

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

Mary Mojirade AYANTUNJI, Ph.D

*Department of Arts and Social Science Education
Lead City University, Ibadan, Oyo State, Nigeria
ayantunji.mojirade@lcu.edu.ng
08056612734*

&

Amidu Kolawole AJAYI, Ph.D

*Department of Social Science and Humanities Education
School of General Studies Education
Federal College of Education (Special), Oyo
ajayiamheed@gmail.com
08032391105*

Abstract

This study investigated home 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 analyzed 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 ($x = 2.177$; $x = 2.476$) respectively. All home factors were dominant in determining students' ethical conduct except family size and parental social status ($x = 2.431$; $x = 2.352$) respectively. Home factors had

influence on students' conduct ($F = 46.780, P < 0.01$; $F = 73.535, P < 0.01$). This study concluded that home factors influence on students' conduct; including 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

Word Count: 300

Introduction

The notion of conduct varies among societies and changes over time, although universal moral principles guide it. Conduct, also referred to 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 groups (Anho, 2011). The decline in moral behaviour, particularly among school-age adolescents, has led to calls for moral education. One of the key objectives of colleges of education is to shape well-rounded individuals who understand and adhere to acceptable behaviour in civilised cultures (Porter, 2020). These institutions also bear the responsibility of safeguarding the community from potentially problematic students, implementing student conduct processes as a preventive measure. Educational institutions aim to foster good citizenship, dignity, patriotism, and a functional society by focusing not only on academic growth but also on moral development (Porter, 2020).

However, student conduct has become a contentious issue recently. The term "student conduct" holds various meanings and should be

understood within its specific context. It includes both ethical and unethical behaviours, representing positive and negative actions. Conduct refers to how students behave in accordance with acceptable norms, principles, and values within institutional or social group environments (Porter, 2020).

Students' conduct encompasses both academic and moral behaviours while attending school. Unethical behaviour refers to actions that deviate from ethical standards and can be observed among students, lecturers, and administrative personnel in higher educational institutions (Khair, Hasnah & Ishak, 2016). This study classifies student conduct into academic and moral conduct. Academic conduct includes students' academic achievements, attendance at school, and examination behaviour, which together contribute to their overall conduct in colleges of education in Nigeria. Student academic achievement refers to a student's level of success, progress, and performance, considering factors such as grades, test scores, class participation, assignment completion, attendance, and adherence to school rules and regulations (Ayanwale, 2015). These aspects are shaped by both home and school environments, with the foundation being laid at home and further developed by schools to foster morally upright individuals.

Misconduct among students may stem from home factors such as family size, parental social status, parental level of education, family background and stability. For instance, some students habitually arrive late for lectures, which could reflect either a lackadaisical attitude toward education or inadequate upbringing regarding the importance of punctuality in life (Maurine, Newton & Ann, 2022). Lateness is a habit parents should discourage their children from at an early age, as punctuality is often regarded as essential for success. Many students in colleges of education place little importance on attending lectures, assuming that reading lecture notes borrowed from friends during exam periods will suffice.

Family size could also influence student conduct. In smaller families, parents are more likely to provide individualised moral training and mold their children's character, whereas in larger families, parents may struggle to give adequate attention due to the sheer number of children (Maurine et al., 2022). Consequently, children from larger families may not receive the same moral upbringing as those from smaller families, leading to poorer academic and moral outcomes. Research supports this, noting that "children from large families do worse academically and morally compared to children from small families" (Maurine et al., 2022). Children from families where parents oversee and manage their conduct, offer emotional support, and encourage autonomous decision-making are more likely to succeed academically and morally.

Moreover, the parental level of education significantly impacts children's conduct. Parents' educational background affects their children's knowledge, abilities, values, and ultimately their academic and moral conduct in school (Anho, 2011). Parental involvement in educational activities at home positively influences student conduct. Studies have shown that a child's vocabulary, which plays a key role in academic success, as well as other social and linguistic skills, are greatly shaped by the parents' level of education (Arop, Lucy & Bassey, 2022).

Statement of the Problem

Students' conduct in schools, societies, and the nation at large has been a significant concern for governments, parents, guidance counsellors, teachers, and even students themselves. The level of misconduct, both academically and morally, in Nigerian tertiary institutions, including colleges of education, and in the broader society, has reached alarming levels. Anecdotal evidence suggests that in many colleges of education, it is rare for a semester to pass without incidents of violent behaviour, as well as cases widely reported in the media. These behaviours include ill-treatment of fellow students, various forms of sexual immorality, assaults on teachers, destruction of school property, theft, use of abusive language (particularly among female students), indecent dressing,

engaging in transactional sex for material benefits, early pregnancies, backbiting, and disrespect for elders, including parents (Kwanuba et al., 2020; Trommsdorff, 2018; Anho, 2011). To support this, records from the Dean of Students' Affairs at Federal College of Education (Special), Oyo, show that between 5% and 15% of students engage in at least one form of misconduct. Similarly, a report from the Dean of Students' Affairs at Emmanuel Alayande College of Education in Oyo States that not less than 10% of students are involved in examination malpractices. These statistics indicate that student conduct is deteriorating at all levels of education in Nigