be a determinant in a person's ethical conduct¹³⁰.

Religion is related with becoming a "better person" in a variety of ways because it plays a beneficial role in the formation and maintenance of moral behaviour and altruistic impulses like as helpfulness, tolerance, patience, honesty, and obedience to^{124, 126}. Religious people tend to be more conservative, and they are more opposed to abortion, pornography, atheism, homosexuality, feminism^{122, 126, 130}.

Although parental influence and religious instruction are important in instilling moral behaviour in teenagers, a person's personal religious ideas and practices may have a more direct relationship to his or her morality. When a variety of factors are studied together, they may better describe adolescent moral behaviour than when they are analyzed separately¹³². Youth moral behaviour is strongly influenced by a person's personal religion, their parents' religious beliefs, and religious organizations. Modernization, economic greed, and value decay in society will have less of an influence on young people who have a strong religious foundation.

Researchers conducted studies with religion as a moderating variable found that aspects from the Theory of Planned Behaviour (TPB) were perceived in behavioural intentions and were affected by religion^{133, 134}. Similarly, a study found that religion both intrinsically and extrinsically moderates the role of money ethics on tax evasion and gives support for the general strain hypothesis, which has a direct beneficial effect on delinquency¹³¹. The purpose of a study is to contribute to the literature on religion as a mediating variable, with an emphasis on Indonesia as an Asian Muslim country¹³⁴. Religion is one of the most significant value systems because it offers billions of people throughout the world with not just a code by which to live their lives, but also social identities.

Other studies have focused on the impact of religious priming on moral conduct, in addition to research on moral licensing and moral consistency¹³⁵. For example, investigating the effects of

religious priming on moral hypocrisy, which is the idea of wanting to look moral but not actually behaving morally. They discovered that individuals who got a religious prime prior to a moral task were less likely to engage in morally hypocritical behaviour than those who did not get that prime. In other words, the religious prime condition resulted in greater moral behaviour than the non-religious prime condition.

A study investigated the possible differences between different forms of religious priming. The researchers emphasized in their study that diverse investigations on religion and moral conduct have produced seemingly conflicting results¹³⁵. Some research found that religious priming reduced immoral behaviour, while others found that it had no effect on moral behaviour. Others even showed that it improved moral conduct. These inconsistencies may be attributable to interpreting religion as a "monolithic totality" rather than investigating the particular processes of faiths related with prosocial and antisocial conduct¹³⁵. As a result, in their study, they looked at several techniques to stimulate religion to see if they altered the outcomes. They specifically used religious primes representing God as forgiving as opposed to primes depicting God as punishing. They discovered that individuals in the Forgiving God condition acted ethically worse than those in the Punishing God condition. This might be because participants in the Forgiving God condition were less fearful of God than those in the Punishing God condition, making them less inclined to behave responsibly.

Similarly, a researcher discovered that those who perceived God as angry and punitive were less inclined to cheat on a job than people who perceived God as caring and kind. They claimed that dread of divine retribution may influence moral behaviour. While past research on religious priming has focused on moral hypocrisy, it is feasible that the same techniques may be applied in studies on moral licensing. The supernatural watcher theory, for example, proposes that the sense

of being watched by God influences moral conduct, and religious priming may make the concept of a supernatural watcher more salient¹³³. Furthermore, religious priming, which functions similarly to a mirror, may promote self-awareness and lead to moral conduct. In both circumstances, there may be a conflict between what the individual considers to be right and what appears to be personally advantageous to them at the time. More research is required to investigate the impact of different forms of religious priming on moral licensing¹³⁵. Research in this field is required to address the critical issues confronting Nigerian college students as they move from secondary to higher education.

2.4 Conceptual Model

Independent Variables

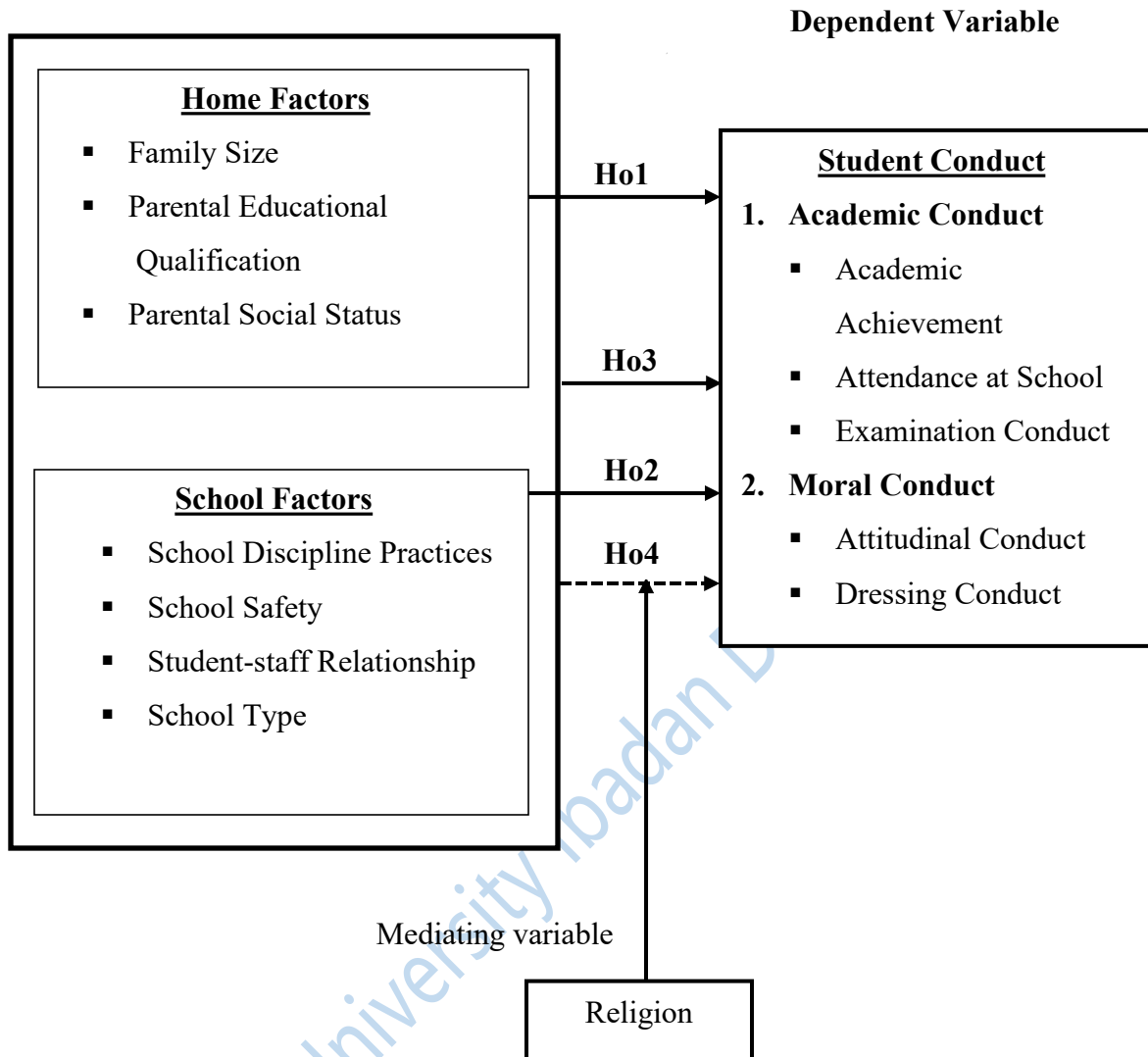


Figure 2.1: Conceptual Framework

Source: Researcher's Fieldwork, 2024

In understanding how home and school factors interact to shape students' conduct, the Theory of Planned Behaviour (TPB) serves as a psychological framework that delves into the cognitive processes underlying decision-making. At its core, TPB suggests that individuals' intentions to engage in a behaviour are influenced by their attitudes toward the behaviour, subjective norms surrounding it, and their perceived control over performing it.

Furthermore, family characteristics such as family size, parental education qualification, and social status contribute to the formation of subjective norms within the household. A larger family size may foster a collective sense of norms and values, while parental education level and social status can influence the transmission of expectations and aspirations. These subjective norms guide children's perceptions of what is deemed acceptable or desirable behaviour within their familial context. Transitioning to the school environment, students encounter a distinct set of influences that shape their behavioural intentions. School discipline practices, encompassing rules, consequences, and enforcement strategies, directly influence students' conduct toward rule compliance and authority figures. Positive disciplinary experiences may foster a sense of respect for rules and authority, while harsh or inconsistent practices can breed resentment and defiance.

Moreover, perceptions of school safety and the quality of student-staff relationships contribute to the formation of subjective norms within the school setting. A safe and supportive school environment cultivates positive relationships between students and staff, fostering a sense of belonging and trust. These relationships serve as social cues, influencing students' perceptions of what behaviours are valued and acceptable within the school community.

Finally, the type of school, whether public or private, introduces additional contextual factors that shape students' behavioural intentions. Differences in resources, teaching philosophies, and disciplinary approaches contribute to the formation of attitudes and perceived control over academic and social behaviours. Students may perceive greater autonomy and control in private school settings, leading to different behavioural intentions compared to those in public institutions. Through the lens of the Theory of Planned Behaviour, one can discern how home and school factors converge to influence students' conduct, subjective norms, and perceived behavioural control. By understanding the cognitive processes underlying decision-making, educators and

policymakers can design interventions that foster positive behavioural intentions and facilitate the attainment of desired educational outcomes.

2.5 Summary of Gap in Literature Reviewed

The literature provided information regarding home and school factors and students' conduct in college of education in Southwest Nigeria. Through this literature review, it may be possible to see how each of these topics could play a factor in a students' attrition if they go through the conduct process. When looking at each of these areas different trends and ideas emerge from the literature.

The literatures indicated that the manner in which young people and college students act on their campuses, at home, and in society at large paints a picture of moral decay in the society^{3, 6, 10}. These young people's interactions with the elderly and even with their peers have been reflecting this. Even when they are not with their parents, it shows in the sort of conduct they exhibit elsewhere. The study brought to light the fact that certain young people and students in higher institutions lack moral conduct, that moral values are slowly being eradicated in society, and that the teaching of moral values is not given priority in our university institutions.

Studies reiterated that moral decadence is on the rise, primarily because parents have little or no time for their wards in this current dispensation in giving moral values training, instead, they have much time for their work and businesses, civilization is also a factor, quick rich syndrome of today's youths, and so on^{1, 7, 10}.

According to the literatures studied, many students consider school as a free area where they may do anything they want. However, interactions of elements such as school type, classmates, school, and the broader community all have an influence on student behaviour, learning, and welfare, particularly their academic and moral conduct at school. Personal qualities such as age,

gender, personality, temperament, mental, physical, and academic performance all have an impact on how we behave. One of the most prevalent difficulties that schools confront is determining how to appropriately address troublesome student behaviour such as violence, antisocial conduct, bullying, school rule breaches, and disrupting other students' learning.

Less religious and moral education at home, in schools, and in all places of worship increases moral decay to the maximum extent¹²⁵. With the high rate of moral decadence among youths and tertiary institution students, it is believed that social studies education, when implemented, would be a solution to moral decadence because of the right values and attitudes that social studies education teaches and which could be beneficial when incorporated into the lives of youths and tertiary institution students. This will better shift our society from moral deterioration and moral bankruptcy to the morally valued and better oriented society for which we were previously renowned, and in which other nations across the globe would begin to recognize positive things about Nigeria.

Based on this, the teaching of moral principles in schools should be re-awakened, from elementary to tertiary institution level, and from infancy to maturity. It is thought that teaching the proper moral values would aid in shaping students' lives and changing their conduct. Recommendation The moral deterioration and rise in social vices in society prompted the creation of this study. It was discovered that moral standards are missing among tertiary institution students, and that something must be done immediately to prevent the horrible and nasty scenario. Based on this, the research seeks to fill a gap by investigating Home and School Factors as Determinants of Students' Conduct at Colleges of Education in Southwest, Nigeria.

Endnotes

1. N. Umar & N. Hussain, *Students' Morality Development in Primary Public Schools of Sindh Province: An Application of Moral Foundation Theory*, **International Research Journal of Education and Innovation**, 2(3), 2021, 78-95.

2. D. A. Maharani, *Moral Education and its Challenges in the Industrial Revolution 4.0*, In 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019), 2020, 163-167, Atlantis Press.
3. S. Jacob, D. M. Decker, E. T. Lugg & E. L. Diamond, *Ethics and Law for School Psychologists*, John Wiley & Sons, 2022.
4. R. O. Anho, *Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control*, **African Journal of Education and Technology**, 1(1), 2011, 45-52.
5. L. Porter, *Student Behaviour: Theory and Practice for Teachers*, Routledge, 2020.
6. N. D. Ghorai, S. Khan & L. L. Mohakud, *Influence of Family Backgrounds on Moral Values in Higher Secondary Students*, **East African Scholars Journal of Education, Humanities and Literature**, 2021.
7. D. Scott & H. Jacob, *A Model Code of Conduct for Student-Edited Law-Journal Submissions*, **67 Journal of Legal Education 734**, **UC Hastings Research Paper No. 253**, 2018, SSRN: <https://ssrn.com/abstract=3048413>.
8. N. Sepehri, M. Niknami, N. Ghorchian & A. Taghipourzahir, *Identifying the Effective Factors on Ethical and Social Education of Students*, **International Journal of Ethics and Society**, 3(2), 2021, 52-62.
9. H. Pourshafei, M. Farasatkah & M. Ayati, *Explanation of the Ethical Education Components of Teacher-Student based on Upstream Documents of Farhangian University*, 2021.
10. O. Ayanwale, *Promoting Moral Values among Tertiary Institution Students through Social Studies Education: Challenges for Nigeria's Centenary*, **A Journal of Social Studies**, 2015, 183-194.
11. E. B. Qobilova, *Moral Education as an Important Factor in the Formation of a Student as a Person*, **Asian Journal of Research in Social Sciences and Humanities**, 11(10), 2021, 186-189.
12. R. G. Sh, *The Role of Spiritual and Moral Education in the Spiritual Formation of Students*, *Web of Scientist: International Scientific Research Journal*, 2(11), 2021, 317-320.
13. A. Anohina-Naumeca, I. Birzniece & T. Odiņeca, *Students' Awareness of the Academic Integrity Policy at a Latvian University*, **International Journal for Educational Integrity**, 16(1), 2020, 1-17.

14. K. Tani, E. Dalzell, N. Ehambaranathan, S. Murugasu & A. Steele, *Evaluation of Factors Affecting Students' Performance in Tertiary Education*, Online Submission, 3(2), 2019, 1-10.
15. J. Van der Toorn, Y. Paunov & T.van Leeuwen, *The Psychology of Morality: A Review and Analysis of Empirical Studies Published from 1940 through 2017*, **Personality and Social Psychology Review**, 2019, 108886831881175. doi:10.1177/1088868318811759
16. E. A. Hall, M. B. Roberts, K. A. Taylor & D. E. Havrda, *Changes in Academic Performance after Transitioning to Remote Proctoring*, *A Before-After Evaluation Pharmacy*, 10(4), 2022, 92.
17. R. Diab-Bahman, A. Al-Enzi, W. Sharafeddine & S. Aftimos, *The Effect of Attendance on Student Performance: Implications of using Virtual Learning on Overall Performance*, **Journal of Applied Research in Higher Education**, 2021.
18. C. A. Nwankwo & C. A. Nwankwo, *Relationship between Students' Academic Achievement Motivation and their Attitude towards Examination Malpractice*, **Nnadiabube Journal of Education in Africa**, 5(1), 2020.
19. R. Aslam, S. Niazi & S. Iqbal, *Teachers' Perceptions on Examination Malpractice at Secondary School Level: A Descriptive Investigation*, *Paper Info Abstract*, 5, 2021, 181-192.
20. C. N. Nwokolo & A. E. Oguzie, *Relationship between Secondary School Students Self-Esteem and their Attitude towards Examination Malpractice in Imo State*, **Sapientia Global Journal of Arts, Humanities and Development Studies**, 4(1), 2021.
21. A. Almutawa & M. S. Suwaidan, *Students' Perceptions Regarding Classroom Attendance and its Impact on their Academic Performance: Evidence from a Developing Country*, *Education Training*, 2020.
22. K. Jain & S. Mohta, *The Impact of Home Environment on Academic Achievement of Secondary School Students*, **International Journal of Trend in Scientific Research and Development**, 3(4), 2019, 808-811.
23. A. Khaliq & S. Rasool, *Causes of Students' Antisocial Behaviour at Secondary Level Schools*, **The Spark A Hec Recognized Journal**, 4, 2020, 116-148.
24. M. Z. MohdYusoff, S. Safrilsyah, M. K. Haji-Othman, I. Fajri, S. M. Yusuf, I. Ibrahim & W. H. W. MohdZain, *The Effect of Moral Reasoning and Values as the Mediator towards Students' Prosocial Behaviour*, **International Journal of Adolescence and Youth**, 27(1), 2022, 32-44.

25. R. Yusuf & I. Fajri, *Differences in Behaviour, Engagement and Environmental Knowledge on Waste Management for Science and Social Students through the Campus Program*, *Heliyon*, 8(2), 2022, 08912.
26. J. M. Zafar M. Shakir & S. Noreen, *Significance of Home Environment in Behavioural and Moral Development of Children: Opinion of Parents*, *Jahan-e-Tahqeeq*, 2(1), 2019, 1-11.
27. M. Younas C. Liu, S. Khalid & A. Bakar, *Effect of Home Environment on Students' Academic Achievements at Higher Level*, *Ilkogretim Online*, 20(5), 2021.
28. J. Yang & X. Zhao, *Parenting Styles and Children's Academic Performance: Evidence from Middle Schools in China*, *Children and Youth Services Review*, 2020, 113, 105017.
29. M., Pinquart & D. C. Gerke, *Associations of Parenting Styles with Self-esteem in Children and Adolescents: A Meta-Analysis*, **Journal of Child and Family Studies**, 28(8), 2019, 2017-2035.
30. J. G. Smetana & W. M. Rote, *Adolescent–parent Relationships: Progress, Processes, and Prospects*, *Annual Review of Developmental Psychology*, 1, 2019, 41-68.
31. A. F. Perez-Gramaje, O. F. Garcia, M. Reyes, E. Serra & F. Garcia, *Parenting Styles and Aggressive Adolescents: Relationships with Self-esteem and Personal Maladjustment*, **The European Journal of Psychology Applied to Legal Context**, 2020.
32. I. Martinez, F. Garcia, F. Veiga, O. F. Garcia, Y. Rodrigues & E. Serra, *Parenting Styles, Internalization of Values and Self-esteem: A Cross-cultural Study in Spain, Portugal and Brazil*, **International Journal of Environmental Research and Public Health**, 17(7), 2020, 2370.
33. I. Martínez, S. Murgui, O. F. Garcia & F. Garcia, *Parenting and Adolescent Adjustment: The Mediation Role of Family Self-esteem*. **Journal of Child and Family Studies**, 30(5), 2021, 1184-1197.
34. I. Lebuda, D. M. Jankowska & M. Karwowski, *Parents' Creative Self-Concept and Creative Activity as Predictors of Family Lifestyle*. **International Journal of Environmental Research and Public Health**, 17(24), 2020, 9558.
35. O. S. Candel, *The Link between Parenting Behaviours and Emerging Adults' Relationship Outcomes: The Mediating Role of Relational Entitlement*, **International Journal of Environmental Research and Public Health**, 19(2), 2022, 828.
36. S. Gimenez-Serrano, F. Garcia & O. F. Garcia, *Parenting Styles and its Relations with Personal and Social Adjustment beyond Adolescence: Is the Current Evidence Enough?*, **European Journal of Developmental Psychology**, 19(5), 2022, 749-769.

37. J. W. Yeung, *Family Processes, Parenting Practices, and Psychosocial Maturity of Chinese Youths: A Latent Variable Interaction and Mediation Analysis*, **International Journal of Environmental Research and Public Health**, 18(8), 2021, 4357.
38. S. Sadeghi, S. Ayoubi & S. Brand, *Parenting Styles Predict Future-Oriented Cognition in Children: A Cross-Sectional Study of Children*, 9(10), 2022, 1589.
39. M. Tu, Y. Guo, X. Zhang & Q. Y., *More Similar to My Father, Better Academic Performance I Will Have: The Role of Caring Parenting Style*, **Psychology Research and Behaviour Management**, 14, 2021, 1379.
40. M. Alboliteh, R. A. N .Grande, D. J. E. Berdida, H. N. Villagracia, S. M. Raguindin & A. M. A. AlAbd, *Parental Authority as a Mediator between Career Decision-making Self-efficacy, Career Decision Ambiguity Tolerance, and Career Choice of Nursing Students: A Path Analysis*. **Journal of Professional Nursing**, 42, 2022, 178-186.
41. S. Gimenez-Serrano, M. Alcaide, M. Reyes, J. J. Zacarés, & M. Celdrán, *Beyond Parenting Socialization Years: The Relationship between Parenting Dimensions and Grandparenting Functioning*, **International Journal of Environmental Research and Public Health**, 19(8), 2022, 4528.
42. K. Smith-Etxeberria, & A. Eceiza, *Mother-Child and Father-Child Relationships in Emerging Adults from Divorced and Non-Divorced Families*. **Social Sciences**, 10(10), 2021, 382.
43. F. Azumah, E. Adjei, & J. Nachinaab, *The Effects of Family Size on the Investment of Child Education, Case Study at Atonsu-Buokro, Kumasi*, **Research Journal of Sociology**, 5(4), 2017, 1-17.
44. G. W. Nkonge, M. Njihia, & J. Ndiritu, *Students' Household Characteristics Hierarchical Regression Model Predicting Public Day Secondary Schools Variation in Examination Scores, Kenya*, **African Journal of Emerging Issues**, 2(12), 2020, 40-53.
45. E. I. Ene, *Family Type, Family Size and Scholastic Success of Social Studies Students in Cross River State, Nigeria*, **International Journal of Education, Learning and Development**, 9(3), 2021, 34-46.
46. K. C. Lawrence & T. A. Adebawale, *Adolescence Dropout Risk Predictors: Family Structure, Mental Health, and Self-esteem*, **Journal of Community Psychology**, 2022.
47. A. E. Udokang & J. B. Odeyemi, *Empirical Study of the Effect of Type of Family and Extra Lesson on Students Academic Performance: A Case Study of Some Selected Schools in Kwara State, Nigeria*, **New Trends and Issues Proceedings on Humanities and Social Sciences**, 7(3), 2020, 94-103.

48. M. Jabar, R. Kasilag, Z. Collado & R. Jamoral, *Family Capital and Parental Involvement among Parents in Public Elementary and Secondary Schools in the Philippines: Perspectives of Parents and Children*, **Asia Pacific Journal of Education**, 2021, 1-17.
49. E. Unamba, C. E. Okwara-Kalu & I. Georgeline, *Comparative Study of Levels of Academic Self Esteem and Academic Achievement in Mathematics among Pupils of Two and Single Parent Families*, **Malikussaleh Journal of Mathematics Learning**, 3(2), 2020, 70-75.
50. K. C. Lawrence & T. A. Adebawale, *Adolescence Dropout Risk Predictors: Family Structure, Mental Health, and Self-esteem*, **Journal of Community Psychology**, 2022.
51. F. D. Azumah, K. Samuel & J. O. Nachinaab, *Effects of Family Structure on the Academic Performance of Children: A Case Study of Ayeduase R/C Junior High School in the Kumasi Metropolis, Ghana*, **International Journal of Social Science Studies**, 6, 2018, 11.
52. I. N. Olokooba & I. S. Owoyale-Abdulganiy, *Influence of Parental Factors on Upper Basic Students' Performance in Social and Islamic Studies in Ilorin, Nigeria*, **International Journal of Educational Innovation and Research**, 1(2), 2022, 163-169.
53. A. A. Adongo, J. M. Dapaah & D. Wireko, *The Influence of Family Size on Academic Performance of High School Students in Ghana*, **SN Social Sciences**, 2(9), 2022, 1-26.
54. A. D. Kusuma, *The Correlation between Parents' Involvement and the English Achievement of the Second Year Student of Mts Darul Huda Wonodadi Blitar*, 2019.
55. C. Maurine, A. Newton & M. Ann, *Influence of Family Type on Academic Performance of Secondary School Students in Public Secondary Schools in Narok South sub County, Narok County Kenya*, **Asian Journal of Education and Social Studies**, 2022, 27-35. <https://doi.org/10.9734/ajess/2022/v31i430755>.
56. M. M. Ali, R. A. Farooq & M. Idris, *The Effect of Nuclear and Joint Family Systems on the Moral Development: A Gender Based Analysis*, **Global Social Sciences Review (GSSR)**, 2018.
57. Ö. G. Sekerci, A. Ulker, Y. Yagci, A. Güven & R. E. Öztürk, *The Effect of School-Family Collaboration and Parent's Behaviour on Students' Ethical Behaviour*, **Educational Research and Reviews**, 16(3), 2021, 80-86.
58. A. Y. Amoateng, O. S. Ewemooje & E. Biney, *The Family Life of Young People in South Africa from Survey Data: The Case of North-West University*. **Data in Brief**, 27, 2019, 104783.

59. O. A. Oba-Adenuga, *Effect of Family Structure on Academic Performance of Secondary School Students in Somolu Local Government Area of Lagos State, Nigeria*, **Benin Journal of Educational Studies**, 26(1&2), 2020, 82-95.
60. L. J. Martín-Antón, , M. A. Carbonero, , J. A. Valdivieso, & E. Monsalvo, *Influence of Some Personal and Family Variables on Social Responsibility among Primary Education Students*, **Frontiers in Psychology**, 2020, 11. <https://doi.org/10.3389/fpsyg.2020.01124>.
61. L. J. Rodríguez-Muñiz, D. Areces, J. Suárez-Álvarez, M. Cueli & J. Muñiz, *What Motives have High School Students for Choosing a College Degree?*, **Rev. Psicol Edu** 14, 2019, 1–15.
62. O. Olagundoye, & A. Adebile, *Family Size Influence of Students' Attitude and Performance in Literature-in-English in Public Secondary Schools*, **Asian Journal of Interdisciplinary Research**, 2019, 121–127. doi:10.34256/ajir19310.
63. E. S. A.Mubita & D. S. Mwanza, *Factors Contributing to Pupils' Poor Performance in Literature in English*, **International Journal of Humanities Social Sciences and Education**, 7(3), 2020, 55-65.
64. L .Liniarti, *Parents' Involvement and its Influence on Students English Achievement (A Correlation Research at 7th Grade Students of SMPN 06 Kaur in Academic Year 2018/2019)* (Doctoral dissertation, Iain Bengkulu), 2019.
65. P. E. Myende, & B. S. Nhlumayo, *Enhancing Parent–Teacher Collaboration in Rural Schools: Parents' Voices and Implications for Schools*, **International Journal of Leadership in Education**, 25(3), 2022, 490-514.
66. S. Almalki, A. Alqabbani & G. Alnahdi, *Challenges to Parental Involvement in Transition Planning for Children with Intellectual Disabilities: The Perspective of Special Education Teachers in Saudi Arabia*, **Research in Developmental Disabilities**, 111, 2021, 103872.
67. S. Sothan, *The Determinants of Academic Performance, Evidence from a Cambodian University: Studies in Higher Education*, 2018, 1–16. doi:10.1080/03075079.2018.1496408.
68. E. Delgado, C. Serna, I. Martínez & E. Cruise, *Parental Attachment and Peer Relationships in Adolescence: A Systematic Review*, **International Journal of Environmental Research and Public Health**, 19(3), 2022, 1064.
69. S. Susilo, *The Role of Families in Cultivating Children's Personality Values: An Analysis of Social Psychology Education*, **Journal of Social Studies Education Research**, 11(4), 2020, 275-303.

70. L. J. Belle, *Factors that Influence Student Behaviour in Secondary Schools*, **European Journal of Educational and Development Psychology**, 5(5), 2017, 27-36.
71. W. Makumbe & M. Mutsikiwa, *Determinants of Students' Behavioural Intention towards Google Classroom in the Covid-19 Era: Evidence from Zimbabwean Universities*, **Electronic Journal of Business and Management**, 6(2), 2021, 83-95.
72. P. Lunga, M. Koen & M. N. Mthiyane, *School and the Community: Managing Disruptive Learner Behaviour in Rural Learning Ecologies, Perspectives in Education*, 39(4), 2021, 72-88.
73. P. Lunga, *A Collaborative Framework for Enhancing Sustainable Learning for Learners with Disruptive Behaviour in a Rural School Context* (Doctoral dissertation), 2020.
74. I Muhammad, H. Sajjad & A. Nasir, *Relationship between Parents' Education and their Children's Academic Achievement*. **Journal of Arts & Social Sciences (JASS)**, 7(2), 2020, 82-92. <https://doi.org/10.46662/jass-vol7-iss>.
75. A. Kamal, N. Amjad, U. Yaqoob, N. Saud, M. Ijaz, I. Khan & M. Andualem, *Role of Socioeconomic and Parental Involvement Factors on Children Foundational Learning Skills Based on MICS (2017–2018) Data Punjab, Pakistan*. *Scientific Reports*, 12(1), 2022, 1-13.
76. J. Aman, M. B. Akram, S. Mas'udah, M. Saud & Y. N. Manj, *Parental Involvement for Better Education: The Relationship between Parental Awareness, Emotional Support, and Children's Academic Achievement at Secondary Level*, *Masyarakat, Kebudayaan dan Politik*, 32(4), 2019, 334-345.
77. A. L. Azhar, A. Rasyid, M. Ritonga & R. Saputra, *The Role of Parents in Forming Morality Adolescents Puberty in Globalization Era*, **International Journal of Future Generation Communication and Networking**, 13(4), 2020, 3991-3996.
78. W. Masitah, & J. M. Sitepu, *Development of Parenting Models in Improving Children's Moral Development*. *Nazhruna*, **Journal Pendidikan Islam**, 4(3), 2021, 769-776.
79. C. A. Baker, *The Impact of Socioeconomic Status, Parenting Style, and Religion on the Moral Development of Young Adults*, University of Hartford, 2018.
80. S. Amiri, F. Sharifi, & V. Ghasemi, (2018), *Predicting Adolescents' Moral Identity from Family Function*, 2018.

81. S. Erineç, *A Cultural Developmental Perspective on Differences in Adolescents Judgments about Moral Values at Different Ages* (Master's thesis, Lisansüstü Programlar Enstitüsü), 2019.
82. S. Thomson, *Achievement at School and Socioeconomic Background an Educational Perspective*, *npj Science Learn*, 3(5).2018, <https://doi.org/10.1038/s41539-018-0022-0>.
83. F. Bian, D. Wu, *The Impact of Family Socioeconomic Status on Prosocial Behaviour: A Survey of College Students in China*, **CurrPsychol** , 2021, <https://doi.org/10.1007/s12144-021-02611-9>.
84. Q. Chen, Y. Kong, W. Gao, L. Mo, *Effects of Socioeconomic Status, Parent-Child Relationship, and Learning Motivation on Reading Ability*, **Front Psychol**, Jul 25;9 2018,1297. doi: 10.3389/fpsyg.2018.01297. PMID: 30090082; PMCID: PMC6068389.
85. W. Duan, Y. Guan, Y. & H. X, *The Effect of Parental Involvement and Socioeconomic Status on Junior School Students' Academic Achievement and School Behaviour in China*. **Frontiers in Psychology**, 9, 2018, doi:10.3389/fpsyg.00952,
86. F. A. Yusuf, A. E. Okanlawon & T. R. Oladayo, *Investigation into Factors Affecting Students' Academic Performance in Tertiary Institutions as Expressed by Undergraduates*, **Journal of Education in Black Sea Region**, 5(2), 2020, 62-75.
87. B. Xiao & G. Song, *The Impact of Family Socioeconomic Status on Learning Conformity among Chinese University Students*, **Self-Efficacy as Mediating Factor Sustainability**, 14(16), 2022, 9845.
88. A. M. Shaheen, K. M. Hamdan, M. Albqoor, A. K. Othman, H. M. Amre, & M. N. A. Hazeem, *Perceived Social Support from Family and Friends and Bullying Victimization Among Adolescents*, **Children and Youth Services Review**, 107, 2019, 104503.
89. F. Zhang, Y. Jiang, H. Ming, Y. Ren, L. Wang & S. Huang, *Family Socio-economic Status and Children's Academic Achievement: The Different Roles of Parental Academic Involvement and Subjective Social Mobility*, **British Journal of Educational Psychology**, 90(3), 2020, 561-579.
90. F. Zhang, Y. Jiang, H. Ming, C. Yang & S. Huang, *Family Socioeconomic Status and Adolescents' Academic Achievement: The Moderating Roles of Subjective Social Mobility and Attention*, **Journal of Youth and Adolescence**, 49(9), 2020, 1821-1834.
91. K. Poon, *The Impact of Socioeconomic Status on Parental Factors in Promoting Academic Achievement in Chinese Children*, **International Journal of Educational Development**, 75, 2020, 102175.

92. M. M. Jagaba, *Students' Indiscipline in Higher Educational Institutions of Sokoto State: The Forms, Causes and Management Approaches*, **Journal DOI**, 6(12), 2020.
93. M. Gatawa, A. A. Nafiu, M. M. Jagaba & A. Hassan, *Students' Indiscipline in Tertiary Educational Institutions of Sokoto State*, **International Journal of Educational Research Review**, 6(2), 2021, 134-142.
94. E. Mbevi, *Administrative Practices Influencing Students Indiscipline in Public Universities* (Doctoral dissertation, University of Nairobi), 2019.
95. C. Bell, & T. Puckett, *I want to learn but they won't let me: Exploring the Impact of School Discipline on Academic Achievement*, **Urban Education**, 2020, 0042085920968629.
96. A. O. Emmanuel & A. O. Mogelola, *Academic Staff Perception of Indiscipline among University Undergraduates in Ogun State, Nigeria*, **FUOYE Journal of Education**, 2018, 62.
97. A. A. Kwamta, G. Shettima, U. Audu & Y. Kabu, *Indiscipline among Senior Secondary School Students in Maiduguri Metropolitan Council of Borno State: Causes and Effects*, 2021.
98. R. O. Anho, *Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline Order and Control*, **African Journal of Education and Technology**, 1(1), 2021, 45-52.
99. J. Zigon, *Morality: An Anthropological Perspective*, Routledge, 1st Edition 2008.
100. H. Gardner, *Disciplined Mind: What All Students Should Understand*. Simon & Schuster, 2021.
101. G. Michele, *Safe and Sound School, Safety versus Security: What is the difference?*, 2014. <https://www.safeandsoundschools.org>.
102. G. Applebury, *Why is School Safety Important?*, 2021, <https://safety.lovetoknow.com>.
103. K. Mubita, *An assessment of the Provision, Quality and Adequacy of Welfare Facilities in Selected Schools of Lusaka*, **International Journal of Research and Innovation in Social Science (IJRISS)**, 5(6), 2021, 454-6186.
104. E. Marquis, A. Jayaratnam, A. Mishra & K. Rybkina, *"I Feel Like Some Students are Better Connected": Students' Perspectives on Applying for Extracurricular Partnership Opportunities*, **International Journal for Students as Partners**, 2(1), 2018, 64-81.

105. C. Dickerson, J. Jarvis & L. Stockwell, *Staff–student Collaboration: Student Learning from Working together to Enhance Educational Practice in Higher Education*, **Teaching in Higher Education**, 21(3), 2016, 249-265.
106. M. J. Paschal & D. G. Mkulu, *Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania*, **Journal of Research in Education and Society**, 11(1), 2020, 20-37. <https://doi.org/10.31730/osf.io/tmh9c>.
107. H. Lei, Y. Cui & M. M. Chiu, *Affective Teacher Student Relationships and Students' Externalizing Behaviour Problems: A Meta-Analysis*, **Frontiers in Psychology**, 2016,. doi:10.3389/fpsyg.2016.01311.
108. T. Levett-Jones, J. Lathlean, I. Higgins & M. McMillan, *Staff Student Relationships and their Impact on Nursing Students' Belongingness and Learning*, **Journal of Advanced Nursing**, 65(2), 2009, 316–324. doi:10.1111/j.1365-2648.2008.04865.x.
109. E. Marquis, C. Black & M. Healey, *Responding to the Challenges of Student-Staff Partnership: The Reflections of Participants at an International Summer Institute*, *Teaching in Higher Education*, 22(6), 2017, 720-735.
110. D. N. Nonyelum, K. Ogugua & J. A. Abah, *Influence of Student-Teacher Relationship on the Academic Performance of Junior Secondary School Students in Mathematics in Makurdi Local Government Area of Benue State, Nigeria*, *VillageMath Educational Review (VER)*, 3(1), 2022.
111. B. D. Otu, A. D. Oyama, C. I. Ita & H. O. Uchegbue, *Teacher-Student Relationship and Evaluation of Students' Learning Activities as Correlates of Mathematics Teachers Teaching Effectiveness in Ogoja Education Zone of Cross River State, Nigeria*, **International Journal of Education, Learning and Development**, 10(2), 2022,48-55.
112. B. Mensah & E. Koomson, *Linking Teacher Student Relationship to Academic Achievement of Senior High School Students*, **Social Education Research**, 2020, 102-108.
113. C. Mehmet & O. Zbaylanli, K. Bilgehan & Ç. Mustafa, *Impact of School-Type on Student Academic Achievement*, *Ted Eğitim Ve Bilim*. 44. 10, 2019,15390/EB.2019.7378.
114. V. Kassarnig, E. Mones, A. Bjerre-Nielsen, P. Sapiezynski,, D. Dreyer Lassen, & S, Lehmann, *Academic Performance and Behavioural Patterns*. **EPJ Data Sci.** 7(10), 2018,<https://doi.org/10.1140/epjds/s13688-018-0138-8>.
115. A. Arifoglu, *Investigation of School Effect on Student Achievement: A Multilevel Analysis According to Timss 2015 Turkey Data*, 2019.

116. N. Özdemir & M. T. Yalçın, *Examining the Relationships between Secondary School Students' Academic Achievement and School and Student Level Variables: Two-Level Path Analysis*, **Education and Science**, 44 (200), 2019.
117. S. Campbell-Phillips, *Socialization as a Way for Improving Student Morality Behaviour*, **SIASAT**, 5(4), 2020, 103-116.
118. A. K. W. Gui, M. Yasin, N. S. M. Abdullah & N. Saharuddin, *Roles of Teacher and Challenges in Developing Students' Morality*, **Universal Journal of Educational Research**, 8(3), 2020, 52-59.
119. A. N. Duyilemi, B. M. Tunde-Awe & L. O. A. Lois, *Cohabitation in Nigeria Tertiary Institutions: A Case Study of Adekunle Ajasin University, Akungba-Akoko, Ondo State Nigeria*, **International Journal of Social Sciences & Humanities**, 3(1), 2018, 27-37.
120. B. Samson & V. Allida, *Moral Decline in Schools: Reflections on Public Secondary Schools in Iganga district, Uganda*, **Baratan Inter disciplinary Research Journal**, 8, 2018, 1-9, <https://ueab.ac.kelwp-content/uploads/2019/03/vencie-allida-2.pdf>.
121. M. R. Benson & M. Damopolii, *The Teachers' Strategies to instill Morals in Students of State Junior High School 3 Bontomatene, Lentera Pendidikan*, **Jurnal Ilmu Tarbiyah Dan Keguruan**, 25(1), 2022, 138-148. <https://doi.org/10.24252/lp.2022v25n1i1>
122. M. Kashif, A. Zarkada & R. Thurasamy, *The Moderating Effect of Religion on Ethical Behavioural Intentions: An Application of the Extended Theory of Planned Behaviour to Pakistani Bank Employees*, **Personnel Review**, 46(2), 2017, 429- 448, <https://doi.org/10.1108/PR-10-2015-0256>
123. A. Balqis & Z. Fanani, *The Moderating Effect of Religion on Moral Equity and Auditor Ethical Behaviour*, **Jurnal Ilmiah Akuntansi dan Bisnis**, 16(2), 2021, 332-342
124. K. A. Johnson, M. A. Okun, A. B. Cohen, C. A. Sharp & J. N. Hook, *Development and Validation of the Five-Factor LAMBI Measure of God Representations*, **Psychology of Religion and Spirituality**, 11(4), 2019, 339-349. <http://dx.doi.org.ezproxy.baylor.edu/10.1037/rel0000207>.
125. Z. He, Z. Wang, B. Lew, A. T. Mansor, Z. Jie & H. G. Koenig, *Moderating Effects of Religion on the Relationship between Trauma and Suicidal Behaviours among College Students Northwest China*, **SAGEOpen**, 9(2), 2019, <https://doi.org/10.1177/2158244019859087>.

126. A. A. Shah, *Self-Religion, Father's Attitude and Religious Education in the Moral Behaviour of Adolescents. Psychology and Developing Societies*, 16(2), 2004, 187–207. doi:10.1177/097133360401600206.
127. A. C. Adekoya, C. S. Oboh & O. R. Oyewumi, *Accountants Perception of the Factors Influencing Auditors' Ethical Behaviour in Nigeria. Heliyon*, 6(6), 2020, 1-8, <https://doi.org/10.1016/j.heliyon.2020.e04271>.
128. S. S. Binyamin, M. J. Rutter & S. Smith, *The Moderating Effect of Gender and Age on the Students' Acceptance of Learning Management Systems in Saudi Higher Education. Knowledge Management & E-Learning*, 12(1), 2020, 30–62, <https://doi.org/10.34105/j.kmel.2020.12.003>.
129. C. S. Oboh. *Personal and Moral Intensity Determinants of Ethical Decision Making. Journal of Accounting in Emerging Economies*, 9(1), 2019, 148- 180, <https://doi.org/10.1108/JAEE-04-2018-0035>.
130. C. S. Oboh & S. O. Ajibolade, *Personal Characteristics and Ethical Decision Making Process of Accounting Professionals in Nigeria, Crawford J. Business Social Science*, 8(1), 2018, 1-23.
131. S. Tariq, N. G. Ansari & T. H. Alvi, *The Impact of Intrinsic and Extrinsic Religion on Ethical Decision Making in Management in a Non-Western and Highly Religious Country, Asian Journal of Business Ethics*, 8(2), 2019, 195-224. <https://doi.org/10.1007/s13520-019-00094-3>.
132. B. Lew, K. Kølves, J. Zhang, W. Zhizhong, H. G. Koenig, P. S. Yip & C. M. H. Chan, *Religious Affiliation and Suicidality among College Students in China: A Cross-Sectional Study across Six Provinces. PLoS one*, 16(5), 2021, e0251698.
133. G. E. Tettey, *Exploring the Role of Religion on Suicidal Ideation: A Study among a Population-Based Sample of Adolescents in the United States*, 2014.
134. R. Sulaiman, P. Toulson, D. Brougham, F. Lempp & J. Haar, *The Role of Religion in Ethical Decision-making: A Study on Islam and the Malaysian Workplace, Journal of Business Ethics*, 179(1), 2022, 297-313.
135. S. Karimi, G. Liobikienė & F. Alitavakoli, *The Effect of Religion on Pro-environmental Behaviour Based on the Theory of Planned Behaviour: A Cross-Sectional Study among Iranian Rural Female Facilitators. Front Psychology*, 2022, doi: 10.3389/fpsyg.2022.745019, PMID: 35282182; PMCID: PMC8913539.
136. Y. Cao, J. Gao, D. Lian, Z. Rong, S. Jiayu, Q. Wang, W. Yifan, Y. Huaxiu & T. Zhou, *Orderliness Predicts Academic Performance: Behavioural Analysis on Campus Lifestyle J. R. Soc. Interface*, 2018, 152018021020180210 <http://doi.org/10.1098/rsif.2018.0210>.

137. M. Conner, *Theory of planned behaviour*. Handbook of Sport Psychology, 2020, 1-18.
138. I. Ajzen, *From Intentions to Actions: A Theory of Planned Behaviour*. In a J. Kuhl & J. Beckmann (Eds.), *Action Control: From Cognition to Behaviour*, Berlin, Heidelberg, New York: Springer-Verlag., 1985, 11-39.
139. M. Muhumuza, M. E. Sanders & K. Balkwill, *A Theoretical Framework for Investigating Ecological Problems Associated with Biodiversity Conservation in National Parks: A Case of the Rwenzori Mountains National Park, Uganda*. **Open Journal of Ecology**, 3(1), 2013, 196-204.
140. S. Bhuian & S. K. Sharma, *Predicting Consumer Pro-environmental Behavioural Intention: The Moderating Role of Religion*, **Review of International Business and Strategy**, 2017.
141. M. Bosnjak, I. Ajzen & P. Schmidt, *The Theory of Planned Behaviour: Selected Recent Advances and Applications*, **Europe's Journal of Psychology**, 16(3), 2020, 352.
142. J. Bowlby, *The Bowlby-ainsworth Attachment Theory*, **Behavioural and Brain Sciences**, 2(4), 1979, 637-638.
143. J. Holmes, *John Bowlby and Attachment Theory*, Routledge, 2012.
144. P. Andriopoulou & A. Prowse, *Towards an Effective Supervisory Relationship in Research Degree Supervision: Insights from Attachment Theory*, **Teaching in Higher Education**, 25(5), 2020, 648-661.
145. I. Bretherton, *The Origins of Attachment Theory: John Bowlby and Mary Ainsworth*, **Developmental psychology**, 28(5), 1992, 759.
146. P. Riley, *Attachment Theory and the Teacher-Student Relationship: A practical Guide for Teachers, Teacher Educators and School Leaders*, Routledge, 2010.
147. N. Shirvanian & T. Michael, *Implementation of Attachment Theory into Early Childhood Settings*, **International Education Journal, Comparative Perspectives**, 16(2), 2017, 97-115.
148. J. Gardenhire, C. Schleiden & C. C. Brown, *Attachment as a Tool in the Treatment of Children within Foster Care*, **Contemporary Family Therapy**, 41(2), 2019, 191-200.
149. N. L. Swigonski, B. James, W. Wynns & K. Casavan, *Physical, Mental, and Financial Stress Impacts of COVID-19 on Early Childhood Educators*, **Early Childhood Education Journal**, 49(5), 2021, 799-806.

150. A. I. Manav, E. Gozuyesil & E. Tar, *The Effects of the Parenting Education Performed through WhatsApp on the level of Maternal-paternal and Infant Attachment in Turkey*, **Journal of Pediatric Nursing**, 61, 2021, e57-e64.
151. H. Li, H. Hiilamo, Y. D. Zhu & K. Lin, *Exploring the Association between Grandparental Care and Child Development: Evidence from China*, **Health & Social Care in the Community**, 2022.
152. M. B. McMullen, *On Being and Well-being in Infant/Toddler Care and Education: Life Stories from Baby Rooms*, Teachers College Press, 2022.
153. M. Haskuka, D. Sunar, & I. E. Alp, *War Exposure, Attachment Style, and Moral Reasoning*, **Journal of Cross-Cultural Psychology**, 39(4), 2008, 381-401.
154. A. Teymoori, & W. Shahrazad, *Relationship between Mother, Father, and Peer Attachment and Empathy with Moral Authority*, **Ethics & Behaviour**, 22(1), 2012, 16-29.
155. X. Xiao, Y. Zhan & Y. Zhong, *Parental Attachment and Adolescent Internet Morality: A Moderated Mediation Model*, **European Journal of Developmental Psychology**, 19(1), 2022, 1-21.
156. S. Y. İnanıcı, *Different Types of Bully Experiences and their Relationship with Attachment to Father and Moral Maturity*, **Child and Adolescent Social Work Journal**, 38(1), 2021, 57-66.
157. D. Rahmawati & S. Sugito, *Evaluasi Program Home Care Taman Penitipan Anak (TPA) Selama Masa Pandemi Covid-19*, **Journal Obsesi: Jurnal Pendidikan Anak Usia Dini**, 6(5), 2022, 4139-4152.
158. I. P. Mbatta, *Full-time Maternal Employment and Strategies to Compensate the Lost Time to Boost Social-Emotional Development of Young Children*. **Tanzania Journal of Sociology**, 7(2), 2022, 135-156.
159. H. G. Whitters, *Adverse Childhood Experiences, Attachment, and the Early Years Learning Environment: Research and Inclusive Practice*, Routledge, 2020.
160. H. Queenan, *Responsive and Attuned Infant Care: Attachment-focused Childcare to support optimal Infant Well-being*, 2020.
161. C. Cortesi, *Understanding the Impact of Adolescent Attachment on Academic Success*, Dissertations, 2014, 893.
162. G. E. Okpo, *School Environmental Variables and Levels of Morality among Secondary School Students in Ogoja Education Zone of Cross River State, Nigeria*, Unpublished thesis, University of Calabar, 2019.

163. L. Ngesu & A. F. Atieno, *Influence of Home and School-Based Factors on Pupils Academic Performance at Kenya Certificate of Primary Education in Makadara Sub-County, Nairobi Count*, **International Journal of Trend in Scientific Research and Development (IJTSRD)**, 3(3), 2019.
164. A. Balqis & Z. Fanani, *The Moderating Effect of Religion on Moral Equity and Auditor Ethical Behaviour*, **Journal Ilmiah Akuntansi dan Bisnis**, 16(2), 2021, 332-342.
165. Z. He, Z. Wang, B. Lew, A. T. Mansor, Z. Jie, & H. G.Koenig, *Moderating Effects of Religion on the Relationship between Trauma and Suicidal Behaviours among College Students in Northwest China*, **SAGE Open**, 9(2), 2019, <https://doi.org/10.1177/2158244019859087>.
166. A. A. Shah, *Self-Religion, Father's Attitude and Religious Education in the Moral Behaviour of Adolescents*, *Psychology and Developing Societies*, 16(2), 2004, 187–207. doi:10.1177/097133360401600206.
167. S. Tariq, N. G.Ansari & T. H. Alvi, *The Impact of Intrinsic and Extrinsic Religion on Ethical Decision-making in Management in a Non-Western and Highly Religious Country*. **Asian Journal of Business Ethics**, 8(2), 2009, 195-224, <https://doi.org/10.1007/s13520-019-00094-3>.
168. A. Muhammad & F. Rahmat & I. Muhammad, *The Effect of Nuclear and Joint Family Systems on the Moral Development: A Gender Based Analysis*, *Global Social Sciences Review*, III, 2018, 130-140, 10.31703/gssr.
169. S. Robert, A. James & S. Kadiravan, *Influence of Family Environment on Emotional Intelligence among Youth*, **International Journal of Scientific & Technology Research**, 8(11), 2019, 3664-3670.
170. I. Shoukat, K. Afifa & D. Ashiq, *A Comparative Study of Moral Development of Students from Private Schools and Deeni Madrasah*. **Journal of Research and Reflections in Education** 1(2), December 2017, 1(2), 113-123.
171. K. J. Obwana, & K. Maseno, *Assessing Moral Education in Kenyan Secondary Schools*, **International Journal of Innovative Science and Research Technology**, 6(11), November – 2021, 1043-1049.
172. B. Adzrolo, K. Asamoah-Gyimah, A. Cobbinah, & R.Annan-Brew, *Discipline in Education: Causes and Possible Strategies to curb Examination Malpractices in Senior High Schools*, **European Journal of Education Studies**, 8(11), 2021.

Chapter Three

Methodology

3.1 Research Design

This study employed a descriptive survey research design. The design was considered suitable for this study because it allowed the researcher to examine the relationship among the variables without any form of manipulation. This implies that findings were described the way they were without any interference.

3.2 Population of the Study

The population of this study comprises all students in colleges of education in southwest Nigeria. (See table 3.1 and 3.2)

Table 3.1: Number of Colleges of Education Based on State and Type

| State | Type | | | Total |
|--------------|-----------|-----------|-----------|-----------|
| | Federal | State | Private | |
| Oyo | 1 | 2 | 5 | 8 |
| Osun | 1 | 2 | 6 | 9 |
| Ondo | 1 | - | 5 | 6 |
| Ekiti | - | 1 | - | 1 |
| Ogun | 1 | 1 | 4 | 6 |
| Lagos | 1 | 1 | 9 | 11 |
| Total | 05 | 07 | 29 | 41 |

Source¹

Table 3.2: Sample of Students in Colleges of Education in each State of the Study

| S/N | States | Colleges of Education | Population of Students | | | Total Population |
|--------------------|--------|---------------------------------------------------|------------------------|-------------|-------------|------------------|
| | | | 100 level | 200 level | 300 level | Total |
| 1. | Oyo | Federal College of Education (Special), Oyo | 1792 | 1750 | 1886 | 5428 |
| | | Emmanuel Alayande College of Education, Oyo | 476 | 495 | 1376 | 2347 |
| | | Muftau Lanihun College of Education, Ibadan | 312 | 237 | 120 | 569 |
| 2. | Osun | Federal College of Education, Iwo | 945 | 825 | Nil | 1770 |
| | | College of Education, Ilesa | 157 | 291 | 398 | 846 |
| | | Grace College of Education, Osogbo | 109 | 126 | 106 | 341 |
| 3. | Ondo | Adeyemi College of Education, Ondo | 1129 | 935 | 782 | 2846 |
| | | Private College of Education, Akure | 197 | 162 | 137 | 496 |
| 4. | Ekiti | College of Education Ikere, Ekiti | 402 | 356 | 281 | 1039 |
| 5. | Ogun | Federal College of Education, Abeokuta | 1200 | 1350 | 1310 | 3860 |
| | | Tai Solarin College of Education, Ijebu-Ode | 229 | 282 | 382 | 883 |
| | | Piaget College of Education, Ibara, Abeokuta | 36 | 45 | 52 | 133 |
| 6. | Lagos | Federal College of Education, Akoka, Yaba | 1542 | 1645 | 1753 | 4940 |
| | | Micheal Otedola College of Primary Education, Epe | 315 | 297 | 347 | 959 |
| | | Ansar-Ud-Deen College of Education, Oshodi | 216 | 248 | 206 | 670 |
| Grand Total | | | 9057 | 9044 | 9136 | 27127 |

Source²

3.3 Sample Size and Sampling Technique

The sample size for this study is 1254 respondents. That is, 200 level Social Studies students, using Taro Yamane sampling size technique. The Taro Yamane formula is as follows:

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots(\text{formula 1})$$

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is 0.05.

The purposive sampling technique was used to select colleges of education in Southwest, Nigeria. With the purposive sampling, one college of education each from the Federal, State and Private colleges of education in Southwest, Nigeria were chosen. This is because each of the six states in Southwest, Nigeria has only one federal college of education and mostly one state college of education but many private colleges of education. Thus, the study sampled one federal, one state and one private colleges of education from each of the six states.

The sample size of this study was 200 level Social Studies students in all the selected colleges of education. The 200 level students were considered appropriate because they were at the middle of their course duration of three years. Those in 100 levels were considered relatively new in the college while those in 300 level (third-year) were in their final year and not always available in school because of their teaching practice or project work. However, simple random technique was used to select the respondents by giving each 200 level Social Studies students equal chance of being selected

Table 3.3: Sample Size of Students in Colleges of Education

| S/N | States | Colleges of Education | Sampled Population (200 Level Social Studies Students) | Sample Size (Taro Yamane) |
|--------------------|--------|---------------------------------------------------|--------------------------------------------------------|---------------------------|
| 1. | Oyo | Federal College of Education (Special), Oyo | 225 | 144 |
| | | Emmanuel Alayande College of Education, Oyo | 250 | 146 |
| | | Muftau Lanihun College of Education, Ibadan | 38 | 135 |
| 2 | Osun | Federal College of Education, Iwo | 143 | 100 |
| | | College of education, Ilesa | 57 | 50 |
| | | Grace College of Education, Osogbo | 19 | 18 |
| 3. | Ondo | Adeyemi Colleges of Education, Ondo | 298 | 171 |
| | | Private College of Education, Akure. | 36 | 33 |
| 4 | Ekiti | College of Education Ikere, Ekiti | 38 | 35 |
| 5. | Ogun | Federal College of Education, Abeokuta | 209 | 137 |
| | | Tai Solarin College of Education, Ijebu-Ode | 120 | 92 |
| | | Piaget College of Education, Ibara, Abeokuta | 18 | 17 |
| 6 | Lagos | Federal College of Education, Akoka, Yaba | 194 | 131 |
| | | Micheal Otedola College of Primary Education, Epe | 134 | 100 |
| | | Ansar-ud-Deen College of Education, Oshodi | 50 | 44 |
| Grand Total | | | 1800 | 1254 |

Source³

3.4 Description of the Research Instrument

For this study, a self-structured questionnaire tagged “Home and School Factors on Students’ Conduct Questionnaire (HSFSCQ)” was developed. The questionnaire comprised five sections. The first section of the questionnaire elicits information on the demographic characteristics of the respondents. Section B addressed information with respect to students’ conduct in college of education in Southwest Nigeria. This section was categorized into two parts namely; moral conduct and academic conduct.

Section C focused on the home factors affecting students’ conduct in college of education in Southwest, Nigeria, that is, family size, parental educational qualification and parental social status to represent three portions in this section.

For section D, it was directed to elicit information from the respondents on the school factors determining students’ conduct in college of education in Southwest Nigeria. This section was divided into four parts, that is, school discipline practices, school safety, school type and student-staff relationship.

Section E addressed information with respect to the interaction effect of moderating variable, that is, the effect of religion on students’ conduct in college of education in Southwest, Nigeria.

For section B to E, the rating technique was based on the four point Likert scale as follows:

| | |
|----------------------------------|------------------------------------|
| Strongly Agree (SA) – 4 points | Strongly disagree (SD) -- 4 points |
| Agree (A) – 3 points | Disagree (D) -- 3 points |
| Disagree (D) – 2 points | Agree (A) – 2 points |
| Strongly Disagree (SD) – 1 point | Strongly Agree (SA) – 1 point |

As presented above, the rating would be reversed if the statement is in the negative. Open-ended questions were used to explore information related to the study.

3.5 Validity of the Research Instrument

The validity of the instrument was ascertained through face and content validity. To ascertain the face and content validity of the instrument, the instrument was given to expert in the field of Social Studies Education and the researcher's supervisor. The corrections, criticisms and opinions were carefully studied and incorporated into the final draft copy before subjecting it to trial testing..

3.6 Reliability of the Research Instrument

The reliability of the instrument (questionnaire) was determined through test and re-test method within two weeks. The instrument was tested in the trial testing among fifty respondents from College of Education, Lanlate, Oyo State and Assanusiyah College of Education, Odeomu, Osun State, that were not part of the real study. The result of the test and re-test was computed using Cronbach Alpha Formula. The reliability statistics pertain to the assessment of the internal consistency of a set of 50 items or questions within a measurement scale or questionnaire. The value of Cronbach's Alpha ranged from 0 to 1, with higher values indicating greater internal consistency. In this case, the calculated Cronbach's Alpha was 0.816, which was relatively high. This suggested that the responses to the 50 items were consistent with each other, indicating a strong level of agreement or coherence among the questions.

3.7 Administration of Research Instrument and Method of Data Collection

The researcher obtained due authorization letter of introduction from the department before conducting the field work. Also, four research assistants were recruited and trained on the questionnaires administration. Thereafter, courtesy visits were paid to the schools in order to notify the school authority of the aim of the study and the need for the cooperation of the students with the research assistants within a period of one month to administer the instrument to the respondents.

The researcher with the assistance of the four research assistants explained all aspects of the instrument to the respondents. The respondents were assured of the confidentiality of the information supplied. All administered questionnaires were collected and collated within the time frame for data analysis.

3.8 Method of Data Analysis

This study used descriptive statistics of simple frequency count and percentage in analyzing the demographic data and all the three research questions. Furthermore, the hypotheses were tested using inferential statistics. To test hypothesis one, Pearson Product Moment Correlation (PPMC) was used to establish the relationship among the indices of both independent and dependent variables used in the study. Hypothesis two was tested using General Linear Modelling (GLM), that is, multivariate and univariate regression analysis to establish the joint influence of independent variables on each of the two metrics of dependent variable (academic and moral conduct). However, multiple regression was used to test hypothesis three in order to establish relative influence of both home and school factors on students' conduct. Finally, hypothesis four was tested using General Linear Modelling (GLM) of multivariate and univariate regression analysis to establish influence of religion on interaction effect of independent and dependent variables. The Statistical Package for Social Science (SPSS) version 27 was used to ensure the accuracy of the data analysis for the study.

Endnotes

1. FGN, *List of Accredited Colleges of Education*, NCCE, 2023, <http://www.ncceonline.edu.ng/colleges.php>.
2. *Admission Offices of the Colleges of Education*, 2023.
3. *Admission Offices and Senior Personnel Offices of the Colleges of Education*, 2023.

Lead City University Ibadan DO NOT COPY

Chapter Four

Results and Discussion of Findings

4.1 Analysis of Demographic Data

Table 4.1: Demographic Variables

| | | Frequency | Percentage |
|------------------------------------|-----------------|-------------|---------------|
| School Type | Federal | 872 | 69.5% |
| | State | 245 | 19.5% |
| | Private | 137 | 10.9% |
| | | 1254 | 100.00 |
| Sex | Male | 285 | 22.7% |
| | Female | 969 | 77.3% |
| | | 1254 | 100.00 |
| Age | 16-20 | 269 | 21.5% |
| | 21-24 | 810 | 64.6% |
| | 25 & Above | 157 | 12.5% |
| | | 1254 | 100.00 |
| Religion | Islam | 698 | 55.7% |
| | Christianity | 516 | 41.1% |
| | Traditional | 40 | 3.2% |
| | | 1254 | 100.00 |
| Family Size | 1-4 | 551 | 43.9% |
| | 5-8 | 592 | 47.2% |
| | 9-12 | 93 | 7.4% |
| | 13 & Above | 18 | 1.4% |
| | | 1254 | 100.00 |
| Parental Social Status | Low | 272 | 21.7% |
| | Medium | 694 | 55.3% |
| | High | 178 | 14.2% |
| | 4 | 110 | 8.8% |
| | | 1254 | 100.00 |
| Parental Educational Qualification | WASSCE or below | 184 | 14.7% |
| | OND/NCE | 868 | 69.2% |
| | HND/Degree | 170 | 13.6% |
| | Ph.D | 18 | 1.4% |
| | Other | 14 | 1.1% |
| | | 1254 | 100.00 |

Source: Researcher's Fieldwork, 2024

Table 4.1 provides a comprehensive analysis of demographic data, specifically focusing on the distribution of individuals across different school types. Federal schools emerge as the predominant educational institutions, representing 69.5% of the total count, corresponding to 872 individuals. State schools account for 19.5%, comprising 245 individuals, while private schools constitute 10.9%, with 137 individuals. This detailed breakdown provides valuable insights into the prevailing educational landscape, underscoring the prominence of federal institutions.

Shifting the focus to gender demographics, a notable disparity is observed. Males constitute 22.7% of the population, totaling 285 individuals, whereas females significantly outnumbered their male counterparts, representing 77.3% with a count of 969. This gender distribution sheds light on the composition, offering a nuanced understanding of the male-female participation dynamics.

The age distribution within showcases diverse ranges. Individuals aged 16-20 make up 21.5%, amounting to 269 participants. Those aged 21-24 form the majority at 64.6%, with a count of 810, while individuals aged 25 and above represent 12.5%, totaling 157. This breakdown provides insightful perspectives into the age demographics, highlighting the prevalence of specific age groups.

Religion plays a pivotal role in shaping the home, school and students' conduct. Islam emerges as the dominant faith, representing 55.7% with 698 individuals. Christianity closely follows, comprising 41.1% with 516 individuals, while traditional religious belief account for 3.2%, involving 40 individuals. This distribution offers a nuanced understanding of the diverse religious affiliations.

Family size is a crucial aspect explored. Families with 1-4 members constitute 43.9%, totaling 551 individuals, whereas those with 5-8 members make up 47.2%, amounting to 592

participants. Smaller percentages are observed for families with 9-12 members (7.4%) and those with 13 or more members (1.4%). This breakdown provides valuable insights into the varied family structures.

Turning attention to parental social status, the data reveals a distribution across low, medium, and high categories. Individuals with low parental social status account for 21.7%, totaling 272. Medium social status prevails at 55.3%, involving 694 individuals, while high social status represents 14.2%, with 178 individuals. An additional category, denoted as '4,' comprises 8.8%, totaling 110 individuals. This breakdown vividly illustrates the socio-economic diversity.

Lastly, the educational qualifications of parents. Those with WASSCE or below educational level constitute 14.7%, totaling 184 individuals. OND/NCE qualifications are prevalent at 69.2%, involving 868 individuals, while HND/Degree holders comprise 13.6%, with 170 participants. Individuals with a Ph.D. represent 1.4%, amounting to 18 and others with unspecified qualifications account for 1.1%, involving 14 individuals.

4.2: Analysis of Research Questions

Research Question One: What is the level of students' compliance to ethical conduct in colleges of education in Southwest Nigeria?

Table 4.2: Level of Students' Compliance to Academic Conduct in Colleges of Education, Southwest, Nigeria

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|--------------|----------------|
| Students can only be punctual at lectures and school if there is a good student-staff relationship | 239 (19.1%) | 272 (21.7%) | 391 (31.2%) | 352 (28.1%) | 2.23 | Low |
| Watching an interesting film or chatting with a friend on phone can make me absent from lectures | 183 (14.6%) | 416 (33.2%) | 400 (31.9%) | 255 (20.3%) | 2.42 | Low |
| Students usually comport themselves well during lectures and examinations because of the fear of sanctions by the college authority | 185 (14.8%) | 356 (28.4%) | 410 (32.7%) | 303 (24.2%) | 2.34 | Low |
| Impersonating another person in an examination should be allowed in order to pass a seemingly difficult course | 327 (26.1%) | 347 (27.6%) | 292 (23.3%) | 288 (23.0%) | 2.57 | Moderate |
| Cheating during tests and examinations should be allowed so that students can pass well | 511 (40.7%) | 261 (20.8%) | 237 (18.9%) | 245 (19.6%) | 2.82 | High |
| Weighted Mean | | | | | 2.476 | Low |

Key: < 2.4 is Low, 2.4 = < 2.5 is Moderate >= 2.5 is High

Source: Researcher's Fieldwork, 2024

In Table 4.2, an examination of students' adherence to academic conduct in Colleges of Education unveiled diverse attitudes and opinions on several key statements. Firstly, a substantial portion of students, constituting 31.2%, express disagreement regarding the notion that punctuality at lectures and school is contingent upon a positive student-staff relationship. Conversely, only 19.1% strongly agreed with this assertion. The mean score for this statement stands at 2.23, reflecting a consensus on the lower end of the scale, indicative of a prevailing

sentiment of disagreement among students. Moreover, a considerable percentage, 33.2%, concurred that engaging in leisurely activities like watching films or chatting with friends on the phone could lead to absenteeism from lectures. Conversely, 14.6% strongly agree with this proposition. The corresponding mean score of 2.42 suggests a prevailing sentiment leaning towards agreement. Similarly, when considering students' behaviour during lectures and examinations, a significant cohort, comprising 32.7%, disagreed that their conduct is primarily influenced by the fear of sanctions by college authorities. In contrast, only 14.8% strongly agreed with this statement. The mean score of 2.34 reflects a prevailing sentiment of disagreement, albeit moderately so. Regarding ethical considerations, while a moderate proportion, 26.1%, agreed that impersonating others in exams should be permitted to pass challenging courses, the majority expressed varying degree of disagreement. The mean score of 2.57 indicates a prevailing sentiment leaning towards disagreement, albeit moderately so. However, a concerned trend emerged concerning academic integrity, as a substantial majority, comprising 40.7%, expressed agreement with the notion that cheating during tests and examinations should be allowed to achieve favourable outcomes. Conversely, only 19.6% strongly disagreed with this assertion. The corresponding mean score of 2.82 reflects a prevailing sentiment of agreement, leaning towards the higher end of the scale. The weighted mean score of 2.476 underscores a prevailing sentiment of low compliance with academic conduct among students in Colleges of Education, Southwest, Nigeria. These findings necessitate concerted efforts to address ethical lapses and promote a culture of integrity within educational environments.

Table 4.3: Level of Students' Compliance to Moral Conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|---------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|---------------|------------|
| Rioting should be allowed in school when students feel cheated by their lecturers | 339 (27.0%) | 394 (31.4%) | 357 (28.5%) | 164 (13.1%) | 2.276 | Low |
| Showing too much respect (greeting) to lecturers and staff is amounting to a waste of students' precious time | 328 (26.2%) | 463 (37.0%) | 353 (28.2%) | 110 (8.8%) | 2.197 | Low |
| Students should be allowed to involve in "yahoo" or internet fraud to get money for school needs | 505 (40.3%) | 337 (26.9%) | 142 (11.3%) | 270 (21.5%) | 2.142 | Low |
| Students should be allowed to dress the way they want to school and lecture halls | 469 (37.4%) | 325 (25.9%) | 253 (20.2%) | 207 (16.5%) | 2.157 | Low |
| There is nothing bad in talking disrespectfully to a lecturer whom I feel offended me | 451 (36.0%) | 406 (32.4%) | 200 (16.0%) | 197 (15.7%) | 2.114 | Low |
| Weighted Mean | | | | | 2.1772 | Low |

Key: <2.4 is Low, 2.4 = < 2.5 is Moderate >= 2.5 is High

Source: Researcher's Fieldwork, 2024

Table 4.3 delves into students' adherence to moral conduct within Colleges of Education, offering insights into their perspectives through various statements. Firstly, a significant portion of students, comprising 27.0%, expressed agreement that rioting should be permitted in school when they feel cheated by their lecturers. Additionally, 31.4% agreed with this sentiment, indicating a considerable level of support. However, only 13.1% strongly disagreed with this notion, contributing to a mean score of 2.276, denoting a prevailing sentiment categorized as low

in terms of compliance with this moral standard. Furthermore, a substantial number of students, representing 26.2%, endorsed the belief that showing excessive respect, such as greeting lecturers and staff, amounts to a waste of precious time. This sentiment garnered additional agreement from 37.0% of respondents. Conversely, only 8.8% strongly disagreed with this perspective, contributing to a mean score of 2.197, indicating a prevailing sentiment of low compliance. Moreover, a concerning trend emerged as a notable majority, comprising 40.3%, expressed agreement with the notion that students should engage in "yahoo" or internet fraud to finance their educational needs. This sentiment received further support from 26.9% of respondents. However, a comparatively smaller proportion, 21.5%, strongly disagreed, contributing to a mean score of 2.142, reflecting a prevailing sentiment of low compliance with this ethical standard. Similarly, regarding dress code policies, a significant portion of students, representing 37.4%, believed that they should be allowed to dress anyway they like in school and lecture halls. This perspective garnered additional agreement from 25.9% of respondents. Nevertheless, only 16.5% strongly disagreed with this notion, contributing to a mean score of 2.157, indicating a prevailing sentiment categorized as low compliance. Lastly, concerning respectful communication with lecturers, a substantial proportion of students, comprising 36.0%, expressed agreement that it is acceptable to speak disrespectfully to a lecturer if they feel offended. This perspective received further endorsement from 32.4% of respondents. However, only 15.7% strongly disagreed with this sentiment, contributing to a mean score of 2.114, indicating a prevailing sentiment of low compliance with this moral standard. The weighted mean score of 2.1772 underscores a prevailing sentiment of low compliance with moral conduct among students in Colleges of Education. These findings accentuate the need for concerted efforts to address ethical lapses and cultivate a culture of respect and integrity within educational environments.

Research Question Two: What are the dominant home factors that determine the students' conduct in colleges of education in Southwest, Nigeria?

Table 4.4: The Dominance of Family Size Factor in Determining Students' Conduct in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|----------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|--------------|------------------------|
| Students from small-size families achieve better academically than those from large size families. | 251 (20.0%) | 387 (30.9%) | 396 (31.6%) | 220 (17.5%) | 2.536 | Significant |
| Students from small-size families are more morally upright in terms of dressing than those from large size families. | 247 (19.7%) | 303 (24.2%) | 466 (37.2%) | 238 (19.0%) | 2.446 | Not Significant |
| Small size families facilitate the provision of needed materials that ensure students better examination conduct. | 228 (18.2%) | 356 (28.4%) | 298 (23.8%) | 372 (29.7%) | 2.352 | Not Significant |
| Students from small size families are more punctual at lectures than their counterparts from large family sizes. | 265 (21.1%) | 313 (24.0%) | 451 (36.0%) | 225 (18.0%) | 2.501 | Significant |
| Family size goes a long way in determining students' moral and academic conduct at college. | 211 (16.8%) | 263 (21.0%) | 494 (39.4%) | 286 (22.8%) | 2.320 | Not Significant |
| Weighted Mean | | | | | 2.431 | Not Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.4 provides insight into the role of family size in shaping students' conduct within Colleges of Education in Southwest Nigeria, reflecting diverse viewpoints on this matter. Firstly, concerning academic performance, a notable proportion, comprising 30.9%, agreed that students from small-size families achieve better academically. Conversely, 31.6% disagreed with this assertion. The mean score of 2.536 suggests a moderate level of agreement overall. Secondly, in terms of moral conduct related to dressing, opinions diverge. While 19.7% strongly agreed that students from small-size families are more morally upright, a significant portion, 37.2%, disagreed. The mean score of 2.446 indicates a prevailing sentiment of disagreement. Thirdly, regarding the provision of necessary materials for better examination conduct, 28.4% agreed that small-size families facilitate this provision. However, a significant proportion, 29.7%, disagreed. The mean score of 2.352 suggests a moderate level of disagreement. Also, concerning punctuality at lectures, 21.1% agreed that students from small-size families are more punctual, while 36.0% disagreed. The mean score of 2.501 indicates a moderate level of agreement with this assertion. Lastly, on the broader influence of family size on students' moral and academic conduct at college of education, a substantial proportion, comprising 39.4%, disagreed with this notion. The mean score of 2.320 suggests a prevailing sentiment of disagreement. The weighted mean of 2.431 indicates a moderate level of overall agreement or disagreement across different aspects of students' conduct influenced by family size. These findings underscore the complexity of the relationship between family size and students' conduct, reflecting varied perspectives among respondents.

Table 4.5: The Dominance of Parental Educational Qualification in Determining Students' Conduct in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|--------------|-----------------|
| Parental educational level is a yardstick in determining college students' academic conduct | 223 (17.8%) | 273 (21.8%) | 431 (34.4%) | 327 (26.1%) | 2.313 | Not Significant |
| Parental educational level has influence on college students' moral conduct | 458 (36.5%) | 261 (20.9%) | 182 (14.6%) | 353 (28.0%) | 2.638 | Significant |
| Parent with a high level of education always cater for their children's educational needs more than those with low level of education | 411 (32.8%) | 415 (33.2%) | 159 (12.7%) | 269 (21.3%) | 2.666 | Significant |
| Students from highly-educated parents are prone to immoral conduct at college than those from lower-working class parents. | 380 (30.3%) | 287 (22.8%) | 319 (25.5%) | 268 (21.4%) | 2.506 | Significant |
| Highly educated parents always demand progress reports of their children to know the children's academic conduct at college unlike low-educated parents. | 439 (35.0%) | 323 (25.6%) | 155 (12.4%) | 337 (27.0%) | 2.524 | Significant |
| Weighted Mean | | | | | 2.534 | Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.5 provides insights into the influence of parental educational qualification on students' conduct within Colleges of Education in Southwest Nigeria, revealed varied perceptions on this topic. Firstly, regarding the role of parental educational qualification in determining academic conduct, a significant proportion, comprising 34.4%, disagreed that parental educational level serves as a key determinant. Conversely, 17.8% strongly agreed with this assertion. The mean score of 2.313 suggests that parental educational level is not perceived as dominant in this aspect. Secondly, concerning moral conduct, a substantial majority, representing 36.2%, agreed that parental educational level influences students' moral behaviour. Conversely, only 14.6% strongly disagreed with this perspective. The mean score of 2.638 indicates that parental educational level is perceived as dominant in shaping moral conduct. Thirdly, regarding the provision of educational needs, a notable majority, comprising 32.8%, agreed that parents with high education levels cater more for their children's educational needs. Conversely, 12.7% strongly disagreed. The mean score of 2.666 suggests that parental educational level is perceived as dominant in this aspect. Moreover, concerning immoral conduct, a significant majority, comprising 30.3%, agreed that students from highly-educated parents are more prone to immoral behaviour. The mean score of 2.506 indicated that parental educational level is perceived as dominant in influencing moral conduct. Lastly, concerning parental involvement in monitoring academic conduct, a notable majority, comprising 35.0%, agreed that highly educated parents demand progress reports of their children. Conversely, 12.4% strongly disagreed. The mean score of 2.524 suggests that parental educational level is perceived as dominant in this aspect. The weighted mean score of 2.534 further supports the conclusion that parental educational qualification is perceived as dominant across various aspects of students' conduct in Colleges of Education.

Table 4.6: The Dominance of Parental Social Status in Determining Students' Conduct in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|-------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|--------------|------------------------|
| Parental social status has an impact on students' moral and academic performance in college. | 220 (17.5%) | 233 (18.6%) | 442 (35.3%) | 359 (28.7%) | 2.252 | Not Significant |
| Students from low parental social status get more parental attention than those from high parental social status. | 190 (15.2%) | 346 (27.6%) | 481 (38.5%) | 237 (18.7%) | 2.388 | Not Significant |
| Students from high parental social status outperform those from low parental social status academically. | 239 (19.0%) | 324 (25.9%) | 363 (29.0%) | 328 (26.1%) | 2.379 | Not Significant |
| Students from parents with high social status dress more ethically than those from low parental social status. | 154 (12.3%) | 322 (25.7%) | 529 (42.3%) | 249 (19.7%) | 2.304 | Not Significant |
| Students with high parental social status attend lectures more often than their counterparts with low parental social status. | 266 (21.2%) | 302 (24.1%) | 402 (32.0%) | 284 (22.7%) | 2.438 | Not Significant |
| Weighted Mean | | | | | 2.352 | Not Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.6 presents insights into the role of parental social status in shaping students' conduct within Colleges of Education in Southwest Nigeria, offering varied perspectives on this matter. Firstly, regarding the impact on moral and academic performance, a substantial proportion, comprising 35.3%, disagreed that parental social status significantly influences students' conduct. Conversely, 17.5% strongly agreed with this assertion. The mean score of 2.252 suggests a prevailing sentiment that parental social status is not dominant in this regard. Secondly, concerning parental attention, while 27.6% agreed that students from low parental social status receive more attention, a notable majority, comprising 38.5%, disagreed. The mean score of 2.388 suggests a prevailing sentiment that parental social status is not dominant in determining attention allocation. Thirdly, concerning academic performance, a notable majority, comprising 29.0%, disagreed that students from high parental social status outperform those from low parental social status. The mean score of 2.379 indicates a prevailing sentiment that parental social status is not dominant in determining academic performance. Moreover, regarding ethical dressing, while 25.7% agreed that students from high parental social status dress more ethically, a substantial majority, comprising 42.3%, disagreed. The mean score of 2.304 suggests a prevailing sentiment that parental social status is not dominant in shaping ethical behaviour. Lastly, concerning lecture attendance, while 21.2% agreed that students with high parental social status attend lectures more often, a notable majority, comprising 32.0%, disagreed. The mean score of 2.438 indicated a prevailing sentiment that parental social status is not dominant in determining lecture attendance. The weighted mean score of 2.352 further supports the conclusion that parental social status is not dominant across different aspects of students' conduct in Colleges of Education.

Research Question Three: What are the dominant school factors that determine the students' conduct in colleges of education in Southwest, Nigeria?

Table 4.7: The Dominance of School Discipline Practices in Determining Students' conduct in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|--------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|--------------|-------------|
| School discipline practices instill good academic conduct in the students | 466 (36.9%) | 196 (15.6%) | 232 (18.5%) | 360 (29.0%) | 2.615 | Significant |
| The sets down disciplinary rules and regulations in the school control students immoral conduct | 416 (33.1%) | 231 (18.4%) | 186 (14.7%) | 421 (33.8%) | 2.684 | Significant |
| Schools reward students of good characters in order to promote students moral conduct | 394 (31.4%) | 309 (24.6%) | 210 (16.7%) | 341 (27.3%) | 2.621 | Significant |
| Sending out misbehaving students out of the classroom during lectures inculcates positive attitude in the students | 492 (39.2%) | 255 (20.4%) | 229 (18.3%) | 278 (22.1%) | 2.656 | Significant |
| The school at times suspends or expels erring students if need be. | 327 (26.1%) | 461 (36.7%) | 207 (16.5%) | 259 (20.7%) | 2.690 | Significant |
| Weighted Mean | | | | | 2.653 | Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.7 shed light on the influence of school discipline practices on students' conduct within Colleges of Education in Southwest Nigeria, revealing strong perceptions regarding the

effectiveness of these practices. Firstly, concerning the instillation of good academic conduct, a substantial majority, comprising 36.9%, strongly agreed that school discipline practices play a significant role. Conversely, 29.0% strongly disagreed. The mean score of 2.615 indicates that school discipline practices are perceived as dominant in fostering good academic conduct. Secondly, regarding the control of immoral conduct, a notable majority, comprising 33.1%, strongly agreed that disciplinary rules and regulations set by the school are effective in controlling immoral behaviour. Conversely, 33.8% strongly disagreed. The mean score of 2.684 suggests that school discipline practices are perceived as dominant in controlling immoral conduct. Thirdly, concerning the promotion of moral conduct through rewards, a significant majority, comprising 31.4%, strongly agreed that schools reward students of good character to promote moral conduct. The mean score of 2.621 indicates that school discipline practices are perceived as dominant in promoting moral conduct. Moreover, regarding the enforcement of positive attitudes through disciplinary actions, a notable majority, comprising 39.2%, strongly agreed that sending out misbehaving students during lectures inculcates positive attitudes. The mean score of 2.656 suggests that school discipline practices are perceived as dominant in fostering positive attitudes. Lastly, concerning the enforcement of consequences for misbehaviour, a significant majority, comprising 36.7%, strongly agreed that schools suspend or expel erring students when necessary. The mean score of 2.690 indicates that school discipline practices are perceived as dominant in enforcing consequences. The weighted mean score of 2.653 further supports the conclusion that school discipline practices are perceived as dominant across various aspects of students' conduct in Colleges of Education. These findings underscore the significant influence of school discipline practices on students' conduct.

Table 4.8: The Dominance of School Safety in Determining Students' conduct in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|----------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|-------------|--------------------|
| Putting in place a school safety and security policy helps in preventing immoral conduct in college | 453 (36.2%) | 323 (25.8%) | 203 (16.2%) | 275 (21.8%) | 3.55 | Significant |
| Enacting a strong visitor management program is a way to prevent external immoral conduct within the school premises | 406 (32.5%) | 237 (18.9%) | 408 (32.6%) | 203 (16.0%) | 3.47 | Significant |
| The use of badges or identity cards helps to prevent immoral conduct in school | 391 (31.3%) | 316 (25.2%) | 378 (30.0%) | 169 (13.5%) | 2.73 | Significant |
| Creating a good school climate enhances good academic conduct in school | 337 (26.9%) | 498 (39.8%) | 148 (11.7%) | 271 (21.6%) | 2.69 | Significant |
| Preventing bullying, harassment, and violence among college students result in moral conduct in the school | 421 (33.6%) | 294 (23.5%) | 381 (30.3%) | 158 (12.6%) | 2.77 | Significant |
| Weighted Mean | | | | | 3.04 | Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.8 provides insights into the influence of school safety measures on students' conduct within Colleges of Education in Southwest Nigeria, highlighting strong perceptions regarding the significance of these measures. Firstly, concerning the role of school safety policies in preventing immoral conduct, a substantial majority, comprising 36.2%, strongly agreed that implementing such policies is effective. Conversely, 21.8% strongly disagreed. The mean score of 3.55 indicates

that school safety policies are perceived as dominant in preventing immoral conduct. Secondly, regarding the effectiveness of visitor management programs, a notable majority, comprising 32.5%, strongly agreed that strong visitor management is crucial. Conversely, 16.0% strongly disagreed. The mean score of 3.47 suggests that such programs are perceived as dominant in preventing external immoral conduct. Thirdly, concerning the use of badges or identity cards, while 31.3% strongly agreed that these measures help prevent immoral conduct, a substantial majority, comprising 29.6%, disagreed. The mean score of 2.73 indicates that the effectiveness of badges or identity cards is perceived as dominant. Moreover, regarding the creation of a positive school climate, a significant majority, comprising 39.8%, strongly agreed that it enhances good academic conduct. The mean score of 2.69 suggests that creating a positive school climate is perceived as dominant. Lastly, concerning the prevention of bullying, harassment, and violence, a notable majority, comprising 33.6%, strongly agreed that such preventive efforts lead to moral conduct. The mean score of 2.77 suggests that preventing these behaviours is perceived as dominant. The weighted mean score of 3.04 further supports the conclusion that school safety measures are perceived as dominant across various aspects of students' conduct in Colleges of Education in Southwest, Nigeria. These findings underscore the significant influence of school safety measures on students' conduct.

Table 4.9: The Dominance of Student-Staff Relationship in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|----------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|--------------|--------------------|
| Healthy student-staff relationship has a positive link with student academic and moral outcomes in the college | 357 (30.8%) | 306 (24.5%) | 380 (30.3%) | 180 (14.4%) | 2.62 | Significant |
| Building good student-staff relationship helps in ensuring good academic conduct among college students | 417 (33.4%) | 297 (23.8%) | 320 (25.2%) | 220 (17.6%) | 3.51 | Significant |
| Building good student-staff relationship helps to prevent academic and behavioural problems in the college | 307 (24.5%) | 486 (38.8%) | 233 (18.6%) | 228 (18.1%) | 2.69 | Significant |
| Healthy student-staff relationship is a key factor to college students' attendance at lectures | 370 (29.6%) | 282 (22.5%) | 364 (29.0%) | 238 (18.9%) | 2.62 | Significant |
| Healthy student-staff relationship makes it possible to correct student immoral conduct in the college | 372 (29.7%) | 372 (29.7%) | 200 (16.0%) | 310 (24.6%) | 2.64 | Significant |
| Weighted Mean | | | | | 2.816 | Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.9 provides insights into the influence of student-staff relationships on students' conduct within Colleges of Education in Southwest, Nigeria, highlighting strong perceptions regarding the significance of these relationships. Firstly, regarding the positive link between healthy student-staff relationships and student outcomes, a notable majority, comprising 30.8%, strongly agreed that such relationships have a positive impact. Conversely, 14.4% strongly disagreed. The mean score of 2.62 indicates that healthy student-staff relationships are perceived as dominant in influencing student outcomes. Secondly, concerning the role of good student-staff relationships in ensuring academic conduct, a significant majority, comprising 33.4%, strongly agreed that building such relationships is crucial. The mean score of 3.51 suggests that good

student-staff relationships are perceived as dominant in ensuring academic conduct. Thirdly, regarding the prevention of academic and behavioural problems, a substantial majority, comprising 38.8%, strongly agreed that good student-staff relationships help prevent such issues. The mean score of 2.69 indicates that these relationships are perceived as dominant in preventing problems. Moreover, concerning student attendance at lectures, while 29.6% strongly agree that healthy student-staff relationships are key, a notable proportion, comprising 24.6%, disagreed. The mean score of 2.62 suggests that the impact of these relationships on attendance is perceived as dominant. Lastly, regarding the correction of immoral conduct, a significant majority, comprising 29.7%, strongly agree that healthy student-staff relationships facilitate correction. The mean score of 2.64 indicates that these relationships are perceived as dominant in correcting immoral conduct. The weighted mean score of 2.816 further supports the conclusion that student-staff relationships are perceived as dominant across various aspects of students' conduct in Colleges of Education in Southwest, Nigeria. These findings underscore the significant influence of healthy student-staff relationships on students' conduct.

Table 4.10: The Dominance of School Type in Determining Students' Conduct in Colleges of Education in Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Remarks |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|-------------------|------------|--------------------|
| Student moral conduct depends on the type (private, state, and federal) of the college attended | 274 (21.9%) | 364 (29.0%) | 214 (17.1%) | 402 (32.0%) | 2.41 | Not Significant |
| School rules, regulations, and code of conduct can easily be enforced on public college students than those in private colleges | 474 (37.8%) | 213 (17.0%) | 199 (15.9%) | 368 (29.3%) | 3.43 | Significant |
| Immoral conduct is rampant in private colleges than public colleges | 191 (15.2%) | 222 (17.7%) | 360 (28.6%) | 481 (38.5%) | 2.07 | Not Significant |
| Discipline is easily enforced in public colleges than private colleges | 477 (38.1%) | 354 (28.3%) | 138 (11.0%) | 285 (22.8%) | 3.61 | Significant |
| Interest in profit-making by private colleges limits lecturers' ability to instill proper moral conduct in students unlike public colleges | 355 (28.4%) | 350 (28.0%) | 348 (27.6%) | 201 (16.0%) | 3.48 | Significant |
| Weighted Mean | | | | | 2.8 | Significant |

Key: < 2.5 is Not Significant, >= 2.5 is Significant

Source: Researcher's Fieldwork, 2024

Table 4.10 sheds light on the impact of school type on students' conduct in Colleges of Education in Southwest Nigeria, with varying degrees of dominance observed across different statements. Firstly, regarding the dependence of student moral conduct on the type of college attended, while 29.0% agreed and 32.0% strongly disagreed, the mean score of 2.41 suggests that school type is not perceived as dominant in shaping moral conduct. Secondly, concerning the enforcement of school rules, regulations, and codes of conduct, a significant majority, comprising 37.8%, strongly agreed that these measures are more easily enforced on public college students. With a mean score of 3.43, this aspect is perceived as dominant in public colleges. Thirdly,

concerning the prevalence of immoral conduct, while 38.5% strongly disagreed that immoral conduct is rampant in private colleges, only 15.2% strongly agreed. The mean score of 2.07 indicates that this aspect is not perceived as dominant. Moreover, regarding the case of discipline enforcement, a significant majority, comprising 38.1%, strongly agreed that discipline is more easily enforced in public colleges. With a mean score of 3.61, this aspect is perceived as dominant in public colleges. Lastly, concerning the influence of profit-making interests on moral conduct, a notable majority, comprising 28.4%, strongly agreed that such interests in private colleges limit lecturers' ability to instill proper moral conduct. With a mean score of 3.48, this aspect is perceived as dominant in private colleges. The weighted mean score of 2.8 supports the dominance observed in statements regarding school rules enforcement and profit-making interests. However, the findings suggest a nuanced picture regarding the influence of school type on students' conduct, with certain aspects being more dominant than others.

4.3 Test of Hypotheses

The following hypotheses were formulated for the study:

H₀₁: There will be no significant relationship among home factors, school factors and students' conduct in colleges of education in Southwest, Nigeria.

Table 4.11: Correlation Matrix of the Relationship among Home Factors, School Factors and Students' Conduct Indices in Colleges of Education in Southwest, Nigeria

| | | Academic | Moral Conduct | FS | EDQ | SS | DISP | STY | STR | ST |
|----------------------------|---------------------|----------|---------------|--------|--------|--------|--------|--------|--------|----|
| Academic | Pearson Correlation | 1 | | | | | | | | |
| | Sig. (2-tailed) | | | | | | | | | |
| MoralConduct | Pearson Correlation | .244** | 1 | | | | | | | |
| | Sig. (2-tailed) | .000 | | | | | | | | |
| FamilySize | Pearson Correlation | .032 | -.074** | 1 | | | | | | |
| | Sig. (2-tailed) | .265 | .009 | | | | | | | |
| EducationalQ | Pearson Correlation | .298** | .385** | .179** | 1 | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | | | | | |
| SocialStatus | Pearson Correlation | .263** | -.285** | .349** | .628** | 1 | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | | | | |
| Discipline | Pearson Correlation | .183** | .380** | .383** | .514** | .497** | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | | | | |
| Safety | Pearson Correlation | .232** | .390** | .156** | .495** | .364** | .721** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | | | |
| Student-Staff Relationship | Pearson Correlation | .159** | .490** | .287** | .578** | .507** | .655** | .720** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | |
| School Type | Pearson Correlation | .170** | -.351** | .407** | .595** | .681** | .630** | .581** | .728** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=1222

Source: Researcher's Fieldwork, 2024

Table 4.11 presents a correlation matrix illustrating the relationships among home factors, school factors, and students' conduct indices in colleges of education in Southwest, Nigeria. The examination of educational qualifications ($r = 0.298$, $p < 0.01$), social status ($r = 0.263$, $p < 0.01$),

discipline ($r = 0.183, p < 0.01$), safety ($r = 0.232, p < 0.01$), student-staff relationship ($r = 0.159, p < 0.01$), and school type ($r = 0.170, p < 0.01$). Similarly, moral conduct exhibits significant positive correlations with educational qualifications ($r = 0.385, p < 0.01$), social status ($r = -0.285, p < 0.01$), discipline ($r = 0.380, p < 0.01$), safety ($r = 0.390, p < 0.01$), student-staff relationship ($r = 0.490, p < 0.01$), and school type ($r = -0.351, p < 0.01$) revealed a significant positive correlation with academic conduct.

Moreover, family size does not exhibit a significant correlation with academic conduct ($r = 0.032, p > 0.05$) but shows a significant negative correlation with moral conduct ($r = -0.074, p < 0.01$). Educational qualifications, social status, discipline, safety, student-staff relationship, and school type all exhibit significant positive correlations with both academic and moral conduct indices. The findings underscore the interconnectedness of home and school factors in shaping students' behaviour and academic performance. Further nuanced analysis and interventions based on these correlations can contribute to fostering a conducive educational environment for students.

Table 4.12: Correlation Matrix of the Relationship among Home Factors, School Factors and Students' Conduct in Colleges of Education in Southwest, Nigeria

| | | Academic | Moral Conduct | Home Factor | School Factor |
|---------------|---------------------|----------|---------------|-------------|---------------|
| Academic | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| Moral Conduct | Pearson Correlation | .244** | 1 | | |
| | Sig. (2-tailed) | .000 | | | |
| Home Factor | Pearson Correlation | .247** | .312** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | | |
| School Factor | Pearson Correlation | .214** | .465** | .671** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

b. List wise N=1222

Source: Researcher's Fieldwork, 2024

Table 4.12 provides a correlation matrix elucidating the relationships among home factors, school factors, and students' conduct in colleges of education in Southwest Nigeria. The analysis reveals a significant positive correlation between academic conduct and moral conduct ($r = 0.244$, $p < 0.01$), indicating a tendency for students who exhibit positive academic conduct also to demonstrate positive moral conduct. Furthermore, both academic and moral conduct show significant positive correlations with home factors ($r = 0.247$, $p < 0.01$; $r = 0.312$, $p < 0.01$, respectively) and school factors ($r = 0.214$, $p < 0.01$; $r = 0.465$, $p < 0.01$, respectively).

The home factor, encompassing variables related to students' home environments, exhibits positive correlations with both academic and moral conduct. Similarly, school factors, reflecting aspects of the institutional environment, demonstrate positive correlations with academic and moral conduct. These findings suggest that a supportive home environment and conducive school factors contribute positively to students' overall conduct.

H₀₂: There will be no significant joint influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria.

Table 4.13 Joint Influence of Home and School Factors on Students' Conduct in Colleges of Education in Southwest, Nigeria

Multivariate Tests^a

| Effect | | Value | F | Hypothesis | | Sig. |
|-----------------------------|--------------------|---------|-------------------------|------------|----------|------|
| | | | | df | Error df | |
| Intercept | Pillai's Trace | .997 | 160698.526 ^b | 2.000 | 1108.000 | .000 |
| | Wilks' Lambda | .003 | 160698.526 ^b | 2.000 | 1108.000 | .000 |
| | Hotelling's Trace | 290.070 | 160698.526 ^b | 2.000 | 1108.000 | .000 |
| | Roy's Largest Root | 290.070 | 160698.526 ^b | 2.000 | 1108.000 | .000 |
| Home Factor | Pillai's Trace | 1.604 | 172.560 | 52.000 | 2218.000 | .000 |
| | Wilks' Lambda | .038 | 177.431 ^b | 52.000 | 2216.000 | .000 |
| | Hotelling's Trace | 8.569 | 182.412 | 52.000 | 2214.000 | .000 |
| | Roy's Largest Root | 5.407 | 230.646 ^c | 26.000 | 1109.000 | .000 |
| School Factor | Pillai's Trace | 1.759 | 188.094 | 86.000 | 2218.000 | .000 |
| | Wilks' Lambda | .011 | 220.951 ^b | 86.000 | 2216.000 | .000 |
| | Hotelling's Trace | 20.109 | 258.847 | 86.000 | 2214.000 | .000 |
| | Roy's Largest Root | 15.580 | 401.811 ^c | 43.000 | 1109.000 | .000 |
| Home Factor * School Factor | Pillai's Trace | 1.499 | 80.874 | 82.000 | 2218.000 | .000 |
| | Wilks' Lambda | .034 | 119.185 ^b | 82.000 | 2216.000 | .000 |
| | Hotelling's Trace | 12.673 | 171.080 | 82.000 | 2214.000 | .000 |
| | Roy's Largest Root | 11.291 | 305.410 ^c | 41.000 | 1109.000 | .000 |

a. Design: Intercept + Home Factor + School Factor + Home Factor * School Factor

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Source: Researcher's Fieldwork, 2024.

Table 4.13 explores the joint influence of home and school factors on students' conduct in colleges of education in Southwest Nigeria. The study employs a comprehensive design that includes the intercept, home factor, school factor, and the interaction between home and school factors. The Pillai's Trace test is applied to assess the significance of each effect. The intercept demonstrates an extremely high significance level ($p < 0.001$), indicating that the overall model, which includes the intercept, has a substantial impact on students' conduct. The Wilks' Lambda and Hotelling's Trace confirm the significance, reinforcing the robustness of the findings.

Analyzing the specific effects of home factors, Pillai's Trace, Wilks' Lambda, and Hotelling's Trace consistently show a highly significant impact ($p < 0.001$). This suggests that home factors, represented by parental social status, family size, and educational qualification, collectively contribute to variations in students' conduct. Similarly, the school factor demonstrates a significant overall impact on students' conduct, as evidenced by the highly significant Pillai's Trace, Wilks' Lambda, and Hotelling's Trace (all $p < 0.001$). The school factor includes elements such as school type, safety measures, discipline practices, and student-staff relationships. The interaction between home and school factors also yields a notable impact on students' conduct. The Pillai's Trace, Wilks' Lambda, and Hotelling's Trace all indicate high significance ($p < 0.001$), emphasizing that the combined influence of home and school factors significantly shapes the observed variations in students' conduct.

Table 4.14 Joint Influence of Home and School Factors on Students' Academic and Moral Conducts respectively in Colleges of Education in Southwest, Nigeria

| <i>Tests of Between-Subjects Effects</i> | | | | | | |
|------------------------------------------|--------------------|-------------------------|------|-------------|------------|------|
| Source | Dependent Variable | Type III Sum of Squares | Df | Mean Square | F | Sig. |
| Corrected Model | Academic | 6715.960 ^a | 112 | 59.964 | 198.401 | .000 |
| | Moral Conduct | 16491.492 ^b | 112 | 147.245 | 113.639 | .000 |
| Intercept | Academic | 92505.571 | 1 | 92505.571 | 306070.875 | .000 |
| | Moral Conduct | 94245.958 | 1 | 94245.958 | 72735.689 | .000 |
| Home Factor | Academic | 1264.493 | 26 | 48.634 | 160.915 | .000 |
| | Moral Conduct | 4832.155 | 26 | 185.852 | 143.434 | .000 |
| School Factor | Academic | 2707.111 | 43 | 62.956 | 208.301 | .000 |
| | Moral Conduct | 7486.449 | 43 | 174.103 | 134.367 | .000 |
| Home Factor * | Academic | 1965.164 | 41 | 47.931 | 158.588 | .000 |
| School Factor | Moral Conduct | 2174.406 | 41 | 53.034 | 40.930 | .000 |
| Error | Academic | 335.179 | 1109 | .302 | | |
| | Moral Conduct | 1436.967 | 1109 | 1.296 | | |
| Total | Academic | 199818.000 | 1222 | | | |
| | Moral Conduct | 260136.000 | 1222 | | | |
| Corrected Total | Academic | 7051.139 | 1221 | | | |
| | Moral Conduct | 17928.458 | 1221 | | | |

a. R Squared = .952 (Adjusted R Squared = .948)

b. R Squared = .920 (Adjusted R Squared = .912)

Source: Researcher's Fieldwork, 2024.

The analysis in Table 4.14 delves into the joint influence of home and school factors on students' academic and moral conduct in colleges of education in Southwest, Nigeria. The results are presented through a Type III Sum of Squares approach, providing insights into the impact of various factors on both academic and moral conduct. The corrected model, which includes home factor, school factor, and their interaction, significantly contributes to the variance in both academic and moral conduct. The R-squared values of .952 (adjusted R-squared = .948) for academic conduct and .920 (adjusted R-squared = .912) for moral conduct indicate that the model explains a substantial proportion of the variability in students' conduct. Breaking down the

sources of variation, the intercept shows an exceptionally high level of significance for both academic and moral conduct, reinforcing that the overall model has a profound impact on students' behaviour.

The home factor, which includes parental social status, family size, and educational qualification, significantly influences both academic and moral conduct. Similarly, the school factor, encompassing variables such as school type, safety measures, discipline practices, and student-staff relationships, has a significant impact on both academic and moral conduct. The interaction between home and school factors also plays a crucial role, significantly affecting both academic and moral conduct. This suggests that the combined influence of home and school environments is particularly noteworthy in shaping students' behaviour. The highly significant results underscore the importance of considering the interplay between these factors in shaping students' behaviour in colleges of education in Southwest, Nigeria.

H₀₃: There will be no significant relative influence of home and school factors on students' conduct in colleges of education in Southwest, Nigeria.

Home Factors and Students' Conduct – Academic Conduct

Table 4.15 Home Factors and Students' Academic Conduct in Colleges of Education in Southwest, Nigeria

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .319 ^a | .102 | .099 | 2.28267 |

a. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 731.249 | 3 | 243.750 | 46.780 | .000 ^b |
| | Residual | 6466.338 | 1241 | 5.211 | | |
| | Total | 7197.587 | 1244 | | | |

a. Dependent Variable: Academic Conduct

b. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 9.318 | .334 | | 27.917 | .000 |
| | Family Size | -.026 | .020 | -.037 | -1.279 | .201 |
| | Educational Q | .176 | .029 | .211 | 6.107 | .000 |
| | Social Status | .126 | .030 | .150 | 4.132 | .000 |

a. Dependent Variable: Academic Conduct

Source: Researcher's Fieldwork, 2024

In Table 4.15, the regression analysis investigates the association between home factors and students' academic conduct within colleges of education in Southwest, Nigeria. The model employs Parental Social Status, Family Size, and Parental Educational Qualification as predictors to understand their collective impact on academic conduct. The results reveal that these predictors

collectively contribute significantly to the variance observed in academic conduct, as evident from the model's statistics ($R = 0.319$, Adjusted R Square = 0.099, $F = 46.780$, $p < 0.01$). The coefficient of determination (R Square) signifies that approximately 10.2% of the variability in academic conduct can be explained by the chosen predictors. The Adjusted R Square, accounting for the number of predictors, is 9%. The overall model's significance is confirmed by the ANOVA results ($F = 46.780$, $p < 0.01$), indicating that the combined influence of Parental Social Status, Family Size, and Parental Educational Qualification significantly shapes students' academic conduct. This model's effectiveness in predicting academic conduct is further reinforced by the standardized coefficients provided in the coefficients table. Specifically, Parental Educational Qualification ($\beta = 0.211$, $p < 0.01$) and Parental Social Status ($\beta = 0.150$, $p < 0.01$) exhibit positive and statistically significant relationships with academic conduct. However, Family Size does not appear to have a significant impact ($\beta = -0.037$, $p > 0.05$). Thus, the regression analysis underscores the relevance of certain home factors, particularly parental educational qualifications and social status, in influencing the academic conduct of college students. While family size does not emerge as a significant predictor, the identified factors collectively contribute to understanding and promoting positive academic behaviour among college students in the Southwest, Nigeria context.

Hypothesis Three

Home Factors and Students' Conduct -Moral

Table 4.16 Home Factors and Students' Moral Conduct in Colleges of Education in Southwest Nigeria

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .389 ^a | .151 | .149 | 3.50634 |

a. Predictors: (Constant), HSocialStatus, HFamilySize, HEducationalQ

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 2712.202 | 3 | 904.067 | 73.535 | .000 ^b |
| | Residual | 15257.400 | 1241 | 12.294 | | |
| | Total | 17969.602 | 1244 | | | |

a. Dependent Variable: Moral Conduct

b. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------|-----------------------------|------------|---------------------------|---------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 20.193 | .513 | | 39.384 | .000 |
| | H Family Size | .023 | .031 | .021 | .754 | .451 |
| | H Educational Q | -.446 | .044 | -.339 | -10.076 | .000 |
| | H SocialStatus | -.103 | .047 | -.078 | -2.216 | .027 |

a. Dependent Variable: Moral Conduct

Source: Researcher's Fieldwork, 2024

Table 4.16 presents the results of a regression analysis exploring the relationship between home factors and students' moral conduct in colleges of education in Southwest, Nigeria. The model utilizes predictors—Parental Social Status, Family Size, and Parental Educational Qualification—to assess their collective impact on moral conduct. The findings reveal that these

predictors collectively account for a significant portion of the variability observed in moral conduct ($R = 0.389$, Adjusted R Square = 0.149, $F = 73.535$, $p < 0.01$). The coefficient of determination (R Square) indicates that approximately 15.1% of the variance in moral conduct can be explained by the chosen predictors. The Adjusted R Square, considering the number of predictors, is 0.149. The overall model's significance is confirmed by the ANOVA results ($F = 73.535$, $p < 0.01$), indicating that the combined influence of Parental Social Status, Family Size, and Parental Educational Qualification significantly shapes students' moral conduct. Examining the standardized coefficients provided in the coefficients table, Parental Educational Qualification ($\beta = -0.339$, $p < 0.01$) and Parental Social Status ($\beta = -0.078$, $p < 0.05$) show negative relationships with moral conduct. In contrast, Family Size does not exhibit a statistically significant impact ($\beta = 0.021$, $p > 0.05$). Thus, the regression analysis highlights the relevance of certain home factors, particularly parental educational qualifications and social status, in influencing the moral conduct of college students. While family size does not emerge as a significant difference, the identified factors collectively contribute to understanding and fostering positive moral behaviour among college students in Southwest, Nigeria.

Hypothesis Three

Table 4.17: School Factors and Students' Academic Conduct in Colleges of Education in Southwest, Nigeria

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .240 ^a | .057 | .054 | 2.33685 |

a. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 405.252 | 4 | 101.313 | 18.553 | .000 ^b |
| | Residual | 6645.887 | 1217 | 5.461 | | |
| | Total | 7051.139 | 1221 | | | |

a. Dependent Variable: Academic

b. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 10.610 | .269 | | 39.387 | .000 |
| | Discipline | .012 | .032 | .017 | .387 | .699 |
| | Safety | .154 | .031 | .225 | 4.934 | .000 |
| | Student Staff Rel | -.052 | .033 | -.075 | -1.551 | .121 |
| | School Type Total | .062 | .031 | .083 | 1.956 | .051 |

a. Dependent Variable: Academic

Source: Researcher's Fieldwork, 2024

Table 4.17 presents the outcomes of a regression analysis investigating the relationship between school factors and students' academic conduct in colleges of education in Southwest, Nigeria. The model employs predictors—School Type, School Safety, School Discipline Practices and Student-Staff Relationship—to assess their collective impact on academic conduct.

The findings reveal that these predictors collectively account for a significant portion of the variability observed in academic conduct ($R = 0.240$, Adjusted R Square = 0.054, $F = 18.553$, $p < 0.01$).

The coefficient of determination (R Square) indicates that approximately 5.7% of the variance in academic conduct can be explained by the chosen predictors. The Adjusted R Square, considering the number of predictors, is 0.054. The overall model's significance is confirmed by the ANOVA results ($F = 18.553$, $p < 0.01$), indicating that the combined influence of School Type, Safety, Discipline, and Student-Staff Relationship significantly shapes students' academic conduct.

Examining the standardized coefficients provided in the coefficients table, Safety ($\beta = 0.225$, $p < 0.01$) emerges as the most influential predictor positively associated with academic conduct. School Type ($\beta = 0.083$, $p = 0.051$) also shows a positive relationship but falls slightly above the conventional significance threshold. Discipline and Student-Staff Relationship do not exhibit statistically significant impacts ($p > 0.05$). Thus, the regression analysis underscores the relevance of certain school factors, particularly safety and potentially school type, in influencing the academic conduct of college students. While discipline and student-staff relationship do not show significant associations, the identified factors collectively contribute to understanding and fostering positive academic behaviour among college students in Southwest, Nigeria.

Hypothesis Three

Table 4.18 School Factors and Students' Moral Conduct in Colleges of Education in Southwest, Nigeria

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .498 ^a | .248 | .246 | 3.32844 |

a. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|---------|-------------------|
| 1 | Regression | 4445.869 | 4 | 1111.467 | 100.326 | .000 ^b |
| | Residual | 13482.589 | 1217 | 11.079 | | |
| | Total | 17928.458 | 1221 | | | |

a. Dependent Variable: Moral Conduct

b. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|---------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 20.603 | .384 | | 53.701 | .000 |
| | Discipline | .122 | .046 | .104 | -2.684 | .007 |
| | Safety | .032 | .045 | -.029 | -.714 | .475 |
| | Student Staff Rel | .483 | .048 | .437 | -10.163 | .000 |
| | School Type Total | .059 | .045 | .150 | 1.312 | .190 |

a. Dependent Variable: Moral Conduct

Source: Researcher's Fieldwork, 2024

Table 4.18 presents a regression analysis investigating the relationship between school factors and students' moral conduct in colleges of education in Southwest, Nigeria. The model includes predictors such as School Type, Safety, Discipline, and Student-Staff Relationship. The results indicate that these predictors collectively explain a significant portion of the variance in moral conduct ($R = 0.498$, Adjusted R Square = 0.246, $F = 100.326$, $p < 0.01$). The R Square

value of 0.248 suggests that approximately 24.8% of the variability in moral conduct can be accounted for by the selected predictors. The Adjusted R Square, considering the number of predictors, remains at 0.246. The ANOVA results ($F = 100.326$, $p < 0.01$) confirm the overall significance of the model, indicating that the combined influence of School Type, Safety, Discipline, and Student-Staff Relationship significantly impacts students' moral conduct. Analyzing the standardized coefficients in the coefficients table, Student-Staff Relationship ($\beta = 0.437$, $p < 0.01$) emerges as the most influential positive predictor of moral conduct. Discipline ($\beta = 0.104$, $p = 0.007$) also exhibits a positive relationship with statistical significance. Safety and School Type do not show statistically significant impacts ($p > 0.05$). Thus, the regression analysis emphasizes the substantial impact of school factors, particularly Student-Staff Relationship and Discipline, on influencing the moral conduct of college students. While Safety and School Type show no significant associations, the identified factors collectively contribute to understanding and promoting positive moral behaviour among college students in Southwest Nigeria.

H₀₄: There will be no significant moderating effect of religion on the relationship among home, school factors and students' conduct in colleges of education in Southwest Nigeria

Table 4.19 Effect of Religion on the Relationship between Home, and Students' Conduct in Colleges of Education in Southwest, Nigeria

| <i>Multivariate Tests^a</i> | | | | | | |
|---------------------------------------|--------------------|--------|------------------------|---------|----------|------|
| Effect | | Value | Hypothesis | | | Sig. |
| | | | F | df | Error df | |
| Intercept | Pillai's Trace | .978 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| | Wilks' Lambda | .022 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| | Hotelling's Trace | 45.153 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| | Roy's Largest Root | 45.153 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| Home Factor | Pillai's Trace | .938 | 36.078 | 56.000 | 2288.000 | .000 |
| | Wilks' Lambda | .275 | 37.036 ^b | 56.000 | 2286.000 | .000 |
| | Hotelling's Trace | 1.864 | 38.004 | 56.000 | 2284.000 | .000 |
| | Roy's Largest Root | 1.239 | 50.612 ^c | 28.000 | 1144.000 | .000 |
| Religion (Moderator) | Pillai's Trace | .749 | 45.685 | 30.000 | 2288.000 | .000 |
| | Wilks' Lambda | .358 | 51.106 ^b | 30.000 | 2286.000 | .000 |
| | Hotelling's Trace | 1.491 | 56.762 | 30.000 | 2284.000 | .000 |
| | Roy's Largest Root | 1.251 | 95.434 ^c | 15.000 | 1144.000 | .000 |
| Home Factor * | Pillai's Trace | 1.284 | 36.011 | 114.000 | 2288.000 | .000 |
| Religion (Moderator) | Wilks' Lambda | .111 | 40.151 ^b | 114.000 | 2286.000 | .000 |
| | Hotelling's Trace | 4.452 | 44.595 | 114.000 | 2284.000 | .000 |
| | Roy's Largest Root | 3.406 | 68.356 ^c | 57.000 | 1144.000 | .000 |

a. Design: Intercept + Home Factor + Religion Total + Home Factor * Religion Total

b. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

Source: Researcher's Fieldwork, 2024

The findings presented in Table 4.19 explore the effect of religion on the relationship among home, school factors, and students' conduct in colleges of education in Southwest, Nigeria. The multivariate tests employ Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root to evaluate the significance of the examined effects. The intercept, representing the overall model, demonstrates an extremely high level of significance ($p < 0.001$), indicating that the combined variables—home factor, religion, and their interaction—significantly contribute to the variance in students' conduct. The Pillai's Trace (0.978) suggests that a substantial proportion of the variance is explained by the overall model examining the individual factors, the home factor (parental social status, family size, and educational qualification) exhibits a highly significant impact on students' conduct. The introduction of the moderator variable, religion, also shows a significant overall effect on the model, indicating that religious affiliation plays a role in shaping students' behaviour. The interaction between home factor and religion further strengthens the understanding of their joint influence. The Pillai's Trace (1.284) and other indices suggest that the interaction has a substantial impact on the variance in students' conduct. The Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root collectively reinforce the robustness and significance of the effects observed. The p-values associated with these tests are highly significant, underlining the importance of considering the interaction between home factor and religion in the context of students' conduct. The results indicate that both home factor and religion independently contribute to the variation in students' conduct. Moreover, the interaction between these factors significantly influences students' behaviour, emphasizing the need to consider religious affiliation in conjunction with home and school factors when understanding and addressing conduct-related issues in colleges of education in Southwest, Nigeria

Table 4.20: Effect of Religion on the Relationship among Home Factors and Students' Academic and Moral Conduct in Colleges of Education in Southwest, Nigeria

| <i>Tests of Between-Subjects Effects</i> | | | | | | |
|------------------------------------------|--------------------|-------------------------|------|-------------|----------|------|
| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | Academic | 5352.237 ^a | 100 | 53.522 | 33.180 | .000 |
| | Moral Conduct | 14538.320 ^b | 100 | 145.383 | 48.471 | .000 |
| Intercept | Academic | 79658.020 | 1 | 79658.020 | 49382.92 | .000 |
| | Moral Conduct | 81621.953 | 1 | 81621.953 | 27213.01 | .000 |
| Home Factor | Academic | 1306.400 | 28 | 46.657 | 28.924 | .000 |
| | Moral Conduct | 4146.358 | 28 | 148.084 | 49.372 | .000 |
| Religion (Moderator) | Academic | 442.879 | 15 | 29.525 | 18.304 | .000 |
| | Moral Conduct | 3230.049 | 15 | 215.337 | 71.794 | .000 |
| Home Factor * | Academic | 3014.336 | 57 | 52.883 | 32.784 | .000 |
| Religion (Moderator) | Moral Conduct | 5104.417 | 57 | 89.551 | 29.857 | .000 |
| Error | Academic | 1845.350 | 1144 | 1.613 | | |
| | Moral Conduct | 3431.282 | 1144 | 2.999 | | |
| Total | Academic | 202868.000 | 1245 | | | |
| | Moral Conduct | 264066.000 | 1245 | | | |
| Corrected Total | Academic | 7197.587 | 1244 | | | |
| | Moral Conduct | 17969.602 | 1244 | | | |

a. R Squared = .744 (Adjusted R Squared = .721)

c. R Squared = .809 (Adjusted R Squared = .792)

Source: Researcher's Fieldwork, 2024

Table 4.20 delves into the impact of religion on the relationship between home and school factors and students' academic and moral conduct in colleges of education in Southwest, Nigeria. The analysis involves Type III Sum of Squares, degrees of freedom, Mean Square, F-statistics, and significance levels to assess the significance of the studied effects. The corrected model, representing the overall impact of home factor, religion, and their interaction, is highly significant for both academic and moral conduct ($p < 0.001$). The F-statistics for academic conduct ($F = 33.180$) and moral conduct ($F = 48.471$) indicate that the model significantly explains the

variance in both dependent variables. Breaking down the individual effects, the intercept shows a significant contribution to both academic and moral conduct, underscoring the importance of considering the overall model. The home factor exhibits a substantial impact on academic and moral conduct, emphasizing its role in shaping students' behaviour. The introduction of the moderator variable, religion, also demonstrates a significant effect on both academic and moral conduct. This suggests that religious affiliation plays a role in influencing students' behaviour in the context of academic and moral dimensions. The interaction between home factor and religion further strengthens the understanding of their joint influence. The F-statistics for academic conduct ($F = 32.784$) and moral conduct ($F = 29.857$) indicate that the interaction significantly contributes to the variance in both dependent variables. The R-squared values highlight the proportion of variance explained by the model. For academic conduct, the R-squared is 0.744 (Adjusted R Squared = 0.721), indicating a substantial explanation of the variance. Similarly, for moral conduct, the R-squared is 0.809 (Adjusted R Squared = 0.792), emphasizing the effectiveness of the model in explaining the variability in students' moral conduct. The results suggest that the combined impact of home factor, religion, and their interaction significantly influences both academic and moral conduct in colleges of education in Southwest Nigeria. The study underscores the importance of considering religious affiliation in conjunction with home factors when examining and addressing students' conduct-related issues.

Table 4.21: Effect of Religion on the Relationship between School Factors and Students' Conduct in Colleges of Education in Southwest, Nigeria

Multivariate Tests^a

| Effect | | Value | F | Hypothesis df | Error df | Sig. |
|----------------------|--------------------|--------|---------------------|------------------|----------|------|
| Intercept | Pillai's Trace | .985 | 37356.341 | 2.000 | 1127.000 | .000 |
| | | | b | | | |
| | Wilks' Lambda | .015 | 37356.341 | 2.000 | 1127.000 | .000 |
| | | | b | | | |
| SchoolFactor | Hotelling's Trace | 66.293 | 37356.341 | 2.000 | 1127.000 | .000 |
| | | | b | | | |
| | Roy's Largest Root | 66.293 | 37356.341 | 2.000 | 1127.000 | .000 |
| | | | b | | | |
| SchoolFactor | Pillai's Trace | 1.222 | 41.185 | 86.000 | 2256.000 | .000 |
| | Wilks' Lambda | .148 | 41.931 ^b | 86.000 | 2254.000 | .000 |
| | Hotelling's Trace | 3.260 | 42.684 | 86.000 | 2252.000 | .000 |
| | Roy's Largest Root | 2.027 | 53.183 ^c | 43.000 | 1128.000 | .000 |
| Religion (Moderator) | Pillai's Trace | .318 | 16.433 | 26.000 | 2256.000 | .000 |
| | Wilks' Lambda | .704 | 16.625 ^b | 26.000 | 2254.000 | .000 |
| | Hotelling's Trace | .388 | 16.818 | 26.000 | 2252.000 | .000 |
| | Roy's Largest Root | .270 | 23.401 ^c | 13.000 | 1128.000 | .000 |
| School Factor * | Pillai's Trace | 1.152 | 43.804 | 70.000 | 2256.000 | .000 |
| Religion (Moderator) | Wilks' Lambda | .179 | 43.985 ^b | 70.000 | 2254.000 | .000 |
| | Hotelling's Trace | 2.746 | 44.166 | 70.000 | 2252.000 | .000 |
| | Roy's Largest Root | 1.553 | 50.045 ^c | 35.000 | 1128.000 | .000 |
| | | | | | | |

a. Design: Intercept + School Factor + Religion Total + School Factor * Religion Total

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Source: Researcher's Fieldwork 2024

Table 4.21 explores the influence of religion on the relationship between school factors and students' conduct in colleges of education in Southwest, Nigeria. The Multivariate Tests provide a comprehensive overview of the statistical significance of various effects, including the intercept, school factor, religion (moderator), and the interaction between school factor and religion.

The corrected model, which includes the intercept, school factor, religion, and their interaction, is highly significant for predicting students' conduct ($p < 0.001$). The Pillai's Trace (0.985) suggests that these variables collectively have a substantial impact on the dependent variables.

Examining the individual effects, the intercept demonstrates a significant contribution to the overall model, indicating that factors beyond those explicitly studied are influential in shaping students' conduct.

The school factor, as a main effect, exhibits a substantial impact on students' conduct (Pillai's Trace = 1.222), emphasizing its significance in influencing behaviour. The associated Wilks' Lambda and Hotelling's Trace statistics further confirm the importance of school factors in predicting students' conduct. Religion, introduced as a moderator variable, also significantly affects students' conduct. This suggests that religious affiliation plays a role in influencing students' behaviour in the context of school-related factors. The interaction between school factor and religion further enhances our understanding of their combined impact. The Pillai's Trace (1.152) and associated statistics indicate a significant contribution of this interaction to the variance in students' conduct. The findings suggest that both school factors and religious affiliation are integral components influencing students' conduct in colleges of education in Southwest, Nigeria. The interaction between these factors adds a nuanced layer to our understanding, highlighting the need to consider their joint influence when addressing conduct-related issues.

Table 4.22: Effect of Religion on the Relationship among School Factors and Students' Academic and Moral Conduct in Colleges of Education in Southwest, Nigeria

| <i>Tests of Between-Subjects Effects</i> | | | | | | |
|------------------------------------------|--------------------|-------------------------|------|-------------|-----------|------|
| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | Academic | 5680.378 ^a | 93 | 61.079 | 50.262 | .000 |
| | Moral Conduct | 14419.999 ^b | 93 | 155.054 | 49.851 | .000 |
| Intercept | Academic | 83450.005 | 1 | 83450.005 | 68671.049 | .000 |
| | Moral Conduct | 85227.663 | 1 | 85227.663 | 27401.433 | .000 |
| School Factor | Academic | 2655.048 | 43 | 61.745 | 50.810 | .000 |
| | Moral Conduct | 4325.620 | 43 | 100.596 | 32.342 | .000 |
| Religion (Moderator) | Academic | 256.136 | 13 | 19.703 | 16.213 | .000 |
| | Moral Conduct | 874.538 | 13 | 67.272 | 21.629 | .000 |
| School Factor * | Academic | 2056.126 | 35 | 58.746 | 48.342 | .000 |
| Religion (Moderator) | Moral Conduct | 4186.320 | 35 | 119.609 | 38.455 | .000 |
| Error | Academic | 1370.761 | 1128 | 1.215 | | |
| | Moral Conduct | 3508.459 | 1128 | 3.110 | | |
| Total | Academic | 199818.000 | 1222 | | | |
| | Moral Conduct | 260136.000 | 1222 | | | |
| Corrected Total | Academic | 7051.139 | 1221 | | | |
| | Moral Conduct | 17928.458 | 1221 | | | |

a. R Squared = .806 (Adjusted R Squared = .790)
b. R Squared = .804 (Adjusted R Squared = .788)

Source: Researcher's Fieldwork, 2024

Table 4.22 investigates the impact of religion on the relationship between school factors and students' academic and moral conduct in colleges of education in Southwest, Nigeria. The Tests of Between-Subjects Effects provide valuable insights into the significance of various factors in predicting both academic and moral conduct. The corrected model, including school factor, religion (moderator), and their interaction, significantly contributes to explaining the variance in both academic and moral conduct ($p < 0.001$). The R-squared values of 0.806 for academic conduct and 0.804 for moral conduct indicate that a substantial portion of the variability in these outcomes can be attributed to the considered variables. The intercept, representing factors beyond the explicitly studied ones, significantly contributes to the model, emphasizing the complexity of

predicting students' conduct. School factor, as a main effect, plays a crucial role in shaping both academic and moral conduct. The substantial F-values and associated statistics underscore the importance of school-related factors in influencing students' behaviour.

Religion, introduced as a moderator variable, has a significant impact on both academic and moral conduct. This suggests that religious affiliation modifies the relationship between school factors and students' conduct, indicating the need to consider the interplay of these elements. The interaction between school factor and religion further enhances the model's predictive power, contributing significantly to the variance in both academic and moral conduct. This underscores the importance of considering the joint influence of school factors and religion when examining students' behaviour. The findings suggest that school factors and religion are integral components influencing both academic and moral conduct in colleges of education in Southwest Nigeria. The interaction between these factors adds a nuanced layer to our understanding, highlighting the need for a comprehensive approach to address students' conduct in educational settings. This analysis provides valuable insights for educators, policymakers, and researchers aiming to comprehend and enhance the conduct of students in colleges of education.

4.4 Discussion of Findings

The objective one indicated that there were varied compliance levels with ethical conduct among students in colleges of education in Southwest Nigeria. It sheds light on a complex and critical aspect of educational dynamics. Moral conducts among secondary school students in Delta State offers a regional context, emphasizing the influence of native culture on discipline and control¹. The Southwest, Nigeria study aligns with Anho's focus, suggesting the importance of considering local cultural factors in understanding students' ethical behaviour within the Southwest Nigerian context.

A study on Model Code of Conduct for student-edited law journal submissions introduces the conceptual framework of establishing codes of conduct for students². While their emphasis is on legal education, the Southwest Nigeria study contributes empirical evidence to this framework by assessing actual compliance levels with ethical standards. Effective factors on ethical and social education of students provide a theoretical backdrop to the Southwest Nigeria study, offering insights into the broader theoretical considerations that underpin ethical education³. The Southwest Nigeria study complements this theoretical foundation by delving into the practical aspects of ethical education, providing real-world insights.

A study on examination of ethical education components between teachers and students contributes to the understanding of ethical dynamics within educational institutions⁴. The Southwest Nigeria study aligns with this perspective by focusing specifically on students' compliance levels, enriching the overall understanding of ethical education within the academic environment. Promoting moral values among tertiary institution students through social studies education aligns with the Southwest Nigeria study's focus on assessing students' ethical conduct⁵. The study adds an empirical lens to conceptual framework, shedding light on the practical challenges and successes in achieving the moral and ethical objectives.

The exploration of ethical education is further enriched by a study on examination of moral education as a factor in student formation, which aligns with the Southwest Nigeria study's focus on assessing students' ethical conduct⁶. While study provides theoretical insights, the Southwest Nigeria study contributes practical perspectives to the broader conversation on moral education. The role of spiritual and moral education in the spiritual formation of students introduces a spiritual dimension to the ethical discourse⁷. While the Southwest Nigeria study does not explicitly address the spiritual aspect, it contributes practical perspectives, providing a nuanced

understanding of the multifaceted aspects of moral education. A study on students' awareness of an academic integrity policy contributes insights into institutional measures⁸. The Southwest Nigeria study complements this by investigating the actual adherence to ethical conduct, bridging the gap between policy awareness and implementation.

The findings from objective two underscore the significant impact of specific home factors on students' academic conduct within the colleges of education in Southwest, Nigeria. Three dominant home factors were identified: parental educational qualification, family size, and parental social status. These factors emerged as crucial determinants influencing students' behaviour and conduct in educational settings. This is in agreement with the following findings; a study resonates with the current research, emphasizing the impact of socioeconomic and parental involvement factors on children's foundational learning skills⁹. This aligns with the identified dominant home factors in Southwest Nigeria, suggesting a universal influence of parental factors on students' academic conduct. The findings underscore a common thread across diverse contexts, emphasizing the importance of parental roles in shaping educational outcomes.

Also, a study exploration of the relationship between parental awareness, emotional support, and children's academic achievement at the secondary level provides additional support for the significance of parental factors¹⁰. The study reinforces the idea that parental involvement, awareness, and emotional support are critical components influencing students' academic conduct. This aligns with the identified dominant home factors in Southwest Nigeria, emphasizing the need for active parental engagement.

The role of parents in forming the morality of adolescents during puberty adds depth to the discussion¹¹. Understanding the influence of parental factors on adolescents' moral development is crucial for comprehending their conduct in educational settings. This broader perspective on

morality aligns with the focus on academic conduct in the Southwest Nigerian context, suggesting that parental guidance extends to various aspects of students' behaviour.

Another study work on developing parenting models to improve children's moral development contributes a proactive dimension to the discourse. The emphasis on parents playing an active role in shaping moral behaviour aligns with the identified dominant home factors in Southwest Nigeria. It suggests that parental actions and guidance go beyond merely influencing academic conduct; they contribute to the broader ethical development of students¹². Altogether, these studies create a cohesive narrative, reinforcing the idea that parental factors, including socioeconomic status, awareness, emotional support, and active involvement, play a pivotal role in shaping students' academic conduct. The interrelatedness of these factors emphasizes the need for a comprehensive understanding of the multifaceted influences on students' behaviour in educational settings.

The impact of socioeconomic status and religion on the moral development of young adults broadens the context for understanding the intersection of family factors with moral development¹³. This research underscores the idea that family background and socioeconomic factors are influential determinants of students' conduct in educational environments. It establishes a comprehensive framework that encompasses various aspects of family dynamics and their impact on moral development, reinforcing the significance of these factors in shaping students' behaviour¹⁴. Adolescents' moral identity from family function further solidifies the connection between family dynamics and moral development¹⁴. The identification of moral identity is integral to comprehending the foundations of students' academic conduct. This research deepens the understanding of how family functions and dynamics contribute to the development

of moral values, shedding light on the intricate relationship between family factors and academic behaviour.

Cultural developmental perspective on differences in adolescents' judgments about moral values at different ages adds a layer of complexity to the discussion. By exploring how cultural factors may interact with parental influences in shaping moral judgments, the study offers nuanced insights into the multifaceted influences on students' conduct¹⁵. It highlights the need to consider cultural contexts in understanding the interplay of various factors affecting academic behaviour.

Achievement at school and socioeconomic background from an educational perspective contributes a valuable dimension to the discourse¹⁶. The study underscores the impact of socioeconomic status on academic achievement, aligning with the identified home factors in the Southwest Nigerian context. This emphasizes the broader implications of socioeconomic factors on educational outcomes, further supporting the notion that family background significantly influences academic conduct.

The impact of family socioeconomic status on prosocial behaviour among college students in China provides a cross-cultural perspective¹⁶. While considering the Chinese context, the study reinforces the broader idea that socioeconomic factors play a role in shaping behaviour, including academic conduct. It highlights the universal nature of these factors, emphasizing their influence on students' conduct in diverse cultural and educational settings.

The effects of socioeconomic status, parent-child relationship, and learning motivation on reading ability offers insights into the multifaceted nature of factors influencing academic performance¹⁷.

The study supports the interconnectedness of home factors and academic outcomes, illustrating the intricate web of influences that contribute to students' conduct. The findings from objective

two align with a rich body of literature, emphasizing the pivotal role of specific home factors, such as parental educational qualification, family size, and parental social status, in shaping students' academic conduct. The cited references collectively provide a comprehensive perspective, reinforcing the notion that parental and socioeconomic factors are crucial determinants influencing students' behaviour and conduct in educational settings.

Objective three of this study indicated that school discipline practices, school safety, student-staff relationships, and school type were identified as dominant school factors influencing both academic and moral conduct. These findings highlight the pivotal role of the school environment in shaping students' conduct. This is in line with the following offer a multidimensional understanding of school factors influencing academic and moral conduct, encompassing safety measures, infrastructure, staff-student relationships, extracurricular engagement, and the broader context of academic performance in various educational settings. Safe and Sound School's delineation of "Safety versus Security" provides a foundational understanding of creating safe learning environments¹⁹. The importance of school safety, underscoring its impact on students' well-being and conduct²⁰. These resources lay the groundwork for comprehending the critical role of safety measures in fostering conducive learning environments.

Mubita's evaluation of welfare facilities in schools is instrumental in understanding the impact of school infrastructure on student behaviour and conduct²¹. Adequate facilities can contribute to a positive learning environment, potentially fostering a sense of security and well-being among students. This aligns with the broader context of the study's findings, emphasizing the importance of school facilities in shaping students' overall conduct.

The examination of students' perspectives on extracurricular opportunities adds a valuable dimension to the discussion. Extracurricular engagement plays a role in shaping students' behaviour and conduct by providing avenues for personal growth, skill development, and a sense of belonging. This aligns with the study's identification of extracurricular activities as a dominant school factor influencing conduct²².

Staff-student collaboration in higher education introduces a framework for mutual engagement²³. This collaboration between staff and students has the potential to influence not only academic ethics but also overall behaviour. Positive relationships between staff and students can contribute to a supportive learning environment, impacting students' conduct positively. Teacher-student relationships in Tanzanian secondary schools is pertinent to understanding the correlation between these relationships and students' academic performance²⁴. Positive teacher-student relationships foster a conducive learning environment, impacting students' behaviour and ethical conduct. This finding resonates with the study's identification of teacher-student relationships as a dominant school factor influencing both academic and moral conduct.

In summary, these studies collectively contribute to the understanding of how school factors, such as welfare facilities, extracurricular opportunities, staff-student collaboration, and teacher-student relationships, influence student behaviour and conduct. The multidimensional insights provided by these references reinforce the importance of a holistic approach to creating a positive and conducive school environment that fosters desirable conduct among students.

Challenges and reflections of participants engaged in student-staff partnerships provide nuanced insights into the complexities of these relationships in education²⁵. Understanding the challenges and dynamics of such partnerships contributes to the broader discussion on how school factors influence students' behaviour and conduct.

The influence of student-teacher relationships on the academic performance of junior secondary school students in Mathematics offers subject-specific insights²⁶. This focused view aligns with the study's identification of specific school factors, such as teacher-student relationships, as influential in shaping both academic and moral conduct. The correlation between teacher-student relationships and teaching effectiveness in Mathematics provided localized and context-specific perspectives²⁷. This aligns with the study's emphasis on understanding the contextual influences of school factors on students' conduct. Linking teacher-student relationships to academic achievement among senior high school students contributes by examining this relationship within a specific educational context²⁷. Understanding the dynamics of teacher-student relationships is crucial in comprehending how these factors contribute to students' academic and moral conduct.

The impact of school type on student academic achievement broadens the understanding of how educational structures influence student conduct and performance²⁸. This aligns with the study's identification of school type as a significant school factor influencing both academic and moral conduct. Academic performance and behavioural patterns provides a holistic perspective on students' academic conduct, encompassing various facets of behaviour and its impact on performance²⁹. This broader view aligns with the study's identification of school discipline practices as dominant factors influencing both academic and moral conduct.

Additionally, the school effect on student achievement and relationships between students' academic achievement and school variables contribute by exploring academic performance in correlation with school-level variables^{30, 31}. These references collectively enrich the discussion on the intricate relationship between school factors and students' conduct, reinforcing the multifaceted nature of these influences.

Objective four of the study unveiled intricate relationships between home factors (family size, parental educational qualification, and parental social status) and school factors (school discipline practices, school safety, student-staff relationship, school type). These connections underscore the interplay between home and school influences on students' conduct. The following studies provide a comprehensive understanding of these relationships, Gardenhire, Schleiden, and Brown's work on attachment as a tool in the treatment of children within foster care a study contributes to the study's exploration of the intricate dynamics between family factors and students' conduct³². Understanding attachment dynamics is crucial in comprehending how family experiences influence students' interactions in the school environment.

The association between grandparental care and child development in China broadens the understanding of familial influences. The study provides insights into how extended family dynamics may shape students' behaviour and conduct in educational settings. McMullen's work on being and well-being in infant/toddler care and education, life stories from baby, further emphasizes the importance of early experiences in shaping individuals' well-being³³. This resonates with the study's exploration of how family factors contribute to students' conduct. Furthermore, the effects of family structure on the academic performance of children in Ghana exploration of parental factors influencing upper basic students' performance in Nigeria. Also, provide valuable insights into the role of family structure and parental factors in academic outcomes³⁴.

The influence of family size on the academic performance of high school students contributes to the understanding of how family size may be a determinant of students' academic conduct. Another study is the correlation between parents' involvement and the English achievement of second-year students, the role of parental involvement in academic success³⁶.The

influence of family type on the academic performance of secondary school students, a study provides insights into how different family structures may impact students' academic conduct³⁷. The effect of nuclear and joint family systems on moral development, offers a gender-based analysis of family structures' influence on moral development.

Objective five of the study revealed that both home and school factors significantly contribute to explaining the variance in students' academic and moral conduct. In agreement with the study, a study on parenting styles with self-esteem in children and adolescents, also offers a foundational understanding of how parenting practices influence self-esteem³⁷. This is instrumental in contextualizing the broader impact of parenting styles on students' overall conduct.

Furthermore, adolescent-parent relationships, understanding these relationships is crucial in unraveling the complexities of how family factors contribute to students' conduct³⁸. This research contributes to understanding the potential impact of parenting styles on moral conduct adds a multicultural perspective, emphasizing that cultural variations may influence the relationship between parenting styles and students' conduct.

However, parenting and adolescent adjustment introduces the mediating role of family self-esteem. This complex interplay between parenting practices and students' adjustment³⁹. Parents' creative self-concept and creative activity as predictors of family lifestyle, this adds a unique dimension to the discussion by highlighting the role of creativity in shaping family dynamics and potentially influencing students' behaviour.

A study contributes to understanding how parenting behaviours may influence students' interpersonal relationships. Parenting styles and their relations with personal and social adjustment beyond adolescence, emphasizing that the impact of parenting styles extends into later developmental stages⁴⁰. Family processes, parenting practices, and psychosocial maturity of

Chinese youths, employs a latent variable interaction and mediation analysis⁴¹. This study adds a methodological perspective, showcasing the intricate statistical approaches used to unravel the complexities of family processes. Parenting styles predicting future-oriented cognition in children explores the cognitive aspects of children's development, further emphasizing the broad impact of parenting styles on various facets of conduct⁴¹. The role of caring parenting style in academic performance the specific influence of caring parenting on academic outcomes, reinforcing the interconnectedness of home factors with academic conduct.

Looking at objective six of this study, result of findings revealed the joint influence of home and school factors on students' conduct. This holistic perspective emphasizes the interconnectedness of these factors, urging collaborative efforts between homes and schools to foster positive student conduct. Objective six of the study revealed that the joint influence of home and school factors significantly contributes to students' conduct. The influence of family backgrounds on moral values in higher secondary students contributes by exploring how family backgrounds shape moral values. Thus, the following studies align with the study's objective, highlighting the importance of home factors in students conduct. A model code of conduct offers a unique perspective by focusing on legal education⁴². Although the context differs, the study underscores the significance of ethical standards in academic settings, bridging the gap between home and school factors as effective factors on ethical and social education of students as factors influencing ethical education. The study supports the idea that ethical education is influenced by various elements, both at home and in schools⁴³. The ethical education components of teacher-student relationships adds depth to the understanding of how educational institutions contribute to ethical education⁴³. This emphasizes the role of the school environment in shaping students' ethical conduct⁴³.

Promoting moral values among tertiary institution students through social studies education require fostering moral values in higher education⁴⁴. The study addresses the challenges in Nigeria's educational system, emphasizing the need for ethical education in tertiary institutions. Moral education as an important factor in the formation of a student adds a philosophical dimension to the discussion⁴⁵. The study underscores the transformative role of moral education in shaping students as individuals, emphasizing the holistic development of students⁴⁵. Sh's research on the role of spiritual and moral education in the spiritual formation of students provides a spiritual perspective on ethical education⁴. This reference highlights the interconnectedness of spiritual and moral dimensions in shaping students' conduct, acknowledging the role of both home and school environments. A study on students' awareness of the academic integrity policy, the importance of ethical education within the academic setting, highlighted the joint influence of home and school factors. The need for collaborative efforts between homes and schools to foster positive student conduct, emphasized the interconnectedness of factors in shaping students' ethical development⁴⁶.

Objective seven of the study revealed that religion serves as a significant mediator, influencing the relationship between home and school factors and students' academic and moral conduct. The references provide valuable insights into how religion and cultural contexts, specifically within a religious framework, shape students' behaviour in educational settings. To corroborate the findings of this study are the study of moderating effect of religion on moral equity and ethical behaviour on how religion affects ethical behaviour⁴⁷. The findings suggest that religion serves as a moderator in the ethical domain, highlighting the interplay between religious beliefs and moral conduct. The mediating effects of religion on the relationship between trauma and suicidal behaviours among college students in Northwest China provide insights into the role

of religion in coping with adverse experiences and importance of considering religious beliefs as a protective factor in students' mental health and moral conduct⁴⁸. Self-religion, father's attitude, and religious education influence the moral behaviour of adolescents. The role of self-religion and parental influence on adolescents' moral development is imperative as religious upbringing is important factor in shaping moral conduct during adolescence.

The impact of intrinsic and extrinsic religion on ethical decision-making in management in a non-Western and highly religious country, examining the influence of religion on ethical decision-making in a business context. This study highlights the nuanced role of religion in shaping ethical behaviour in various domains to support the findings of this study. Also, a study on the effect of nuclear and joint family systems on moral development adds a gender-based analysis to the discussion to further support the theoretical framework of the study suggesting religion and gender. Family structure, in conjunction with religion, influences moral development, emphasizing the interconnectedness of family dynamics and religious beliefs⁴⁹.

A broader perspective on family influence is incorporating emotional intelligence⁵⁰. The impact of family dynamics potentially shaped by religious beliefs on students' behavioural outcomes. Consequently, religious principles can be incorporated into approaches aimed at upholding discipline and promoting ethical conduct in schools^{51, 52}. This aligns with the findings of the study, which emphasizes the impact of cultural and religious contexts on shaping students' behaviour and conduct in educational settings, underscoring the complex interplay between home, school, and religious influences. The theory of planned behaviour and attachment theory explained the role of intention towards exhibiting a behavior and that certain behaviour of elders or parents or caregiver could be imitated by children be it at home or school. Both ethical unethical behavior could borne out of intention or through imitation of parents' behaviour.

Endnotes

1. D. Scott & H. Jacob, *A Model Code of Conduct for Student-Edited Law-Journal Submissions*, **Journal of Legal Education**, 734, 2018, UC Hastings Research Paper No. 253, SSRN: <https://ssrn.com/abstract=3048413>.
2. O. Ayanwale, *Promoting Moral Values among Tertiary Institution Students through Social Studies Education: Challenges for Nigeria's Centenary*, **A Journal of Social Studies**, 2015, 183-194.
3. E. B. Qobilova, *Moral Education as an Important Factor in the Formation of a Student as a Person*, **Asian Journal of Research in Social Sciences and Humanities**, 11(10), 2021, 186-189.
4. R. G. Sh, *The Role of Spiritual and Moral Education in the Spiritual Formation of Students: Web of Scientist*, **International Scientific Research Journal**, 2(11), 2021, 317-320.
5. A. Anohina-Naumeca, I. Birzniece & T. Odiņeca, *Students' Awareness of the Academic Integrity Policy at a Latvian University*, **International Journal for Educational Integrity**, 16(1), 2020, 1-17.
6. K. Tani, E. Dalzell, N. Ehambaranathan, S. Murugasu & A. Steele, *Evaluation of Factors Affecting Students' Performance in Tertiary Education*, Online Submission, 3(2), 2019, 1-10.
7. J. Van der Toorn, Y. Paunov & T. Van Leeuwen, *The Psychology of Morality, A Review and Analysis of Empirical Studies Published from 1940 through 2017*, **Personality and Social Psychology Review**, 2019, 108886831881175, doi:10.1177/1088868318811759.
8. A. Anohina-Naumeca, I. Birzniece & T. Odiņeca, *Students' Awareness of the Academic Integrity Policy at a Latvian University*, **International Journal for Educational Integrity**, 16(1), 2020, 1-17.
9. K. C. Lawrence & T. A. Adebawale, *Adolescence Dropout Risk Predictors: Family Structure, Mental Health, and Self-esteem*, **Journal of Community Psychology**, 2022.
10. F. D. Azumah, K. Samuel & J. O. Nachinaab, *Effects of Family Structure on the Academic Performance of Children: A Case Study of Ayeduase R/C Junior High School in the Kumasi Metropolis, Ghana*, **International Journal of Social Science Studies**, 6, 2018, 11.
11. I. N. Olokooba & I. S. Owoyale-Abdulganiy, *Influence of Parental Factors on Upper Basic Students' Performance in Social and Islamic Studies in Ilorin, Nigeria*, **International Journal of Educational Innovation and Research**, 1(2), 2022, 163-169.
12. A. A. Adongo, J. M. Dapaah & D. Wireko, *The Influence of Family Size on Academic Performance of High School Students in Ghana*, **SN Social Sciences**, 2(9), 2022, 1-26.

13. A. D. Kusuma, *The Correlation between Parents' Involvement and the English Achievement of the Second Year Student of Mts Darul Huda Wonodadi Blitar*, 2019.
14. C. Maurine, A. Newton, & M. Ann, *Influence of Family-Type on Academic Performance of Secondary School Students in Public Secondary Schools in Narok South sub County, Narok County Kenya*, **Asian Journal of Education and Social Studies**, 2022, 27-35. <https://doi.org/10.9734/ajess/2022/v31i430755>.
15. M. M. Ali, R. A. Farooq & M. Idris, *The Effect of Nuclear and Joint Family Systems on the Moral Development: A Gender Based Analysis*, *Global Social Sciences Review (GSSR)*, 2018.
16. O. G. Sekerci, A. Ulker, Y. Yagci, A. Güven & R. E. Öztürk, *The Effect of School-Family Collabouration and Parent's Behaviour on Students' Ethical Behaviour*, **Educational Research and Reviews**, 16(3), 2021, 80-86.
17. A. Y., Amoateng, O. S. Ewemooje & E. Biney, *The Family Life of Young People in South Africa from Survey Data: The Case of North-West University*, *Data in Brief*, 27, 2019, 104783.
18. O. A. Oba-Adenuga, *Effect of Family Structure on Academic Performance of Secondary School Students in Somolu Local Government Area of Lagos State, Nigeria*, **Benin Journal of Educational Studies**, 26(1&2), 2020, 82-95.
19. L. J. Martín-Anton, M. A. Carbonero, J. A. Valdivieso & E. Monsalvo, *Influence of Some Personal and Family Variables on Social Responsibility among Primary Education Students*. **Frontiers in Psychology**, 2020, 11. <https://doi.org/10.3389/fpsyg.01124>.
20. L. J. Rodríguez-Muñiz, D. Areces, J. Suárez-Alvarez, M. Cueli & J. Muniz, *What Motives have High School Students for Choosing a College Degree?*, *Rev. Psicol. Edu* 14, 2019, 1–15.
21. O. Olagundoye & A. Adebile, *Family Size Influence of Students' Attitude and Performance in Literature- in- English in Public Secondary Schools*, **Asian Journal of Interdisciplinary Research**, 2019, 121–127, doi:10.34256/ajir19310.
22. B. Xiao, & G. Song, *The Impact of Family Socioeconomic Status on Learning Conformity among Chinese University Students: Self-Efficacy as Mediating Factor*. **Sustainability**, 14(16), 2022, 9845.
23. A. M. Shaheen, K. M. Hamdan, M. Albqoor, A. K. Othman, H. M. Amre, & M. N. A. Hazeem, *Perceived Social Support from Family and Friends and Bullying Victimization among Adolescents*, **Children and Youth Services Review**, 107, 2019, 104503.
24. F. Zhang, Y. Jiang, H. Ming, Y. Ren, L. Wang, & S. Huang, *Family Socio-economic Status and Children's Academic Achievement: The Different Roles of Parental Academic Involvement and Subjective Social Mobility*, **British Journal of Educational Psychology**, 90(3), 2020, 561-579.

25. F. Zhang, Y. Jiang, H. Ming, C. Yang & S. Huang, *Family Socioeconomic Status and Adolescents' Academic Achievement: The Moderating Roles of Subjective Social Mobility and Attention*, **Journal of Youth and Adolescence**, 49(9), 2020, 1821-1834.
26. K. Poon, *The Impact of Socioeconomic Status on Parental Factors in Promoting Academic Achievement in Chinese Children*, **International Journal of Educational Development**, 75, 2020, 102175
27. M. M. Jagaba, *Students' Indiscipline in Higher Educational Institutions of Sokoto State: The Forms, Causes and Management Approaches*, **Journal DOI**, 6(12), 2020.
28. M . Gatawa, A. A.Nafiu, M. M. Jagaba & A. Hassan, *Students' Indiscipline in Tertiary Educational Institutions of Sokoto State*, **International Journal of Educational Research Review**, 6(2), 2021, 134-142.
29. E. Mbevi, *Administrative Practices Influencing Students Indiscipline in Public Universities* (Doctoral dissertation, University of Nairobi), 2019.
30. C. Bell, & T. Puckett, *I want to learn but they won't let me: Exploring the Impact of School Discipline on Academic Achievement*. **Urban Education**, 2020, 0042085920968629.
31. A. O. Emmanuel, & A. O. Mogelola, *Academic Staff Perception of Indiscipline among University Undergraduates in Ogun State, Nigeria*, **FUOYE Journal of Education**, 2018, 62,
32. A. A. Kwamta, G. Shettima, U. Audu & Y. Kabu, *Indiscipline among Senior Secondary School Students in Maiduguri Metropolitan Council of Borno State: Causes and Effects*, 2021.
33. R. O. Anho, *Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control*, **African Journal of Education and Technology**, 1(1), 2021, 45-52.
34. J. Zigon, *Morality: An Anthropological Perspective*, Routledge, 2020.
35. H. Gardner, *Disciplined Mind: What All Students Should Understand*. Simon & Schuster, 2021.
36. G Michele, *Safe and Sound School, Safety versus Security: What is the difference?*, 2014, <https://www.safeandsoundschools.org>.
37. K. Mubita, *An assessment of the Provision, Quality and Adequacy of Welfare Facilities in Selected Schools of Lusaka*, **International Journal of Research and Innovation in Social Science (IJRISS)**, 5(6), 2021, 454-6186
38. E. Marquis, A. Jayaratnam, A. Mishra, & K. Rybkina, *"I Feel Like Some Students are Better Connected": Students' Perspectives on Applying for Extracurricular Partnership Opportunities*, **International Journal for Students as Partners**, 2(1), 2018, 64-81.

39. C. Dickerson, J. Jarvis & L. Stockwell, *Staff–student Collaboration: Student Learning from Working together to Enhance Educational Practice in Higher Education*, *Teaching in Higher Education*, 21(3), 2016, 249-265.
40. M. J. Paschal, & D. G. Mkulu, *Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania*, **Journal of Research in Education and Society**, 11(1), 2020, 20-37. <https://doi.org/10.31730/osf.io/tmh9c>.
41. H. Lei, Y. Cui & M. M. Chiu, *Affective Teacher Student Relationships and Students' Externalizing Behaviour Problems: A Meta-Analysis*, *Frontiers in Psychology*, 2016., doi:10.3389/fpsyg.2016.01311.
42. T. Levett-Jones, J. Lathlean, I. Higgins & M. McMillan, *Staff Student Relationships and their Impact on Nursing Students' Belongingness and Learning*, **Journal of Advanced Nursing**, 65(2), 2009, 316–324. doi:10.1111/j.1365-2648.2008.04865.x.
43. E. Marquis, C. Black & M. Healey, *Responding to the Challenges of Student-Staff Partnership: The Reflections of Participants at an International Summer Institute*, *Teaching in Higher Education*, 22(6), 2017, 720-735.
44. D. N. Nonyelum, K. Ogunua, & J. A. Abah, *Influence of Student-Teacher Relationship on the Academic Performance of Junior Secondary School Students in Mathematics in Makurdi Local Government Area of Benue State, Nigeria*, *Village-Math Educational Review (VER)*, 3(1), 2022.
45. B. D. Otu, A. D. Oyama, C. I. Ita & H. O. Uchegbue, *Teacher-Student Relationship and Evaluation of Students' Learning Activities as Correlates of Mathematics Teachers Teaching Effectiveness in Ogoja Education Zone of Cross River State, Nigeria*, **International Journal of Education, Learning and Development**, 10(2), 2022,48-55.
46. B. Mensah & E. Koomson, *Linking Teacher Student Relationship to Academic Achievement of Senior High School Students*, **Social Education Research**, 2020, 102-108.
47. C. Mehmet & O. zbaylanli, K. Bilgehan & C. Mustafa, *Impact of School Type on Student Academic Achievement*. *Ted Eğitim Ve Bilim*. 44(10), 2019, 15390/EB.7378.
48. V. Kassarnig, E. Mones, S. P. Bjerre-Nielsen, D. Dreyer Lassen & A. Lehmann. *Academic Performance and Behavioural Patterns*, *EPJ Data Sci.* 7, (10), 2018, <https://doi.org/10.1140/epjds/s13688-018-0138-8>
49. A. Arifoglu, *Investigation of School Effect on Student Achievement: A Multilevel Analysis according to Timss 2015 Turkey Data*, 2019.

50. N. Özdemir, & M. T. Yalçın, *Examining the Relationships between Secondary School Students' Academic Achievement and School and Student Level Variables: Two-Level Path Analysis*. **Education and Science**, 44 (200), 2019.
51. S. Campbell-Phillips, *Socialization as a way of Improving Student Morality Behaviour*, **SIASAT**, 5(4), 2020, 103-116.
52. A. K. W.Gui, M.Yasin, N. S. M. Abdullah, & N.Saharuddin, *Roles of Teacher and Challenges in Developing Students' Morality*, **Universal Journal of Educational Research**, 8(3), 2020, 52-59.

Lead City University Ibadan DO NOT COPY

Chapter Five

Conclusion

5.1 Summary of the Findings

The examination of academic conduct reveals significant positive correlations with parental educational qualification ($r = 0.298$), parental social status ($r = 0.263$), school discipline practices ($r = 0.183$), school safety ($r = 0.232$), student-staff relationship ($r = 0.159$), and school type ($r = 0.170$). Moral conduct exhibits significant positive correlations with parental educational qualifications ($r = 0.385$), school discipline practices ($r = 0.380$), school safety ($r = 0.390$), student-staff relationship ($r = 0.490$), and negative correlations with parental social status ($r = -0.285$) and school type ($r = -0.351$). Academic conduct and moral conduct show a significant positive correlation ($r = 0.244$). Both academic and moral conduct exhibit significant positive correlations with home factors ($r = 0.247$; $r = 0.312$) and school factors ($r = 0.214$; $r = 0.465$). Approximately 10.2% of the variability in academic conduct is explained by Parental Social Status, Family Size, and Parental Educational Qualification. Parental Educational Qualification ($\beta = 0.211$) and Parental Social Status ($\beta = 0.150$) exhibit positive and statistically significant relationships with academic conduct.

Approximately 15.1% of the variability in moral conduct is explained by Parental Social Status, Family Size and Parental Educational Qualification. Parental Educational Qualification ($\beta = -0.339$) and Parental Social Status ($\beta = -0.078$) show negative relationships with moral conduct. Approximately 5.7% of the variance in academic conduct is explained by School Type, School Safety, School Discipline Practices and Student-Staff Relationship. School Safety ($\beta = 0.225$) emerges as the most influential predictor positively associated with academic conduct.

Approximately 24.8% of the variance in moral conduct is explained by School Type, School Safety, School Discipline Practices and Student-Staff Relationship. Student-Staff Relationship ($\beta = 0.437$) and School Discipline Practices ($\beta = 0.104$) emerge as the most influential positive predictors of moral conduct.

Examining students' conduct in colleges of education in Southwest, Nigeria, Table 4.17 reveals a highly significant overall impact ($p < 0.001$). Home and school factors, along with their interaction, significantly contribute to variations in conduct. The findings underscore the integral role of both environments in shaping students' behaviour.

Regarding the joint influence of home and school factors on academic and moral conduct, the model significantly explains variance in both dimensions ($R^2 = 0.952$ and 0.920). Home and school factors, including their interaction, play a substantial role in shaping conduct, emphasizing the need to consider their interplay.

Analyzing the effect of religion on home and school factors, a highly significant impact ($p < 0.001$) was observed. Religion, alongside home and school factors, independently and jointly influences students' conduct. This highlights the importance of considering religious affiliation in addressing conduct-related issues. The impact of religion on academic and moral conduct is evident ($R^2 = 0.744$ and 0.809). The model, considering home, school factors, and religion, significantly contributes to understanding conduct. Results emphasize the importance of religious affiliation in conjunction with home factors. Religion's influence on school factors and students' conduct, revealed a highly significant overall impact ($p < 0.001$). The interplay between school factors and religious affiliation significantly contributes to understanding conduct-related issues. As regards the impact of religion on school factors and academic/moral conduct, the model significantly explains variance in both dimensions ($R^2 = 0.806$ and 0.804). The interplay

between school factors and religion is crucial, emphasizing the need for a comprehensive approach in addressing students' conduct in educational settings.

5.2 Conclusion

This comprehensive study on students' conduct in colleges of education in Southwest, Nigeria unveils intricate relationships between home factors, school factors and religious affiliation in determining students' conduct. The joint impact of these elements significantly shapes both academic and moral behaviour of students.

The findings underscore the vital role of home and school environments in influencing students' conduct. Home factors, including parental social status, family size and educational qualification, exhibit a substantial influence. Similarly, school factors, encompassing school type, safety measures, discipline practices, and student-staff relationships, significantly contribute to students' behaviour.

Religious affiliation emerges as a noteworthy modifier, influencing the interplay between home and school factors. The joint influence of these elements significantly affects both academic and moral conduct, emphasizing the need for a holistic approach to address conduct-related issues. Recognizing the interconnectedness of home and school environments, along with the modifying impact of religious affiliation is crucial for fostering a conducive educational environment. Tailored interventions considering these factors can contribute to the positive development of students' behaviour in colleges of education in Southwest Nigeria. The study's nuanced findings pave the way for targeted strategies aimed at enhancing the overall well-being and conduct of students in educational settings.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made.

1. There is the need to develop a stable connection between the lecturers and the students to enhance students' compliance to ethical conducts in colleges of education in Southwest, Nigeria. All educational approaches that will create and promote strong connections between college of education staff and students should be developed so that the students' unethical behaviours can easily be observed and corrected by the college staff. Also, all activities that build a feeling of belonging, trust, and emotional stability are essential in molding ethical conduct.
2. There is the need for every home to develop a strong bond (base on the family structure) that will help to shapen the conduct of every members of the family. This is in recognition of the complicated effect of home factors, notably parental educational qualification, family size, and parental social status on child's behaviour. There is the need to develop customized solutions that account for the particular dynamics of each home component, provide support systems that cater for varied family structures and educational backgrounds, noting their distinct influence on students' behaviour.
3. There is the need for the school authority to develop a standard disciplinary measures and safety regulations to enhance good moral and academic conduct amog students in colleges of education in Southwest, Nigeria. The school should invest in infrastructure, develop healthy student-staff connections, encourage extracurricular activity, and create a climate favourable to academic performance, envision schools as comprehensive centres nourishing all areas of students' development. However, any unethical conduct such as indecent dressing,

examination misconduct and disrespect for school authority and staff should be metted with appropriate punishment or sanctions

4. There is the need to develop a strong collaborative platform between the home and the school for cooperative decision-making and problem-solving to correct students' unethical behaviour and shapen their conduct. There should be open communication lines between parents and the school, realizing that ensuring ethical conduct among students is a shared responsibility.
5. Acknowledging the function of religion as a crucial moderator affecting students' conduct, there is the need to implement rules that accommodate religious diversity in colleges of education in Southwest, Nigeria. This will help to provide an atmosphere where students feel respected and appreciated irrespective of their religious belief. It will also provide training for educators to manage religious complexities in a way that fosters inclusiveness and understanding.

5.4 Contribution to Knowledge

The purpose of any research work is to contribute to as well as improve existing knowledge. Based on the findings, it is believed that this study has proved in promoting new knowledge and contributed to knowledge in the following ways:

1. The study identified a new and relevant model considered important in studying students' conduct. The conceptual review is a crucial foundation that reveals in detail the factors that impact on the behaviour of students in colleges of education in Southwest, Nigeria. The study thoroughly examines the complex interaction between issues related to family and school, acknowledging the crucial importance of ethical principles and the subtle impact of religious connections. This significant contribution not only enhances the richness of the academic work but also demands a fundamental change in educational

discussions. It promotes the breaking down of conventional divisions, arguing for the adoption of a comprehensive view of student behaviour. This paradigm shift encourages educators, politicians, and researchers to expand their viewpoints, creating an atmosphere that acknowledges the complexities of child's behaviour.

2. The study has contributed to literature in the field of Social Studies especially in the area of students' conduct. In study, it encourages scientists to examine the dynamic interaction between cognitive and emotional elements determining students' actions. In practice, educators and policymakers discover a guiding compass to create interventions that address the full range of student behaviour, creating a sophisticated approach to ethical conduct in educational contexts.
3. This research provides a substantial contribution to educational policies and practices by proposing that ethical education should be incorporated into school curriculum at all levels of education. The results underline the need for incorporating ethical topics throughout the curriculum, demanding a thorough policy adjustment.
4. The empirical results shed a focus on the tremendous influence of certain family and school circumstances on child's academic and moral behaviour. It highlighted relevant components, such as parental educational qualification, family size, school discipline practices and student-staff relationships and this goes beyond theoretical abstraction. Instead, it delivers concrete knowledge that educators, politicians, and academics may exploit and also helps to understand many contextual elements that form student behaviour..

5. Recognizing the significance of religion, the research promotes inclusive policies and multidisciplinary training for educators, giving vital insights to design successful policies and practices in institutions of education in Southwest Nigeria.

5.5 Suggested Area for Further Studies

The following areas for further research can help build upon the current study's findings and provide valuable insights into how to instill good moral and academic conducts in students in various institutions of higher learning:

1. Delve into the subtle effect of cultural aspects on pupils' behaviour. Explore how cultural variety within Southwest Nigeria relates to variances in ethical conduct. Consider elements such as cultural values, traditions, and community dynamics in molding students' reactions to educational contexts.
2. Investigate the influence of technology in affecting pupils' behaviour. Examine how digital platforms, social media, and online interactions impact ethical decision-making. Address the difficulties and possibilities given by the digital realm in the context of academic and moral behaviour.
3. Focus on the influence of teacher training programs in affecting students' behaviour. Evaluate the efficiency of instructional techniques, teacher-student interactions, and classroom management tactics in developing good behaviour. Provide ideas for strengthening teacher education to effectively handle conduct-related issues.

Bibliography

Articles / Review

- Ali, M. M., Farooq, R. A. & Idris, M. *The Effect of Nuclear and Joint Family Systems on the Moral Development: A Gender Based Analysis*, Global Social Sciences Review (GSSR), 2018.
- Kashif, M., Zarkada, A. & Thurasamy, R. *The Moderating Effect of Religion on Ethical Behavioural Intentions: An Application of the Extended Theory of Planned Behaviour to Pakistani Bank Employees*. Personnel Review, 46(2), 2017, 429-448. <https://doi.org/10.1108/PR-10-2015-0256>
- Nonyelum, D. N., Ogugua, K. & Abah, J. A. *Influence of Student-Teacher Relationship on the Academic Performance of Junior Secondary School Students in Mathematics in Makurdi Local Government Area of Benue State, Nigeria*, Village-Math Educational Review (VER), 3(1), 2022.
- Smetana, J. G. & Rote, W. M. *Adolescent-Parent Relationships: Progress, Processes, and Prospects*, Annual Review of Developmental Psychology, 1, 2019, 41-68.

Books

- Baker, C. A. *The Impact of Socioeconomic Status, Parenting Style and Religion on the Moral Development of Young Adults*, University of Hartford, 2018.
- Conner. M. *Theory of Planned Behaviour*, Handbook of Sport Psychology, 2020, 1-18.
- Decker, S. D. M., Lugg, E. T. & Diamond, E. L. *Ethics and Law for School Psychologists*. John Wiley & Sons, 2022.
- McMullen, M. B. *On Being and Well-Being in Infant/Toddler Care and Education: Life Stories from Baby Rooms*, Teachers College Press, 2022.

Conference Proceeding

- Maharani, D. A. *Moral Education and its Challenges in the Industrial Revolution 4.0*, In 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019), 2020, 163-167, Atlantis Press.

Journals

- Adekoya, A. C., Oboh, C. S. & Oyewumi, O. R. *Accountants Perception of the Factors Influencing Auditors' Ethical Behaviour in Nigeria*, **Heliyon**, 6(6), 2020, 1-8. <https://doi.org/10.1016/j.heliyon.e04271>.
- Adongo, A. A., Dapaah, J. M. & Wireko, D. *The Influence of Family Size on Academic Performance of High School Students in Ghana*, **SN Social Sciences**, 2(9), 2022, 1-26.
- Adzrolo, B., Asamoah-Gyimah, K., Cobbinah, A. & Annan-Brew, R. *Discipline in Education: Causes and Possible Strategies to curb Examination Malpractices in Senior High Schools*. **European Journal of Education Studies**, 8(11), 2021.
- Ajzen, I. *From Intentions to Actions: A Theory of Planned Behaviour*. In a J. Kuhl & J. Beckmann (Eds.), *Action Control: From Cognition to Behaviour*, Berlin, Heidelberg, **New York: Springer-Verlag**, 1985, 11-39.
- Alboliteh, M., Grande, R. A. N., Berdida, D. J. E., Villagrancia, H. N., Raguindin, S. M. & Alabd, A. M. A. *Parental Authority as a Mediator between Career Decision-making Self-efficacy, Career Decision Ambiguity Tolerance, and Career Choice of Nursing Students: A Path Analysis*, **Journal of Professional Nursing**, 42, 2022, 178-186.
- Almalki, S., Alqabbani, A. & Alnahdi, G. *Challenges to Parental Involvement in Transition Planning for Children with Intellectual Disabilities: The Perspective of Special Education Teachers in Saudi Arabia*, **Research in Developmental Disabilities**, 111, 2021, 103872.
- Almutawa, A. & Suwaidan, M. S. *Students' Perceptions Regarding Classroom Attendance and its Impact on their Academic Performance: Evidence from a Developing Country*, **Education Training**, 2020.
- Aman, J., Akram, M. B., Mas'udah, S., Saud, M. & Manj, Y. N. *Parental Involvement for better Education: The Relationship between Parental Awareness, Emotional Support, and Children's Academic Achievement at Secondary Level*, **Masyarakat, Kebudayaan dan Politik**, 32(4), 2019, 334-345.
- Amiri, S., Sharifi, F. & Ghasemi, V. *Predicting Adolescents' Moral Identity from Family Function*, 2018.
- Amoateng, A. Y., Ewemooje, O. S. & Biney, E. *The Family Life of Young People in South Africa from Survey Data: The Case of North-West University*, *Data in Brief*, 27, 2019, 104783.
- Andriopoulou, P. & Prowse, A. *Towards an Effective Supervisory Relationship in Research Degree Supervision: Insights from Attachment Theory*, **Teaching in Higher Education**, 25(5), 2020, 648-661.

- Anho, R. O. *Moral Conducts of Students in Secondary Schools in Delta State: An Assessment of the Effects of Native Culture on Discipline, Order and Control*, **African Journal of Education and Technology**, 1(1), 2011, 45-52.
- Anohina-Naumecca, A., Birzniece, I. & Odiņeca, T. *Students' Awareness of the Academic Integrity Policy at a Latvian University*. **International Journal for Educational Integrity**, 16(1), 2020, 1-17.
- Arifoglu, A. *Investigation of School Effect on Student Achievement: A Multilevel Analysis According to Timss 2015 Turkey Data*, 2019.
- Aslam, R., Niazi, S. & Iqbal, S. *Teachers' Perceptions on Examination Malpractice at Secondary School Level: A Descriptive Investigation*, **Paper Info Abstract**, 5, 2021, 181-192.
- Ayanwale, O. *Promoting Moral Values among Tertiary Institution Students through Social Studies Education: Challenges for Nigeria's Centenary*, **A Journal of Social Studies**, 2015, 183-194.
- Azhar, A. L., Rasyid, A., Ritonga, M. & Saputra, R. *The Role of Parents in forming Morality Adolescents Puberty in Globalization Era*, **International Journal of Future Generation Communication and Networking**, 13(4), 2020, 3991-3996.
- Azumah, F., Adjei, E. & Nachinaab, J. *The Effects of Family Size on the Investment of Child Education, Case Study at Atonsu-Buokro, Kumasi*, **Research Journal of Sociology**, 5(4), 2017, 1-17.
- Azumah, F. D., Samuel, K. & Nachinaab, J. O. *Effects of Family Structure on the Academic Performance of Children: A Case Study of Ayeduase R/C Junior High School in the Kumasi Metropolis, Ghana*, **International Journal of Social Science Studies**, 6, 2018, 11.
- Balqis, A. & Fanani, Z. *The Moderating Effect of Religion on Moral Equity and Auditor Ethical Behaviour*, **Journal Ilmiah Akuntansidan Bisnis**, 16(2), 2021, 332-342.
- Bell, C. & Puckett, T. *I want to learn but they won't let me: Exploring the Impact of School Discipline on Academic Achievement*, **Urban Education**, 2020, 0042085920968629.
- Belle, L. J. *Factors that Influence Student Behaviour in Secondary Schools*, **European Journal of Educational and Development Psychology**, 5(5), 2017, 27-36.
- Benson, M. R. & Damopolii, M. *The Teachers' Strategies to instill Morals in Students of State Junior High School 3 Bontomatene, Lentera Pendidikan*, **Journal Ilmu Tarbiyah Dan Keguruan**, 25(1), 2022, 138-148, <https://doi.org/10.24252/lp.2022v25n1i1>.
- Bhuiyan, S. & Sharma, S. K. *Predicting Consumer Pro-environmental Behavioural Intention: The Moderating Role of Religion*. **Review of International Business and Strategy**, 2017.

- Bian, F. & Wu, D. *The Impact of Family Socioeconomic Status on Prosocial Behaviour: A Survey of College Students in China*, **CurrPsychol**, 2021, <https://doi.org/10.1007/s12144-021-02611-9>
- Binyamin, S. S., Rutter, M. J. & Smith, S. *The Moderating Effect of Gender and Age on the Students' Acceptance of Learning Management Systems in Saudi Higher Education*. *Knowledge Management & ELearning*, 12(1), 2020, 30–62, <https://doi.org/10.34105/j.kmel.2020.12.003>.
- Bosnjak, M., Ajzen, I. & Schmidt, P. *The Theory of Planned Behaviour: Selected Recent Advances and Applications*, **Europe's Journal of Psychology**, 16(3), 2020, 352.
- Bowlby, J. *The Bowlby-ainsworth Attachment Theory*, **Behavioural and Brain Sciences**, 2(4), 1979, 637-638.
- Bretherton, I. *The Origins of Attachment Theory: John Bowlby and Mary Ainsworth*, **Developmental psychology**, 28(5), 1992, 759.
- Campbell-Phillips, S. *Socialization as Way of Improving Student Morality Behaviour*. **SIASAT**, 5(4), 2020, 103-116.
- Candel, O. S. *The Link between Parenting Behaviours and Emerging Adults' Relationship Outcomes: The Mediating Role of Relational Entitlement*. **International Journal of Environmental Research and Public Health**, 19(2), 2022, 828.
- Cao, Y., Gao, J., Lian, D., Rong, Z., Jiutu, S., Wang, Q., Yifan, W., Huaxiu, Y. & Zhou, T. *Orderliness Predicts Academic Performance: Behavioural Analysis on Campus Lifestyle* *R. Soc. Interface*, 2018, 152018021020180210 <http://doi.org/10.1098/rsif.2018.0210>
- Chen, Q., Kong, Y., Gao, W. & Mo, L. *Effects of Socioeconomic Status, Parent-Child Relationship, and Learning Motivation on Reading Ability*, **FrontPsychol**, 9, 2018, 1297, doi: 10.3389/fpsyg.2018, 01297. PMID: 30090082; PMCID: PMC6068389.
- Cortesi, C. *Understanding the Impact of Adolescent Attachment on Academic Success*. **Dissertations**, 2014, 893.
- Delgado, E., Serna, C., Martínez, I. & Cruise, E. *Parental Attachment and Peer Relationships in Adolescence: A Systematic Review*, **International Journal of Environmental Research and Public Health**, 19(3), 2022, 1064.
- Diab-Bahman, R., Al-Enzi, A., Sharafeddine, W. & Aftimos, S. *The Effect of Attendance on Student Performance: Implications of using Virtual Learning on Overall Performance*, **Journal of Applied Research in Higher Education**, 2021.
- Dickerson, C., Jarvis, J. & Stockwell, L. *Staff-Student Collaboration: Student Learning from Working together to Enhance Educational Practice in Higher Education*. **Teaching in Higher Education**, 21(3), 2016, 249-265.

- Duan, W. Y., Guan, Y. & X, H. *The Effect of Parental Involvement and Socioeconomic Status on Junior School Students' Academic Achievement and School Behaviour in China*, **Frontiers in Psychology**, 9.2018, doi:10.3389/fpsyg.00952.
- Duyilemi, A. N., Tunde-Awe, B. M. & Lois, L. O. A. *Cohabitation in Nigeria Tertiary Institutions: A Case Study of Adekunle Ajasin University, Akungba-Akoko, Ondo State Nigeria*, **International Journal of Social Sciences & Humanities**, 3(1), 2018, 27-37.
- Marquis, E., Black, C. & Healey, M. *Responding to the Challenges of Student-Staff Partnership: The Reflections of Participants at an International Summer Institute*, **Teaching in Higher Education**, 22(6), 2017, 720-735.
- Emmanuel, A. O. & Mogelola, A. O. *Academic Staff Perception of Indiscipline among University Undergraduates in Ogun State, Nigeria*, **FUOYE Journal of Education**, 2018, 62.
- Ene, E. I. *Family Type, Family Size and Scholastic Success of Social Studies Students in Cross-River State, Nigeria*, **International Journal of Education, Learning and Development**, 9(3), 2021, 34-46.
- Erinc, S. A. *Cultural Developmental Perspective on Differences in Adolescents Judgments about Moral Values at Different Ages* (Master's thesis, Lisansüstü Programlar Enstitüsü), 2019.
- G.Sh, R. *The Role of Spiritual and Moral Education in the Spiritual Formation of Students: Web of Scientist*, **International Scientific Research Journal**, 2(11), 2021, 317-320.
- Gardenhire, J., Schleiden, C. & Brown, C. C. *Attachment as a Tool in the Treatment of Children within Foster Care*, **Contemporary Family Therapy**, 41(2), 2019, 191-200.
- Gatawa, M., Nafiu, A. A., Jagaba, M. M. & Hassan, A. *Students' Indiscipline in Tertiary Educational Institutions of Sokoto State*, **International Journal of Educational Research Review**, 6(2), 2021, 134-142.
- Ghorai, N. D., Khan, S. & Mohakud, L. L. *Influence of Family Backgrounds on Moral Values in Higher Secondary Students*, **East African Scholars Journal of Education, Humanities and Literature**, 2021.
- Gimenez-Serrano, S., Alcaide, M., Reyes, M., Zacarés, J. J. & Celdrán, M. *Beyond Parenting Socialization Years: The Relationship between Parenting Dimensions and Grand parenting Functioning*, **International Journal of Environmental Research and Public Health**, 19(8), 2022, 4528.
- Gimenez-Serrano, S., Garcia, F. & Garcia, O.F. *Parenting Styles and its Relations with Personal and Social Adjustment beyond Adolescence: Is the Current Evidence Enough?*. **European Journal of Developmental Psychology**, 19(5), 2022, 749-769.
- Gui, W., Yasin, A. K. M., Abdullah, N. S. M. & Saharuddin, N. *Roles of Teacher and Challenges in Developing Students' Morality*, **Universal Journal of Educational Research**, 8(3), 2020, 52-59.

- Hall, E. A., Roberts, M. B., Taylor, K. A. & Havrda, D. E. *Changes in Academic Performance after Transitioning to Remote Proctoring, A Before-After Evaluation. Pharmacy*, 10(4), 2022, 92.
- Haskuka, M., Sunar, D. & Alp, I. E. *War Exposure, Attachment Style, and Moral Reasoning, Journal of Cross-Cultural Psychology*, 39(4), 2008, 381-401.
- He, Z., Wang, Z., Lew, B., Mansor, A. T., Jie, Z. & Koenig, H. G. *Moderating Effects of Religion on the Relationship between Trauma and Suicidal Behaviours among College Students in Northwest China, SAGE Open*, 9(2), 2019, <https://doi.org/10.1177/2158244019859087>.
- Holmes, J. *John Bowlby and Attachment Theory*. Routledge, 2012.
- İnanıcı, S.Y. *Different Types of Bully Experiences and their Relationship with Attachment to Father and Moral Maturity, Child and Adolescent Social Work Journal*, 38(1), 2021, 57-66.
- Jabar, M., Kasilag, R., Collado, Z. & Jamoral, R. *Family Capital and Parental Involvement among Parents in Public Elementary and Secondary Schools in the Philippines: Perspectives of Parents and Children, Asia Pacific Journal of Education*, 2021, 1-17.
- Jagaba, M. M. *Students' Indiscipline in Higher Educational Institutions of Sokoto State: The Forms, Causes and Management Approaches, Journal DOI*, 6(12), 2020.
- Jain, K. & Mohta, S. *The Impact of Home Environment on Academic Achievement of Secondary School Students, International Journal of Trend in Scientific Research and Development*, 3(4), 2019, 808-811.
- Johnson, K. A., Okun, M. A. A., Cohen, B. C., Sharp, A. & Hook, J. N. *Development and Validation of the Five-Factor LAMBI Measure of God Representations, Psychology of Religion and Spirituality*, 11(4), 2019, 339-349, <http://dx.doi.org.ezproxy.baylor.edu/10.1037/rel0000207>.
- Kamal, A., Amjad, N., Yaqoob, U., Saud, N., Ijaz, M., Khan, I. & Andualem, M. *Role of Socioeconomic and Parental Involvement Factors on Children Foundational Learning Skills based on MICS (2017–2018) Data Punjab, Pakistan, Scientific Reports*, 12(1), 2022, 1-13.
- Karimi, S., Liobikienė, G. & Alitavakoli, F. *The Effect of Religion on Pro-environmental Behaviour based on the Theory of Planned Behaviour: A Cross-Sectional Study among Iranian Rural Female Facilitators, Front Psychol.* 2022, 13:745019, doi: 10.3389/fpsyg.2022.745019. PMID: 35282182; PMCID: PMC8913539.
- Kassarnig, V., Mones, E., Bjerre-Nielsen, Sapiezynski, P. Dreyer Lassen D., & Lehmann A. *Academic Performance and Behavioural Patterns, EPJ Data Sci.* 7, (10), 2018, <https://doi.org/10.1140/epjds/s13688-018-0138-8>.

- Khaliq, A. & Rasool, S. *Causes of Students' Antisocial Behaviour at Secondary Level Schools*, **The Spark A Hec Recognized Journal**, 4, 2020, 116-148.
- Kusuma, A. D. *The Correlation between Parents' Involvement and the English Achievement of the Second Year Student of MtsDarul Huda WonodadiBlitar*, 2019.
- Kwamta, A. A., Shettima, G., Audu, U. & Kabu, Y. *Indiscipline among Senior Secondary School Students in Maiduguri Metropolitan Council of Borno State, Causes and Effects*, 2021.
- Lawrence, K. C. & Adebowale, T. A. *Adolescence Dropout Risk Predictors: Family Structure, Mental Health, and Self-esteem*, **Journal of Community Psychology**, 2022.
- Lebuda, I., Jankowska, D. M. & Karwowski, M. *Parents' Creative Self-concept and Creative Activity as Predictors of Family Lifestyle*. **International Journal of Environmental Research and Public Health**, 17(24), 2020, 9558.
- Lei, H. Cui, Y. & Chiu, M. M. *Affective Teacher Student Relationships and Students' Externalizing Behaviour Problems: A Meta-Analysis*, **Frontiers in Psychology**, 2016, doi:10.3389/fpsyg.2016.01311.
- Levett-Jones, T., Lathlean, J., Higgins, I. & McMillan, M. *Staff-Student Relationships and their Impact on Nursing Students' Belongingness and Learning*, **Journal of Advanced Nursing**, 65(2), 2009, 316–324. doi:10.1111/j.1365-2648.2008.04865.x.
- Lew, B., Kólves, K., Zhang, J., Zhizhong, W., Koenig, H. G., Yip, P. S. & Chan, C. M. H. *Religious Affiliation and Suicidality among College Students in China: A Cross-Sectional Study across Six Provinces*, *PLoSone*, 16(5), 2021, e0251698.
- Li, H., Hiilamo, H., Zhu, Y. D. & Lin, K. *Exploring the Association between Grandparental Care and Child Development: Evidence from China*, **Health & Social Care in the Community**, 2022.
- Lunga, P., Koen, M. & Mthiyane, M. N. *School and the Community: Managing Disruptive Learner Behaviour in Rural Learning Ecologies*, *Perspectives in Education*, 39(4), 2021, 72-88.
- Makumbe, W. & Mutsikiwa, M. *Determinants of Students' Behavioural Intention towards Google Classroom in the Covid-19 Era: Evidence from Zimbabwean Universities*, **Electronic Journal of Business and Management**, 6(2), 2021, 83-95.
- Manav, A. I., Gozuyesil, E. & Tar, E. *The Effects of the Parenting Education Performed through WhatsApp on the level of Maternal-paternal and Infant Attachment in Turkey*, **Journal of Pediatric Nursing**, 61, 2021, e57-e64.
- Marquis, E. Jayaratnam, A. Mishra, A. & Rybkina, K. *"I Feel Like Some Students are Better Connected": Students' Perspectives on applying for Extracurricular Partnership Opportunities*, **International Journal for Students as Partners**, 2(1), 2018, 64-81.

- Martín-Antón, L. J., Carbonero, M. A., Valdivieso, J. A. & Monsalvo, E. *Influence of Some Personal and Family Variables on Social Responsibility among Primary Education Students*, **Frontiers in Psychology**, 2020, 11. <https://doi.org/10.3389/fpsyg.2020.01124>.
- Martinez, I., Garcia, F., Veiga, F., Garcia, O. F., Rodrigues, Y. & Serra, E. *Parenting Styles, Internalization of Values and Self-esteem: A Cross-cultural Study in Spain, Portugal and Brazil*, **International Journal of Environmental Research and Public Health**, 17(7), 2020, 2370.
- Martínez, I., Murgui, S., Garcia, O. F. & Garcia, F. *Parenting and Adolescent Adjustment: The Mediation Role of Family Self-esteem*, **Journal of Child and Family Studies**, 30(5), 2021, 1184-1197.
- Masitah, W. & Sitepu, J. M. *Development of Parenting Models in Improving Children's Moral Development. Nazhruna: Journal Pendidikan Islam*, 4(3), 2021, 769-776.
- Maurine, C., Newton, A. & Ann, M. *Influence of Family Type on Academic Performance of Secondary School Students in Public Secondary Schools in Narok South sub County, Narok County Kenya*, **Asian Journal of Education and Social Studies**, 2022, 27-35. <https://doi.org/10.9734/ajess/2022/v31i430755>.
- Mbatta, I. P. *Full-time Maternal Employment and Strategies to Compensate the Lost Time to Boost Social-Emotional Development of Young Children*, **Tanzania Journal of Sociology**, 7(2), 2022, 135-156.
- Mehmet C., Zbaylanli O., Bilgeha, K. & Mustafa, C. *Impact of School Type on Student Academic Achievement*, **TED EĞİTİM VE BİLİM**. 44. 10, 2019,15390/EB.2019.7378.
- Mensah, B. & Koomson, E. *Linking Teacher Student Relationship to Academic Achievement of Senior High School Students*, **Social Education Research**, 2020, 102-108.
- MohdYusoff, M. Z., Safrilsyah, S., Haji Othman, M. K. Fajri, I. S. Yusuf, M. Ibrahim, I. & MohdZain, W. H. W. *The Effect of Moral Reasoning and Values as the Mediator towards Students' Prosocial Behaviour*, **International Journal of Adolescence and Youth**, 27(1), 2022, 32-44.
- Mubita, E. S. A. & Mwanza, D. S. *Factors Contributing to Pupils' Poor Performance in Literature in English*. **International Journal of Humanities Social Sciences and Education**, 7(3), 2020, 55-65.
- Mubita, K. *An Assessment of the Provision, Quality and Adequacy of Welfare Facilities in Selected Schools of Lusaka*, **International Journal of Research and Innovation in Social Science (IJRISS)**, 5(6), 2021, 454-6186.
- Muhammad, A., Rahmat, F. & Muhammad, I. *The Effect of Nuclear and Joint Family Systems on the Moral Development: A Gender-Based Analysis*, **Global Social Sciences Review**, III, 130-140, 10.31703/gssr.2018, III-I, 09.

- Muhammad, I., Sajjad, H. & Nasir A. *Relationship between Parents' Education and their Children's Academic Achievement*, **Journal of Arts & Social Sciences (JASS)**, 7(2), 2020, 82-92, <https://doi.org/10.46662/jass-vol7-iss2>.
- Muhumuza, M., Sanders, M. E. & Balkwill, K. *A Theoretical Framework for Investigating Ecological Problems Associated with Biodiversity Conservation in National Parks: A Case of the Rwenzori Mountains National Park, Uganda*, **Open Journal of Ecology**, 3(1), 2013, 196-204.
- Myende, P. E. & Nhlumayo, B. S. *Enhancing Parent-Teacher Collaboration in Rural Schools: Parents' Voices and Implications for Schools*, **International Journal of Leadership in Education**, 25(3), 2022, 490-514.
- Ngesu L. & Atieno, A. F. *Influence of Home and School Based Factors on Pupils Academic Performance at Kenya Certificate of Primary Education in Makadara Sub-County, Nairobi Count*, **International Journal of Trend in Scientific Research and Development (IJTSRD)**, 3(3), 2019.
- Nkonge, G. W., Njihia, M. & Ndiritu, J. *Students' Household Characteristics Hierarchical Regression Model Predicting Public Day Secondary Schools Variation in Examination Scores, Kenya*, **African Journal of Emerging Issues**, 2(12), 2020, 40-53.
- Nwankwo, C.A. & Nwankwo, C. A. *Relationship between Students' Academic Achievement Motivation and their Attitude towards Examination Malpractice*, **Nnadiabube Journal of Education in Africa**, 5(1), 2020.
- Nwokolo, C. N. & Oguzie, A. E. *Relationship between Secondary School Students 'Self-Esteem and their Attitude towards Examination Malpractice in Imo State*, **Sapientia Global Journal of Arts, Humanities and Development Studies**, 4(1), 2021.
- Oba-Adenuga, O. A. *Effect of Family Structure on Academic Performance of Secondary School Students in Somolu Local Government Area of Lagos State, Nigeria*, **Benin Journal of Educational Studies**, 26(1&2), 2020, 82-95.
- Oboh, C. S. & Ajibolade, S. O. *Personal Characteristics and Ethical Decision Making Process of Accounting Professionals in Nigeria*, **Crawford Journal of Busines and Social Science**, 8(1), 2018, 1-23.
- Oboh. C. S. *Personal and Moral Intensity Determinants of Ethical Decision Making*, **Journal of Accounting in Emerging Economies**, 9(1), 2019, 148-180, <https://doi.org/10.1108/JAEE-04-2018-0035>
- Obwana, K. J. & Maseno, K. *Assessing Moral Education in Kenyan Secondary Schools*, **International Journal of Innovative Science and Research Technology**, 6(11), 2021, 1043-1049.

- Olagundoye, O. & Adebile, A. *Family Size Influence of Students' Attitude and Performance in Literature- in- English in Public Secondary Schools*, **Asian Journal of Interdisciplinary Research**, 2019, 121–127. doi:10.34256/ajir19310.
- Olokooba, I. N. & Owoyale-Abdulganiy, I. S. *Influence of Parental Factors on Upper Basic Students' Performance in Social and Islamic Studies in Ilorin, Nigeria*, **International Journal of Educational Innovation and Research**, 1(2), 2022, 163-169.
- Otu, B. D., Oyama, A. D., Ita, C. I. & Uchegbue, H. O. *Teacher-Student Relationship and Evaluation of Students' Learning Activities as Correlates of Mathematics Teachers Teaching Effectiveness in Ogoja Education Zone of Cross River State, Nigeria*, **International Journal of Education, Learning and Development**, 10(2), 2022,48-55.
- Özdemir, N. & Yalçın, M. T. *Examining the Relationships between Secondary School Students' Academic Achievement and School and Student Level Variables: Two-Level Path Analysis*, **Education and Science**, 44 (200), 2019.
- Paschal, M. J. & Mkulu, D. G. *Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania*, **Journal of Research in Education and Society**, 11(1), 2020, 20-37, <https://doi.org/10.31730/osf.io/tmh9c>.
- Perez-Gramaje, A. F., Garcia, O. F., Reyes, M., Serra, E. & Garcia, F. *Parenting Styles and Aggressive Adolescents: Relationships with Self-esteem and Personal Maladjustment*, **The European Journal of Psychology Applied to Legal Context**, 2020.
- Pinquart, M. & Gerke, D.C. *Associations of Parenting Styles with Self-esteem in Children and Adolescents: A Meta-Analysis*, **Journal of Child and Family Studies**, 28(8), 2019, 2017-2035.
- Poon, K. *The Impact of Socioeconomic Status on Parental Factors in Promoting Academic Achievement in Chinese Children*, **International Journal of Educational Development**, 75, 2020, 102175.
- Porter, L. *Student Behaviour: Theory and Practice for Teachers*, ResearchGate, 2020.
- Pourshafei, H., Farasatkah, M. & Ayati, M. *Explanation of the Ethical Education Components of Teacher-Student based on Upstream Documents of Farhangian University*. 2021.
- Qobilova, E. B. *Moral Education as an Important Factor in the Formation of a Student as a Person*, **Asian Journal of Research in Social Sciences and Humanities**, 11(10), 2021, 186-189.
- Queenan, H. *Responsive and Attuned Infant Care: Attachment-focused Childcare to support optimal Infant Wellbeing*, 2020.

- Rahmawati, D. & Sugito, S. *Evaluasi Program Home Care Taman Penitipan Anak (TPA) Selama Masa Pandemi Covid-19*, **Journal Obsesi: Jurnal Pendidikan Anak Usia Dini**, 6(5), 2022, 4139-4152.
- Riley, P. *Attachment Theory and the Teacher-Student Relationship: A practical Guide for Teachers, Teacher Educators and School Leaders*, Routledge, 2010.
- Robert, S., James A. & Kadiravan, S. *Influence of Family Environment on Emotional Intelligence among Youth*. **International Journal of Scientific & Technology Research**. 8(11), 2019, 3664-3670.
- Rodríguez-Muñiz L. J., Areces, D., Suárez-Álvarez, J., Cueli, M. & Muñiz, J. *What Motives have High School Students for Choosing a College Degree?* **Rev. Psicol. Edu.** 14, 2019, 1–15.
- Sadeghi, S., Ayoubi, S. & Brand, S. *Parenting Styles Predict Future-Oriented Cognition in Children: A Cross-Sectional Study of Children*, 9(10), 2022, 1589.
- Samson, B. & Allida, V. *Moral Decline in Schools: Reflections on Public Secondary Schools in Iganga District, Uganda*, **Baratan Inter disciplinary Research Journal**, 8: 2018, 1-9, <https://ueab.ac.kelwp-content/uploads/2019/03/vencie-allida-2.pdf>.
- Scott, D. & Jacob, H. *A Model Code of Conduct for Student-Edited Law-Journal Submissions*, **Journal of Legal Education** 734, 2018, **UC Hastings Research Paper No. 253**, SSRN: <https://ssrn.com/abstract-3048413>.
- Sekerci, O. G., Ulker, A., Yagci, Y., Güven, A. & Oztürk, R. E. *The Effect of School-Family Collaboration and Parent's Behaviour on Students' Ethical Behaviour*, **Educational Research and Reviews**, 16(3), 2021, 80-86.
- Sepehri, N., Niknami, M., Ghorehian, N. & Taghipourzahir, A. *Identifying the Effective Factors on Ethical and Social Education of Students*, **International Journal of Ethics and Society**, 3(2), 2021, 52-62.
- Shah, A. A. *Self-Religion, Father's Attitude and Religious Education in the Moral Behaviour of Adolescents*. *Psychology and Developing Societies*, 16(2), 2004, 187-207, doi:10.1177/097133360401600206.
- Shaheen, A. M., Hamdan, K. M., Albqoor, M. A., Othman, K., Amre, H. M. & Hazeem, M. N. A. *Perceived Social Support from Family and Friends and Bullying Victimization among Adolescent*. **Children and Youth Services Review**, 107, 2019, 104503.
- Shirvanian, N. & Michael, T. *Implementation of Attachment Theory into Early Childhood Settings*, **International Education Journal: Comparative Perspectives**, 16(2), 2017, 97-115
- Shoukat, I., Afifa, K. & Ashiq, D. *A Comparative Study of Moral Development of Students from Private Schools and Deeni Madrasah*, **Journal of Research and Reflections in Education** 1(2), 2017, 1(2), 113-123.

- Smith-Etxeberria, K. & Eceiza, A. *Mother-Child and Father-Child Relationships in Emerging Adults from Divorced and Non-Divorced Families*, **Social Sciences**, 10(10), 2021, 382.
- Sulaiman, R., Toulson, P., Brougham, D., Lempp, F. & Haar, J. *The Role of Religion in Ethical Decision-making: A Study on Islam and the Malaysian Workplace*. **Journal of Business Ethics**, 179(1), 2022, 297-313.
- Susilo, S. *The Role of Families in Cultivating Children's Personality Values: An Analysis of Social Psychology Education*, **Journal of Social Studies Education Research**, 11(4), 2020, 275-303.
- Swigonski, N. L., James, B., Wynns, W. & Casavan, K. *Physical, Mental, and Financial Stress Impacts of COVID-19 on Early Childhood Educators*, **Early Childhood Education Journal**, 49(5), 2021, 799-806.
- Tariq, S., Ansari, N. G. & Alvi, T. H. *The Impact of Intrinsic and Extrinsic Religion on Ethical Decision-making in Management in a Non-Western and Highly Religious Country*, **Asian Journal of Business Ethics**, 8(2), 2009, 195-224. <https://doi.org/10.1007/s13520-019-00094-3>.
- Tetty, G. E. *Exploring the Role of Religion on Suicidal Ideation: A Study among a Population-Based Sample of Adolescents in the United States*, 2014.
- Teymoori, A. & Shahrazad, W. *Relationship between Mother, Father, and Peer Attachment and Empathy with Moral Authority*, **Ethics & Behaviour**, 22(1), 2012, 16-29.
- Thomson, S. *Achievement at School and Socioeconomic Background an Educational Perspective*, **npj Science Learn** 3, 5, 2018, <https://doi.org/10.1038/s41539-018-0022-0>.
- Tu, M., Guo, Y., Zhang, X. & Yu, Q. *More Similar to My Father, Better Academic Performance I Will Have: The Role of Caring Parenting Style*, **Psychology Research and Behaviour Management**, 14, 2021, 1379.
- Udokang, A. E. & Odeyemi, J. B. *Empirical study of the effect of type of family and extra lesson on students's academic performance: A case study of some selected schools in Kwara State, Nigeria*, **New Trends and Issues Proceedings on Humanities and Social Sciences**, 7(3), 2020, 94-103.
- Umar, N. & Hussain, N. *Students' Morality Development in Primary Public Schools of Sindh Province: An Application of Moral Foundation Theory*, **International Research Journal of Education and Innovation**, 2(3), 2021, 78-95.
- Unamba, E., Okwara-Kalu, C. E. & Georgeline, I. *Comparative Study of Levels of Academic Self Esteem and Academic Achievement in Mathematics among Pupils of Two and Single Parent Families*, **Malikussaleh Journal of Mathematics Learning**, 3(2), 2020, 70-75.

- Van der Toorn, J., Paunov, Y. & Van Leeuwen, T. *The Psychology of Morality: A Review and Analysis of Empirical Studies Published from 1940 through 2017*, **Personality and Social Psychology Review**, 2019, 108886831881175. doi:10.1177/1088868318811759
- Whitters, H. G. *Adverse Childhood Experiences, Attachment, and the Early Years Learning Environment: Research and Inclusive Practice*, Routledge, 2020.
- Xiao, B. & Song, G. *The Impact of Family Socioeconomic Status on Learning Conformity among Chinese University Students: Self-Efficacy as Mediating Factor for Sustainability*, 14(16), 2022, 9845.
- Xiao, X., Zhan, Y. & Zhong, Y. *Parental Attachment and Adolescent Internet Morality: A Moderated Mediation Model*. **European Journal of Developmental Psychology**, 19(1), 2022, 1-21.
- Yang, J. & Zhao, X. *Parenting Styles and Children's Academic Performance: Evidence from Middle Schools in China*, **Children and Youth Services Review**, 2020, 113, 105017.
- Yeung, J. W. *Family Processes, Parenting Practices, and Psychosocial Maturity of Chinese Youths: A Latent Variable Interaction and Mediation Analysis*, **International Journal of Environmental Research and Public Health**, 18(8), 2021, 4357.
- Yusuf, F. A., Okanlawon, A. E. & Oladayo, T. R. *Investigation into Factors Affecting Students' Academic Performance in Tertiary Institutions as Expressed by Undergraduates*, **Journal of Education in Black Sea Region**, 5(2), 2020, 62-75.
- Yusuf, R. & Fajri, I. *Differences in Behaviour, Engagement and Environmental Knowledge on Waste Management for Science and Social Students through the Campus Program*, **Heliyon**, 8(2), 2022, e08912.
- Zafar, J. M., Shakir, M. & Noreen, S. *Significance of Home Environment in Behavioural and Moral Development of Children: Opinion of Parents*, *Jahan-e-Tahqeeq*, 2(1), 2019, 1-11.
- Zhang, F., Jiang, Y., Ming, H., Yang, C. & Huang, S. *Family Socioeconomic Status and Adolescents' Academic Achievement: The Moderating Roles of Subjective Social Mobility and Attention*. **Journal of Youth and Adolescence**, 49(9), 2020, 1821-1834.
- Zhang, F., Jiang, Y., Ming, H., Ren, Y., Wang, L. & Huang, S. *Family Socioeconomic Status and Children's Academic Achievement: The Different Roles of Parental Academic Involvement and Subjective Social Mobility*, **British Journal of Educational Psychology**, 90(3), 2020, 561-579.
- Zigon, J. *Morality: An Anthropological Perspective*, Routledge, 1st Edition, 2008.

Online

- Applebury, G. *Why is School Safety Important?*, 2021, <https://safety.lovetoknow.com>.
- Gardner, H. *Disciplined Mind: What All Students Should Understand*, Simon & Schuster, 1999.
- Michele, G. *Safe and Sound School, Safety versus Security: What is the difference?*, 2014, <https://www.safeandsoundschools.org>.
- Sothan, S. *The Determinants of Academic Performance, Evidence from a Cambodian University. Studies in Higher Education*, 2018, 1–16. doi:10.1080/03075079.2018.1496408.
- Tani, K., Dalzell, E., Ehambaranathan, N., Murugasu, S. & Steele, A. *Evaluation of Factors Affecting Students' Performance in Tertiary Education*, Online Submission, 3(2), 2019, 1-10.
- Younas, M., Liu, C. Khalid, S. & Bakar, A. *Effect of Home Environment on Students' Academic Achievements at Higher Level*, *Ilkogretim Online*, 20(5), 2021.

Theses (Unpublished)

- Liniarti, L. *Parents' Involvement and its Influence on Students English Achievement (A Correlation Research at 7th Grade Students of SMPN 06 Kaur In Academic Year 2018/2019)* (Doctoral dissertation, Iain Bengkulu), 2019.
- Lunga, P. *A Collaborative Framework for Enhancing Sustainable Learning for Learners with Disruptive Behaviour in a Rural School Context* (Doctoral dissertation), 2020.
- Mbevi, E. *Administrative Practices Influencing Students Indiscipline in Public Universities* (Doctoral dissertation, University of Nairobi), 2019.
- Okpo, G. E. *School Environmental Variables and Levels of Morality among Secondary School Students in Ogoja Education Zone of Cross River State, Nigeria*, Unpublished thesis, University of Calabar, 2019.

Appendices

Appendix I

Department of Arts and Social Science Education,

Faculty of Arts and Education,

Lead City University, Ibadan.

Home, School Factors and Student Conduct Questionnaire (HSFSCQ)

Dear Sir or Ma,

Request to Participate in a Research

I am a Postgraduate Student of Department of Arts and Social Science Education, Faculty of Arts And Education, Lead City University, Ibadan. I am on the Home, School Factors and Student Conduct in Colleges of Education in Southwest Nigeria I kindly request your assistance by availing time to respond to the questionnaire. All data collected will be treated in strict confidence and use only for research purpose. Your cooperation will be highly appreciated.

Yours Faithfully,

Section A – Demographic Information

Instruction: Please tick (✓) as appropriate

1. School Type: (a) Federal () (b) State () (c) Private ()
2. Sex: (a) Male () (b) Female ()
3. Age: (a) 16-20 () (b) 21-24 () (c) 25 & Above ()
4. Religion: (a) Islam () (b) Christianity () (c) Traditional () (d) Others ()
5. Family Size: (a) 1- 4 () (b) 5 - 8 () (c) 9 - 12 () (d) 13 & Above()
6. Parental Social Status: (a) High () (b) Medium () (c) Low ()
7. Parental Educational Qualification: (a)WASSCE or below () (b) OND/NCE () (c)HND/Degree () (d) Masters () (e) PhD () (f) Others ()

Section B – Students’ Conduct

Instruction: Please tick (√) the question items as appropriate

SA – Strongly Agree **A** – Agree **D** – Disagree **SD** – Strongly Disagree

| S/N | Students’ Conduct | SA | A | D | SD |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| A | Academic Conduct | | | | |
| 1. | Students can only be punctual at lectures and school if there is a good student-staff relationship | | | | |
| 2. | Watching an interesting film or chatting with a friend on phone can make me absent from lectures | | | | |
| 3. | Students usually comport themselves well during lectures and examinations because of the fear of sanctions by the college authority | | | | |
| 4. | Impersonating another person in an examination should be allowed in order to pass a seemingly difficult course | | | | |
| 5. | Cheating during tests and examinations should be allowed so that students can pass well | | | | |
| B | Moral Conduct | | | | |
| 6. | Rioting should be allowed in school when students feel cheated by their lectures | | | | |
| 7. | Showing too much respect(greeting) to lecturers and staff is amounting to a waste of students’ precious time | | | | |
| 8. | Students should be allowed to involve in “ yahoo” or internet fraud to get money for school needs | | | | |
| 9. | Students should be allowed to dress the way they want to school and lecture halls | | | | |
| 10. | There is nothing bad in talking disrespectively to a lecturer whom I feel offended me | | | | |

Section C - Home Factors

| S/N | Family size | SA | A | D | SD |
|-----|---------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| 1. | Students from small-size families achieve better academically than those from large size families. | | | | |
| 2. | Students from small-size families are more morally upright in term of dressing than those from large size families. | | | | |
| 3. | Small size families facilitate the provision of needed materials that ensure students better examination conduct. | | | | |
| 4. | Students from small size families are more punctual at lectures than their counterpart from large family sizes. | | | | |
| 5. | Family size goes a long way in determining students moral and academic conduct at college | | | | |
| | Parental Educational Qualification | | | | |
| 6. | Parental educational level is a yardstick in determining college students’ academic conduct | | | | |
| 7. | Parental educational level have influence on college students’ moral | | | | |

| | | | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| | conduct | | | | |
| 8. | Parent with high level of education always cater for their children educational needs more than those with low level of education | | | | |
| 9. | Students from highly-educated parent are prone to immoral conduct at college than those from lower-working class parents. | | | | |
| 10. | Highly educated parents always demand for progress reports of their children to know the children's academic conduct at college unlike low educated parents. | | | | |
| | Parental Social Status | | | | |
| 11. | Parental social status has impact on students' moral and academic performance in college. | | | | |
| 12. | Students from low parental social status get more parental attention than those from high parental Social Status. | | | | |
| 13. | Students from high parental social status outperform those from low parental social status academically. | | | | |
| 14. | Students from parents with high social status dress more ethically than those from low parental social status | | | | |
| 15. | Students with high parental social status attend lectures more often than their counterparts with low parental social status. | | | | |

Section D - School Factors

Instruction: Please tick (✓) the question items as appropriate

| S/N | School Factors | SA | A | D | SD |
|-----|------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| | School Discipline Practices | | | | |
| 1. | School discipline practices instill good academic conduct in the students | | | | |
| 2. | The sets down disciplinary rules and regulations in the school control students immoral conduct | | | | |
| 3. | Schools reward students of good characters in order to promote students moral conduct | | | | |
| 4. | Sending out misbehaving students out of the classroom during lectures inculcates positive attitude in the students | | | | |
| 5. | The school at times suspends or expels erring students if need be. | | | | |
| | School Safety | | | | |
| 6. | Putting in place a school safety and security policy help in preventing immoral conduct in the college | | | | |
| 7. | Enacting a strong visitor management programme is a way to prevent external immoral conduct within the school premises | | | | |
| 8. | The use of badges or identity cards help to prevent immoral conduct in school | | | | |
| 9. | Creating a good school climate enhances good academic conduct in school | | | | |
| 10. | Preventing bullying, harassment and violence among college students result to moral conduct in the school. | | | | |
| | | | | | |

| Student-Staff Relationship | | | | | |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 11. | Healthy student-staff relationship has a positive link with student academic and moral outcomes in the college | | | | |
| 12. | Building good student-staff relationship helps in ensuring good academic conduct among college students | | | | |
| 13. | Building good student-staff relationship helps to prevent academic and behavioural problems in the college | | | | |
| 14. | Healthy student-staff relationship is a key factor to college students' attendance at lectures | | | | |
| 15. | Healthy student-staff relationship makes it possible to correct student immoral conduct in the college | | | | |
| School Type | | | | | |
| 16. | Student moral conduct depends on the type (private, state and federal) of the college attended | | | | |
| 17. | School rules, regulations and code of conduct can easily be enforced on public college student than those in private colleges | | | | |
| 18. | Immoral conduct is rampant in private colleges than public colleges | | | | |
| 19. | Discipline is easily enforced in public colleges than private colleges | | | | |
| 20. | Interest in profit-making by private colleges limit lecturers' ability to instill proper moral conduct in students unlike public colleges | | | | |

Section E – Religion (Moderating Variable)

Instruction: Please tick (✓) the question items as appropriate

| S/N | Religion (Moderating Variable) | SA | A | D | SD |
|-----|----------------------------------------------------------------------------------------------------------|----|---|---|----|
| 1. | Some college students' behavioural attitudes are moderated by religion activities on campus. | | | | |
| 2. | Most college students avoid cheating during examinations out of respect for their religion. | | | | |
| 3. | A private college with a religious orientation might require its students to follow certain dress codes. | | | | |
| 4. | The role of religion on students' general conduct at the college of education is great. | | | | |
| 5. | Students devotion to religious activities in school helps to prevent academic misconduct on campus. | | | | |

Appendix II

| | | Count | Column Total N % |
|------------------------------------|-----------------|-------------|------------------|
| School type | Federal | 872 | 69.5% |
| | State | 245 | 19.5% |
| | Private | 137 | 10.9% |
| | | 1254 | 100.00 |
| Sex | Male | 285 | 22.7% |
| | Female | 969 | 77.3% |
| | | 1254 | 100.00 |
| Age | 16-20 | 269 | 21.5% |
| | 21-24 | 810 | 64.6% |
| | 25 & Above | 157 | 12.5% |
| | | 1254 | 100.00 |
| Religion | Islam | 698 | 55.7% |
| | Christianity | 516 | 41.1% |
| | Traditional | 40 | 3.2% |
| | | 1254 | 100.00 |
| Family Size | 1-4 | 551 | 43.9% |
| | 5-8 | 592 | 47.2% |
| | 9-12 | 93 | 7.4% |
| | 13 & Above | 18 | 1.4% |
| | | 1254 | 100.00 |
| Parental Social Status | Low | 272 | 21.7% |
| | Medium | 694 | 55.3% |
| | High | 178 | 14.2% |
| | 4 | 110 | 8.8% |
| | | 1254 | 100.00 |
| Parental Educational Qualification | WASSCE or below | 184 | 14.7% |
| | OND/NCE | 868 | 69.2% |
| | HND/Degree | 170 | 13.6% |
| | Ph.D | 18 | 1.4% |
| | Other | 14 | 1.1% |
| | | 1254 | 100.00 |

Analysis of Research Questions

Level of Students' Compliance to Academic Conduct in Colleges of Education, Southwest, Nigeria

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Students can only be punctual at lectures and school if there is a good student-staff relationship | 239 (19.1%) | 272 (21.7%) | 391 (31.2%) | 352 (28.1%) | 2.23 |
| Watching an interesting film or chatting with a friend on phone can make me absent from lectures | 183 (14.6%) | 416 (33.2%) | 400 (31.9%) | 255 (20.3%) | 2.42 |
| Students usually comport themselves well during lectures and examinations because of the fear of sanctions by the college authority | 185 (14.8%) | 356 (28.4%) | 410 (32.7%) | 303 (24.2%) | 2.34 |
| Impersonating another person in an examination should be allowed in order to pass a seemingly difficult course | 327 (26.1%) | 347 (27.7%) | 292 (23.3%) | 288 (23.0%) | 2.57 |
| Cheating during tests and examinations should be allowed so that students can pass well | 511 (40.7%) | 261 (20.8%) | 237 (18.9%) | 245 (19.6%) | 2.82 |

Level of Students' Compliance to Moral Conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Rioting should be allowed in school when students feel cheated by their lecturers | 339 (27.0%) | 394 (31.4%) | 357 (28.5%) | 164 (13.1%) | 2.276 |
| Showing too much respect (greeting) to lecturers and staff is amounting to a waste of students' precious time | 328 (26.2%) | 463 (37.0%) | 353 (28.2%) | 110 (8.8%) | 2.197 |
| Students should be allowed to involve in "yahoo" or internet fraud to get money for school needs | 505 (40.3%) | 337 (26.9%) | 142 (11.3%) | 270 (21.5%) | 2.142 |
| Students should be allowed to dress the way they want to school and lecture halls | 469 (37.4%) | 325 (25.9%) | 253 (20.2%) | 207 (16.5%) | 2.157 |
| There is nothing bad in talking disrespectfully to a lecturer whom I feel offended me | 451 (36.0%) | 406 (32.4%) | 200 (16.0%) | 197 (15.7%) | 2.114 |

The Dominance of Family Size Factor in determining Students' Conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|----------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Students from small-size families achieve better academically than those from large size families. | 251 (20.0%) | 387 (30.9%) | 396 (31.6%) | 220 (17.5%) | 2.536 |
| Students from small-size families are more morally upright in terms of dressing than those from large size families. | 247 (19.7%) | 303 (24.2%) | 466 (37.2%) | 238 (19.0%) | 2.446 |
| Small size families facilitate the provision of needed materials that ensure students better examination conduct. | 228 (18.2%) | 356 (28.4%) | 298 (23.8%) | 372 (29.7%) | 2.352 |
| Students from small size families are more punctual at lectures than their counterparts from large family sizes. | 265 (21.1%) | 313 (24.0%) | 451 (36.0%) | 225 (18.0%) | 2.501 |
| Family size goes a long way in determining students' moral and academic conduct at college. | 211 (16.8%) | 263 (21.0%) | 494 (39.4%) | 286 (22.8%) | 2.320 |

The Dominance of Parental Educational Qualification in Determining Students' Conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Parental educational level is a yardstick in determining college students' academic conduct | 223 (17.8%) | 273 (21.8%) | 431 (34.4%) | 327 (26.1%) | 2.313 |
| Parental educational level has influence on college students' moral conduct | 458 (36.5%) | 261 (20.9%) | 182 (14.6%) | 353 (28.0%) | 2.638 |
| Parent with a high level of education always cater for their children's educational needs more than those with low level of education | 411 (32.8%) | 415 (33.2%) | 159 (12.7%) | 269 (21.3%) | 2.666 |
| Students from highly-educated parents are prone to immoral conduct at college than those from lower-working class parents. | 380 (30.3%) | 287 (22.8%) | 319 (25.5%) | 268 (21.4%) | 2.506 |
| Highly educated parents always demand progress reports of their children to know the children's academic conduct at college unlike low-educated parents. | 439 (35.0%) | 323 (25.6%) | 155 (12.4%) | 337 (27.0%) | 2.524 |

The Dominance of Parental Social Status in Determining Students' Conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Parental social status has an impact on students' moral and academic performance in college. | 220 (17.5%) | 233 (18.6%) | 442 (35.3%) | 359 (28.7%) | 2.252 |
| Students from low parental social status get more parental attention than those from high parental social status. | 190 (15.2%) | 346 (27.6%) | 481 (38.5%) | 237 (18.7%) | 2.388 |
| Students from high parental social status outperform those from low parental social status academically. | 239 (19.0%) | 324 (25.9%) | 363 (29.0%) | 328 (26.1%) | 2.379 |
| Students from parents with high social status dress more ethically than those from low parental social status. | 154 (12.3%) | 322 (25.7%) | 529 (42.3%) | 249 (19.7%) | 2.304 |
| Students with high parental social status attend lectures more often than their counterparts with low parental social status. | 266 (21.2%) | 302 (24.1%) | 402 (32.0%) | 284 (22.7%) | 2.438 |

The Dominance of School Discipline Practices in Determining Students' conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|--------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| School discipline practices instill good academic conduct in the students | 466 (36.9%) | 196 (15.6%) | 232 (18.5%) | 360 (29.0%) | 2.615 |
| The sets down disciplinary rules and regulations in the school control students immoral conduct | 416 (33.1%) | 231 (18.4%) | 186 (14.7%) | 421 (33.8%) | 2.684 |
| Schools reward students of good characters in order to promote students moral conduct | 394 (31.4%) | 309 (24.6%) | 210 (16.7%) | 341 (27.3%) | 2.621 |
| Sending out misbehaving students out of the classroom during lectures inculcates positive attitude in the students | 492 (39.2%) | 255 (20.4%) | 229 (18.3%) | 278 (22.1%) | 2.656 |
| The school at times suspends or expels erring students if need be. | 327 (26.1%) | 461 (36.7%) | 207 (16.5%) | 259 (20.7%) | 2.690 |

The Dominance of School Safety in Determining Students' conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|----------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Putting in place a school safety and security policy helps in preventing immoral conduct in college | 453 (36.2%) | 323 (25.8%) | 203 (16.2%) | 275 (21.8%) | 3.55 |
| Enacting a strong visitor management program is a way to prevent external immoral conduct within the school premises | 406 (32.5%) | 237 (18.9%) | 408 (32.6%) | 203 (16.0%) | 3.47 |
| The use of badges or identity cards helps to prevent immoral conduct in school | 391 (31.3%) | 316 (25.2%) | 378 (30.0%) | 169 (13.5%) | 2.73 |
| Creating a good school climate enhances good academic conduct in school | 337 (26.9%) | 498 (39.8%) | 148 (11.7%) | 271 (21.6%) | 2.69 |
| Preventing bullying, harassment, and violence among college students result in moral conduct in the school | 421 (33.6%) | 294 (23.5%) | 381 (30.3%) | 158 (12.6%) | 2.77 |

The Dominance of student staff relationship Determining Students' conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|----------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Healthy student-staff relationship has a positive link with student academic and moral outcomes in the college | 357 (30.8%) | 306 (24.5%) | 380 (30.3%) | 180 (14.4%) | 2.62 |
| Building good student-staff relationship helps in ensuring good academic conduct among college students | 417 (33.4%) | 297 (23.8%) | 320 (25.2%) | 220 (17.6%) | 3.51 |
| Building good student-staff relationship helps to prevent academic and behavioural problems in the college | 307 (24.5%) | 486 (38.8%) | 233 (18.6%) | 228 (18.1%) | 2.69 |
| Healthy student-staff relationship is a key factor to college students' attendance at lectures | 370 (29.6%) | 282 (22.5%) | 364 (29.0%) | 238 (18.9%) | 2.62 |
| Healthy student-staff relationship makes it possible to correct student immoral conduct in the college | 372 (29.7%) | 372 (29.7%) | 200 (16.0%) | 310 (24.6%) | 2.64 |

The Dominance of School Types Determining Students' conduct in Colleges of Education, Southwest, Nigeria

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|-----------------|--------------------------|-------------|
| Student moral conduct depends on the type (private, state, and federal) of the college attended | 274 (21.9%) | 364 (29.0%) | 214 (17.1%) | 402 (32.0%) | 2.41 |
| School rules, regulations, and code of conduct can easily be enforced on public college students than those in private colleges | 474 (37.8%) | 213 (17.0%) | 199 (15.9%) | 368 (29.3%) | 3.43 |
| Immoral conduct is rampant in private colleges than public colleges | 191 (15.2%) | 222 (17.7%) | 360 (28.6%) | 481 (38.5%) | 2.07 |
| Discipline is easily enforced in public colleges than private colleges | 477 (38.1%) | 354 (28.3%) | 138 (11.0%) | 285 (22.8%) | 3.61 |
| Interest in profit-making by private colleges limits lecturers' ability to instill proper moral conduct in students unlike public colleges | 355 (28.4%) | 350 (28.0%) | 348 (27.6%) | 201 (16.0%) | 3.48 |

1.5 Hypotheses

The following hypotheses were formulated for the study:

H₀₁: There will be no significant relationship among home factors, school factors and students' conduct in colleges of education in Southwest Nigeria.

Correlations^b

| | | Academic | Moral Conduct | FS | EDQ | SS | DISP | STY | STR | ST |
|-------------------|---------------------|----------|---------------|--------|--------|--------|--------|--------|--------|----|
| Academic | Pearson Correlation | 1 | | | | | | | | |
| | Sig. (2-tailed) | | | | | | | | | |
| Moral Conduct | Pearson Correlation | .244** | 1 | | | | | | | |
| | Sig. (2-tailed) | .000 | | | | | | | | |
| Family Size | Pearson Correlation | .032 | -.074** | 1 | | | | | | |
| | Sig. (2-tailed) | .265 | .009 | | | | | | | |
| Educational Q | Pearson Correlation | .298** | .385** | .179** | 1 | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | | | | | |
| Social Status | Pearson Correlation | .263** | -.285** | .349** | .628** | 1 | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | | | | |
| Discipline | Pearson Correlation | .183** | .380** | .383** | .514** | .497** | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | | | | |
| Safety | Pearson Correlation | .232** | .390** | .156** | .495** | .364** | .721** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | | | |
| Student Staff Rel | Pearson Correlation | .159** | .490** | .287** | .578** | .507** | .655** | .720** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | |
| School Type Total | Pearson Correlation | .170** | -.351** | .407** | .595** | .681** | .630** | .581** | .728** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

b. List wise N=1222

Correlations^b

| | | Academic | Moral Conduct | Home Factor | School Factor |
|---------------|---------------------|----------|---------------|-------------|---------------|
| Academic | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| Moral Conduct | Pearson Correlation | .244** | 1 | | |
| | Sig. (2-tailed) | .000 | | | |
| Home Factor | Pearson Correlation | .247** | -.312** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | | |
| School Factor | Pearson Correlation | .214** | -.465** | .671** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

b. List wise N=1222

H₀₂: There will be no significant relative influence of home and school factors on students' conduct in colleges of education in Southwest Nigeria.

Home factors and students' conduct -Academic

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .319 ^a | .102 | .099 | 2.28267 |

a. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 731.249 | 3 | 243.750 | 46.780 | .000 ^b |
| | Residual | 6466.338 | 1241 | 5.211 | | |
| | Total | 7197.587 | 1244 | | | |

a. Dependent Variable: Academic

b. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized | t | Sig. |
|-------|-----------------|-----------------------------|------------|--------------|--------|------|
| | | B | Std. Error | Coefficients | | |
| 1 | (Constant) | 9.318 | .334 | | 27.917 | .000 |
| | H Family Size | -.026 | .020 | -.037 | -1.279 | .201 |
| | H Educational Q | .176 | .029 | .211 | 6.107 | .000 |
| | H Social Status | .126 | .030 | .150 | 4.132 | .000 |

a. Dependent Variable: Academic

Home factors and students' conduct -Moral

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .389 ^a | .151 | .149 | 3.50634 |

a. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 2712.202 | 3 | 904.067 | 73.535 | .000 ^b |
| | Residual | 15257.400 | 1241 | 12.294 | | |
| | Total | 17969.602 | 1244 | | | |

a. Dependent Variable: Moral Conduct

b. Predictors: (Constant), H Social Status, H Family Size, H Educational Q

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized | t | Sig. |
|-------|-----------------|-----------------------------|------------|--------------|---------|------|
| | | B | Std. Error | Coefficients | | |
| 1 | (Constant) | 20.193 | .513 | | 39.384 | .000 |
| | H Family Size | .023 | .031 | .021 | .754 | .451 |
| | H Educational Q | -.446 | .044 | -.339 | -10.076 | .000 |
| | H Social Status | -.103 | .047 | -.078 | -2.216 | .027 |

a. Dependent Variable: Moral Conduct

School factors and students' conduct – Academic

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .240 ^a | .057 | .054 | 2.33685 |

a. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|--------|-------------------|
| 1 | Regression | 405.252 | 4 | 101.313 | 18.553 | .000 ^b |
| | Residual | 6645.887 | 1217 | 5.461 | | |
| | Total | 7051.139 | 1221 | | | |

a. Dependent Variable: Academic

b. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 10.610 | .269 | | 39.387 | .000 |
| | Discipline | .012 | .032 | .017 | .387 | .699 |
| | Safety | .154 | .031 | .225 | 4.934 | .000 |
| | Student Staff Rel | -.052 | .033 | -.075 | -1.551 | .121 |
| | School Type Total | .062 | .031 | .083 | 1.956 | .051 |

a. Dependent Variable: Academic

School factors and students' conduct – Moral

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .498 ^a | .248 | .246 | 3.32844 |

a. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|---------|-------------------|
| 1 | Regression | 4445.869 | 4 | 1111.467 | 100.326 | .000 ^b |
| | Residual | 13482.589 | 1217 | 11.079 | | |
| | Total | 17928.458 | 1221 | | | |

a. Dependent Variable: Moral Conduct

b. Predictors: (Constant), School Type Total, Safety, Discipline, Student Staff Rel

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-------------------|-----------------------------|------------|---------------------------|---------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 20.603 | .384 | | 53.701 | .000 |
| | Discipline | -.122 | .046 | -.104 | -2.684 | .007 |
| | Safety | -.032 | .045 | -.029 | -.714 | .475 |
| | Student Staff Rel | -.483 | .048 | -.437 | -10.163 | .000 |
| | School Type Total | .059 | .045 | .050 | 1.312 | .190 |

a. Dependent Variable: Moral Conduct

H₀₃: There will be no significant joint influence of home and school factors on students' conduct in colleges of education in Southwest Nigeria.

Multivariate Tests^a

| Effect | | Value | F | Hypothesis | | Sig. |
|---------------|--------------------|---------|-------------------------|------------|----------|------|
| | | | | df | Error df | |
| Intercept | Pillai's Trace | .997 | 160698.526 _b | 2.000 | 1108.000 | .000 |
| | Wilks' Lambda | .003 | 160698.526 _b | 2.000 | 1108.000 | .000 |
| | Hotelling's Trace | 290.070 | 160698.526 _b | 2.000 | 1108.000 | .000 |
| | Roy's Largest Root | 290.070 | 160698.526 _b | 2.000 | 1108.000 | .000 |
| Home Factor | Pillai's Trace | 1.604 | 172.560 | 52.000 | 2218.000 | .000 |
| | Wilks' Lambda | .038 | 177.431 _b | 52.000 | 2216.000 | .000 |
| | Hotelling's Trace | 8.569 | 182.412 | 52.000 | 2214.000 | .000 |
| | Roy's Largest Root | 5.407 | 230.646 ^c | 26.000 | 1109.000 | .000 |
| School Factor | Pillai's Trace | 1.759 | 188.094 | 86.000 | 2218.000 | .000 |
| | Wilks' Lambda | .011 | 220.951 _b | 86.000 | 2216.000 | .000 |
| | Hotelling's Trace | 20.109 | 258.847 | 86.000 | 2214.000 | .000 |
| | Roy's Largest Root | 15.580 | 401.811 ^c | 43.000 | 1109.000 | .000 |
| Home Factor * | Pillai's Trace | 1.499 | 80.874 | 82.000 | 2218.000 | .000 |
| School Factor | Wilks' Lambda | .034 | 119.185 _b | 82.000 | 2216.000 | .000 |
| | Hotelling's Trace | 12.673 | 171.080 | 82.000 | 2214.000 | .000 |
| | Roy's Largest Root | 11.291 | 305.410 ^c | 41.000 | 1109.000 | .000 |

a. Design: Intercept + Home Factor + School Factor + Home Factor * School Factor

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Tests of Between-Subjects Effects

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|--------------------|-------------------------|------|-------------|------------|------|
| Corrected Model | Academic | 6715.960 ^a | 112 | 59.964 | 198.401 | .000 |
| | Moral Conduct | 16491.492 ^b | 112 | 147.245 | 113.639 | .000 |
| Intercept | Academic | 92505.571 | 1 | 92505.571 | 306070.875 | .000 |
| | Moral Conduct | 94245.958 | 1 | 94245.958 | 72735.689 | .000 |
| Home Factor | Academic | 1264.493 | 26 | 48.634 | 160.915 | .000 |
| | Moral Conduct | 4832.155 | 26 | 185.852 | 143.434 | .000 |
| School Factor | Academic | 2707.111 | 43 | 62.956 | 208.301 | .000 |
| | Moral Conduct | 7486.449 | 43 | 174.103 | 134.367 | .000 |
| Home Factor * | Academic | 1965.164 | 41 | 47.931 | 158.588 | .000 |
| School Factor | Moral Conduct | 2174.406 | 41 | 53.034 | 40.930 | .000 |
| Error | Academic | 335.179 | 1109 | .302 | | |
| | Moral Conduct | 1436.967 | 1109 | 1.296 | | |
| Total | Academic | 199818.000 | 1222 | | | |
| | Moral Conduct | 260136.000 | 1222 | | | |
| Corrected Total | Academic | 7051.139 | 1221 | | | |
| | Moral Conduct | 17928.458 | 1221 | | | |

a. R Squared = .952 (Adjusted R Squared = .948)

b. R Squared = .920 (Adjusted R Squared = .912)

Lead City University

H₀₄: There will be no significant moderating effect of religion on the relationship among home, school factors and students' conduct in colleges of education in Southwest Nigeria

Home and Moderator

Multivariate Tests^a

| Effect | | Value | F | Hypothesis | | Sig. |
|------------------|--------------------|--------|------------------------|------------|----------|------|
| | | | | df | Error df | |
| Intercept | Pillai's Trace | .978 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| | Wilks' Lambda | .022 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| | Hotelling's Trace | 45.153 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| | Roy's Largest Root | 45.153 | 25804.813 _b | 2.000 | 1143.000 | .000 |
| Religion Total | Pillai's Trace | .749 | 45.685 | 30.000 | 2288.000 | .000 |
| | Wilks' Lambda | .358 | 51.106 ^b | 30.000 | 2286.000 | .000 |
| | Hotelling's Trace | 1.491 | 56.762 | 30.000 | 2284.000 | .000 |
| | Roy's Largest Root | 1.251 | 95.434 ^c | 15.000 | 1144.000 | .000 |
| Home Factor | Pillai's Trace | .938 | 36.078 | 56.000 | 2288.000 | .000 |
| | Wilks' Lambda | .275 | 37.036 ^b | 56.000 | 2286.000 | .000 |
| | Hotelling's Trace | 1.864 | 38.004 | 56.000 | 2284.000 | .000 |
| | Roy's Largest Root | 1.239 | 50.612 ^c | 28.000 | 1144.000 | .000 |
| Religion Total * | Pillai's Trace | 1.284 | 36.011 | 114.000 | 2288.000 | .000 |
| Home Factor | Wilks' Lambda | .111 | 40.151 ^b | 114.000 | 2286.000 | .000 |
| | Hotelling's Trace | 4.452 | 44.595 | 114.000 | 2284.000 | .000 |
| | Roy's Largest Root | 3.406 | 68.356 ^c | 57.000 | 1144.000 | .000 |

a. Design: Intercept + Religion Total + Home Factor + Religion Total * Home Factor

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Tests of Between-Subjects Effects

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
|------------------|--------------------|-------------------------|------|-------------|-----------|------|
| Corrected Model | Academic | 5352.237 ^a | 100 | 53.522 | 33.180 | .000 |
| | Moral Conduct | 14538.320 ^b | 100 | 145.383 | 48.471 | .000 |
| Intercept | Academic | 79658.020 | 1 | 79658.020 | 49382.922 | .000 |
| | Moral Conduct | 81621.953 | 1 | 81621.953 | 27213.012 | .000 |
| Religion Total | Academic | 442.879 | 15 | 29.525 | 18.304 | .000 |
| | Moral Conduct | 3230.049 | 15 | 215.337 | 71.794 | .000 |
| Home Factor | Academic | 1306.400 | 28 | 46.657 | 28.924 | .000 |
| | Moral Conduct | 4146.358 | 28 | 148.084 | 49.372 | .000 |
| Religion Total * | Academic | 3014.336 | 57 | 52.883 | 32.784 | .000 |
| Home Factor | Moral Conduct | 5104.417 | 57 | 89.551 | 29.857 | .000 |
| Error | Academic | 1845.350 | 1144 | 1.613 | | |
| | Moral Conduct | 3431.282 | 1144 | 2.999 | | |
| Total | Academic | 202868.000 | 1245 | | | |
| | Moral Conduct | 264066.000 | 1245 | | | |
| Corrected Total | Academic | 7197.587 | 1244 | | | |
| | Moral Conduct | 17969.602 | 1244 | | | |

a. R Squared = .744 (Adjusted R Squared = .721)

b. R Squared = .809 (Adjusted R Squared = .792)

Lead City University

School and Moderator

Multivariate Tests^a

| Effect | | Value | F | Hypothesis df | Error df | Sig. |
|-----------------|-----------------------|--------|---------------------|------------------|----------|------|
| Intercept | Pillai's Trace | .985 | 37356.341 b | 2.000 | 1127.000 | .000 |
| | Wilks' Lambda | .015 | 37356.341 b | 2.000 | 1127.000 | .000 |
| | Hotelling's Trace | 66.293 | 37356.341 b | 2.000 | 1127.000 | .000 |
| | Roy's Largest Root | 66.293 | 37356.341 b | 2.000 | 1127.000 | .000 |
| School Factor | Pillai's Trace | 1.222 | 41.185 | 86.000 | 2256.000 | .000 |
| | Wilks' Lambda | .148 | 41.931 ^b | 86.000 | 2254.000 | .000 |
| | Hotelling's Trace | 3.260 | 42.684 | 86.000 | 2252.000 | .000 |
| | Roy's Largest Root | 2.027 | 53.183 ^c | 43.000 | 1128.000 | .000 |
| Religion Total | Pillai's Trace | .318 | 16.433 | 26.000 | 2256.000 | .000 |
| | Wilks' Lambda | .704 | 16.625 ^b | 26.000 | 2254.000 | .000 |
| | Hotelling's Trace | .388 | 16.818 | 26.000 | 2252.000 | .000 |
| | Roy's Largest Root | .270 | 23.401 ^c | 13.000 | 1128.000 | .000 |
| School Factor * | Pillai's Trace | 1.152 | 43.804 | 70.000 | 2256.000 | .000 |
| Religion Total | Wilks' Lambda | .179 | 43.985 ^b | 70.000 | 2254.000 | .000 |
| | Hotelling's Trace | 2.746 | 44.166 | 70.000 | 2252.000 | .000 |
| | Roy's Largest Root | 1.553 | 50.045 ^c | 35.000 | 1128.000 | .000 |

a. Design: Intercept + School Factor + Religion Total + School Factor * Religion Total

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Tests of Between-Subjects Effects

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|--------------------|-------------------------|------|-------------|-----------|------|
| Corrected Model | Academic | 5680.378 ^a | 93 | 61.079 | 50.262 | .000 |
| | Moral Conduct | 14419.999 ^b | 93 | 155.054 | 49.851 | .000 |
| Intercept | Academic | 83450.005 | 1 | 83450.005 | 68671.049 | .000 |
| | Moral Conduct | 85227.663 | 1 | 85227.663 | 27401.433 | .000 |
| School Factor | Academic | 2655.048 | 43 | 61.745 | 50.810 | .000 |
| | Moral Conduct | 4325.620 | 43 | 100.596 | 32.342 | .000 |
| Religion Total | Academic | 256.136 | 13 | 19.703 | 16.213 | .000 |
| | Moral Conduct | 874.538 | 13 | 67.272 | 21.629 | .000 |
| School Factor * | Academic | 2056.126 | 35 | 58.746 | 48.342 | .000 |
| Religion Total | Moral Conduct | 4186.320 | 35 | 119.609 | 38.455 | .000 |
| Error | Academic | 1370.761 | 1128 | 1.215 | | |
| | Moral Conduct | 3508.459 | 1128 | 3.110 | | |
| Total | Academic | 199818.000 | 1222 | | | |
| | Moral Conduct | 260136.000 | 1222 | | | |
| Corrected Total | Academic | 7051.139 | 1221 | | | |
| | Moral Conduct | 17928.458 | 1221 | | | |

a. R Squared = .806 (Adjusted R Squared = .790)

b. R Squared = .804 (Adjusted R Squared = .788)

Lead City University

Bio-data

A. Personal Data

- | | |
|------------------------------------------------|--------------------------------------|
| 1. Name: | Amidu Kolawole AJAYI |
| 2. Date and Place of Birth: | 3rd June, 1973, Oyo |
| 3. Nationality: | Nigerian |
| 4. State of Origin and Local Government | Oyo State /Oyo East Local Govt. Area |
| 5. Marital Status: | Married |
| 6. E-mail/GSM Number: | ajayiameed@gmail.com/08032391105 |
| 7. Permanent Home Address: | Lakanla Compound, Jabata, Oyo |

B. Educational Institutions Attended with Dates:

- | | |
|------------------------------------------------|-----------|
| a. University of Ibadan, Ibadan | 2007-2010 |
| b. University of Ilorin, Ilorin | 1999-2004 |
| c. SPED Consult Training Centre, Oyo | 1998-2000 |
| d. Federal College of Education (Special), Oyo | 1991-1995 |
| e. Community Secondary School, Lagunna, Oyo | 1994-1995 |

Academic and Professional Qualifications with Dates:

- | | |
|------------------------------------------------------------------------------|------|
| a. Master of Education in Teacher Education (Social Studies Education) | 2010 |
| b. Bachelor of Science Education in (Social Studies/Special Education) (2:1) | 2004 |
| c. Diploma in Computer Studies (Data Processing) | 2000 |
| d. Nigeria Certificate in Education (Social Studies/ Hearing Impaired) | 1995 |
| e. Senior Secondary School Certificate | 1995 |

C. Work Experiences with Dates

Previous Work Experience outside the College:

- | | |
|--------------------------------------------------------------------------|-----------|
| a. Anwar-ul-Islam Nursery/Primary Institute, Oyo | 1995-1996 |
| b. SPED Staff Nursery/Primary School, Oyo | 1996-2006 |
| c. Emmanuel Alayande College of Education Model High School, Isokun, Oyo | 2006-2017 |

Date of Assumption of Duty/Entry Status: 16th October, 2017/ Lecturer III
Name of School/Department: School of General Studies

Education/ Science and Humanities Education

Date of Confirmation of Appointment:

16th October, 2019

Date of Last promotion, Post and Salary:

1st Jan. 2021, Lecturer II

CONPCASS 03 step 3

Current Salary:

CONPCASS 03 step 05

Courses taught within the promotion period:

2019/2020 Academic Session

| S/N | Course Code | Course Title | Level | Credit | Status | Semester |
|-----|-------------|----------------------------|-------|--------|------------|-----------------|
| 1 | GSE 223 | Citizenship Education | 200 | 1 | Compulsory | 2 nd |
| 2 | GSE 224 | Entrepreneurship Education | 200 | 1 | Compulsory | 2 nd |
| 3 | GSE 324 | Political Economy | 300 | 1 | Compulsory | 2 nd |

2020/2021 Academic Session

| S/N | Course Code | Course Title | Level | Credit | Status | Semester |
|-----|-------------|----------------------------|-------|--------|------------|-----------------|
| 1 | GSE 223 | Citizenship Education | 200 | 1 | Compulsory | 2 nd |
| 2 | GSE 224 | Entrepreneurship Education | 200 | 1 | Compulsory | 2 nd |
| 3 | GSE 324 | Political Economy | 300 | 1 | Compulsory | 2 nd |

2021/2022 Academic Session

| S/N | Course Code | Course Title | Level | Credit | Status | Semester |
|-----|-------------|-------------------------------|-------|--------|------------|-----------------|
| 1 | GSE 214 | Trafficking in Persons Issues | 200 | 1 | Compulsory | 1 st |
| 2 | GSE 223 | Citizenship Education | 200 | 1 | Compulsory | 2 nd |
| 3 | GSE 224 | Entrepreneurship Education | 200 | 1 | Compulsory | 2 nd |
| 4 | GSE 324 | Political Economy | 300 | 1 | Compulsory | 2 nd |

Administrative Experience

Lecturer III

2017 -2020

- i. Lectured as assigned by the Head of Department.
- ii. Acted as Examiner in courses taught.
- iii. Invigilated College Examinations.
- iv. Signed course form for students.
- v. Supervised NCE II Students on Micro-teaching.
- vi. Supervised NCE III Students on Teaching Practice
- vii. Supervised NCE III Students' Projects.
- viii. Performed other duties assigned by Head of Department.

Lecturer II

2020 -2023

- i. Lectured as assigned by the Head of Department.
- ii. Acted as Examiner in courses taught.
- iii. Invigilated College Examinations.
- iv. Signed course form for students.
- v. Supervised NCE II Students on Micro-teaching.
- vi. Supervised NCE III Students on Teaching Practice
- vii. Supervised NCE III Students' Projects.
- viii. Performed other duties assigned by Head of Department.

Research Experience

(i) Research Proposal

Before last Promotion

Ajayi, A.K. Economic hardship and students' standard of living at Federal college of education (Special), Oyo. **Year Proposed: 2020**

After last Promotion

Ajayi, A.K. Home and school factors as determinants of students' conducts in colleges of education in Southwest Nigeria. **Year Proposed: 2022**

(ii) On-Going Research

Before last Promotion

Nil

After last Promotion

Nil

(iii) Completed Research

Before last Promotion

Nil

After last Promotion

Nil

Ajayi, A.K. Economic hardship and students' standard of living at Federal College of Education (Special), Oyo. **Year of Completion: 2023**

D. List of Publications:

(a) Attendance at Learned Conferences/Seminars and Workshops including title(s) of paper presented

(i) Before last Promotion

1. **Ajayi, A.K.** (2018). Teacher Education as a panacea to unemployment in Nigeria. A paper presented at the 5th National Conference of School of Secondary Education (Language Programmes), held at Olusegun Obasanjo Hall, Federal College of Education (Special), Oyo between 7th and 11th May.
2. **Ajayi, A.K.** (2019). Achieving the 2030 education agenda through Teacher Education-A paper presented at the 10th National Conference of Colleges of Education Academic Staff Union (COEASU) Southwest Zone held at COEASU Building Hall, Federal College of Education (Special), Oyo between 6th and 10th May.
3. **Ajayi, A.K.** (2019). Promoting democracy through elections: What and what not? A paper presented at the 35th Annual National Conference of Social Studies Association of Nigeria (SOSAN) held at School of Education Hall, Adeyemi College of Education, Ondo between 26th and 29th August.
4. **Ajayi, A.K.** (2019). Solving youth unemployment through teacher education. A paper presented at the 2019 Biennial National Conference of School of Education held at Tim Obani Hall, Federal College of Education (Special), Oyo between 11th and 15th November.

(ii) After last Promotion

5. **Ajayi, A.K.** (2021). Functional education as a tool for fostering national security in Nigeria. A paper presented at the 10th Annual National Conference of School of General Education, Federal College of Education, Kontagora, held online between 8th and 12th February.
6. **Ajayi, A.K.** (2021). Functional social studies education and the challenges of COVID – 19: The way forward. A paper presented at the 3rd International Conference of School of General Education held at Multipurpose Hall, Federal College of Education, Obudu, between 10th and 12th March
7. **Ajayi, A.K.** (2021). Remodeling teaching and learning of Social Studies in secondary schools in the context of a COVID – 19. A paper presented at the 2021 Biennial National Conference of School of Education held at Tim Obani Hall, Federal College of Education (Special), Oyo between 22nd and 25th June.
8. **Ajayi, A.K.** (2021). Impact of functional education on national security in Nigeria. A paper presented at the 1st International Conference of School of General Education, The Federal Polytechnic, Offa, held online between 16th and 18th November.
9. **Ajayi, A.K.** (2022). Acquiring vocational skills: A must for secondary school leavers towards the attainment of sustainable development. A paper presented at the 5th International Conference of Faculty of Arts and Education held at the International Conference Centre, Lead City University, Ibadan between 6th and 8th June.
10. **Ajayi, A.K.** (2022). Rebranding social studies contents for a new world. A paper presented at the 5th Annual National Conference of Social Studies Educationists

Association of Nigeria (SOSAN) held at Ajose Hall, Faculty of Agriculture, Obafemi Awolowo University, Ile-Ife between 15th -18th August

11. **Ajayi, A, K.** (2023). Economic hardship and students standard of living in Federal college of education (special), Oyo, A paper presented at the 1st International conference of School of General Studies Education held at New Economics Hall, Federal College of Education (Special), Oyo between 13th and 17th February.

E. Seminars/Workshops Attended

(i) Before last Promotion

1. **Participant:** A Workshop on Professional competencies for Academic Staff held at School of Education, Federal College of Education (Special), Oyo, on 26th February, 2018.
2. **Participant:** A National Stakeholders Forum Workshop organized by National Resource Centre for the Disabled (NRCDD), held at Federal College of Education (Special), Oyo, between 7th – 11th May, 2018.
3. **Participant:** A seminar on Train –the- Trainers Ethical Leadership and conduct retreat for 100 staff of the college organized by Centre for Ethics and self-value orientation in collaboration with Federal College of Education (Special), Oyo between 24th – 25th May, 2018.

(ii) After last Promotion

4. **Participant:** A workshop on Vocational Training for Special and Physically Challenged People (Advanced) held at Federal College of Education (Special), Oyo between 8th and 10th December, 2020.
5. **Participant:** A workshop on Delivery of an Effective Academic Lecture with Power Point held at Centre for Educational Technology, Federal College of Education (Special), Oyo between 3rd and 4th August, 2021.
6. **Participant:** A workshop on Human Capacity Training for Special and Physically Challenged People held at Electromedia Hall, Federal College of Education (Special), Oyo between 26th & 27th May, 2022.

Published Articles in Learned Journal

(i) Published before last promotion

1. **Ajayi, A.K.** (2018). Youth unemployment in Nigeria: causes, effects and remedies. *The Knowledge Resort*, 2 (1), 103-109.

(ii) Published after last Promotion

1. **Ajayi, A.K.** (2022). Enhancing national development through vocational skills acquisition by youths. *The Knowledge Resort*, 4 (1), 98-104.
2. **Ajayi, A.K.** (2023). Rebranding social studies content for a new world. *The Journal of General Studies Education* 5 (1), pp. 20-27.

Chapter Contributions in Books

(i) Published before last promotion

1. **Ajayi, A.K.** (2018). Achieving better Nigeria through citizenship education. In T.A.O. Oladimeji, O.F. Fatiloro and F.I. Akinsowon (Eds.), *Topics in General Studies Education* (pp. 48-53). Graceville publishers.

2. **Ajayi, A.K.** (2020). Credible election as a tool for promoting democracy. In T.A.O. Oladimeji, O.F. Fatiloro and F.I. Akinsowon (Eds.), *Topics in General Studies Education* (pp. 227-236). Adex Sea press & publishers.
- (ii) **Published after last promotion**
3. **Ajayi, A.K.** (2021). Enhancing effective teaching in schools: Roles of teachers. In S.A. Atolagbe, T.A.O. Oladimeji, O.F. Fatiloro and F.I. Akinsowon (Eds.), *Topics in General Studies Education* (pp. 83-91). Adeyoung Printing Press.
4. **Ajayi, A.K.** (2022). Migration and forms of trafficking in person. In S.O. Ajitoni (Ed), *Trafficking in persons* (pp. 48-56). Tobistic Printing and Publishing Ventures.
5. **Ajayi, A.K.** (2022). Funtional education as a panacea for problem of insecurity in Nigeria. In K.O.Usman, O.K. Omoniyi and A.O. Abdulsalam (Eds.), *Language Policy:An Imperative for Quality Education in Nigeria*, (pp. 276-283). Peerless Grace Prints & Publishers.
6. Adeyemi, B.A. & **Ajayi, A. K.** (2022). Acquiring vocational skills: A must for secondary school leavers towards the attainment of sustainable development. In B.A. Adeyemi, P.O. Yara, U.E. Akuche, A.A. Ojo and O.S.Pitan (Eds.), *Referred conference proceedings, 5th International conference on pragmatic human capital for sustainable development.* (pp .361-366). College Press.
7. **Ajayi A.K.** (2023). Economic hardship and students’ standard of living at Federal College of Education (Special), Oyo. *The Unifiers.*, In J. K. Ayantayo, R. A. Sanusi, O. B. Jegede, O. A. Adegbite and S. A. Ojediran (Eds.), *The Unifiers: Leadership and Mentorship for Remarkable Administrative Development: Reflections of Prof. Kamoru Olayiwola Usman’s Administration (2015-2023)*, (pp. 923-935). Ajibol Golden Links Ventures.

Book(s)

- | | | |
|-----|---------------------------------|-----|
| i. | Published before last Promotion | Nil |
| ii. | Published after last Promotion | Nil |

EDITORIAL EXPERIENCE

- i. Oladimeji, T.A.O., Fatiloro, O.F., Akinsowon, F.I., Oyekola, A.A., **Ajayi, A.K.** & Abdulkareem, S.S. (2018). *Topics in General Studies Education: A publication of General Studies Education Department, School of Education, Federal College Of Education (Special), Oyo.*
- ii. Akinsowon, F.I., Fatiloro, O.F., Oseni, M.A., **Ajayi, A.K.** Sabitu, K.A., Ezekiel, O.O., Abdulkareem, S.S. & Okeke, G.C. (2021). *Topics in General Studies Education: A publication of General Studies Education Department, School of Education, Federal College Of Education (Special), Oyo.*
- iii. Akinsowon, F.I., Fatiloro, O.F., Oseni, M.A., **Ajayi, A.K.** Sabitu, K.A., Ezekiel, O.O., Abdulkareem, S.S. & Okeke, G.C. (2022). *Topics in General Studies Education: A publication of General Studies Education Department, School of Education, Federal College of Education (Special), Oyo.*

F. Major Professional Achievements/Contributions including Awards/Commendation Letters

- i. Commended by the Dean, School of Education, Federal College of Education (Special), Oyo for satisfactory compilation, computation and presentation of school of Education's final results for NCE III (2016/2017) – 2018.
- ii. Commended by the COEASU, Federal College of Education (Special), Oyo chapter for excellent performance in the COEASU Southwest Conference held in July, 2019
- iii. Commended by the Dean, School of Education, Federal College of Education (Special), Oyo for dedication to duties, active involvement in 2019 National Conference and 10th inaugural lecture delivered by Dr. V.I. Aleburu in February 2020).
- iv. Commended by the Ag. Dean, School of General Studies Education for 2020/2021 NCE III Final Year Result Compilation, Computation and Presentation – 2022

G. Membership of Professional Bodies

- i. **Certified Teacher:** Teachers Registration Council of Nigeria (OY/S/08127) 2007
- ii. **Member:** Social Studies Educationists Association of Nigeria (SOSAN) 19M/000030 2023
- iii. **Member:** Colleges of Education Academic Staff Union, FCES, Oyo Chapter 2017-date

H. Service(s) to the College or outside College Community

(a) Services to the College Community

- i. **Results Computation Officer:** School of Education, Federal College of Education (Special), Oyo 2018
- ii. **Member:** Internal Quality Assurance Control, General Studies Education Department 2018
- iii. **Member:** Journal Committee, General Studies Education Department 2018
- iv. **Member:** Students Advisory Committee, School of Education 2019
- v. **Sub –Head:** Social Science Unit, General SE Department 2019
- vi. **Member:** Research and Staff Capacity Building Committee, School of Education 2021
- vii. **Head,** Social Science Unit, GSE Department 2021
- viii. **Member:** Journal Committee, GSE Department 2021
- ix. **Member:** Examination Committee, General Studies Education Department 2021
- x. **Member:** Timetable Committee, General Studies Education Department 2021
- xi. **Member:** Internal Quality Assurance and Control Committee, School of General Studies Education 2022
- xii. **Member:** COEASU Building Committee, Federal College of Education (Special), Oyo Chapter 2022
- xiii. **Member:** Specially Challenged Committee, School of General Studies Education 2022
- xiv. **Member:** Publication Committee, School of General Studies Education 2022

- xv. **Member:** Conference Committee, School of General Studies Education 2022
 - xvi. **Member:** Research and Publication Committee, Federal College of Education (Special), Oyo 2022 – 2024
 - xvii **Ag.Head,** Department of Social Science and Humanities Education 2024
- (b) Services outside the College Community**
- i. **Secretary:** First Aid Group of Nigeria, Atiba Local Government, Oyo 2022
 - ii. **Ex-Official member II:** Oyo Al-Halal Interest-Free Cooperative Society, Oyo 2023
 - iii. **Financial Secretary:** Anu-Oluwa Community Landlords and Landladies Association, Oyo Southwest Local Council Development Area, Oyo 2023

I. Names and Addresses of Referees

1. **Dr. Taibat A.O. Oladimeji**
Dean,
 School of General Studies Education,
 Federal College of Education (Special),
 Oyo.
2. **Dr. S.A. Atolagbe**
Head,
 Department of Social Sciences and Humanities Education,
 School of General Studies Education,
 Federal College of Education (Special),
 Oyo.
3. **Dr. A. A. Oladiti**
Head
 Department of Social Studies
 School of Arts and Social Sciences,
 Emmanuel Alayande College of Education,
 Oyo.

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Amidu Kolawole AJAYI with the matriculation number LCU/PG/002205 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University format and style.

Signature

Date

Lead City University Ibadan DO NOT COPY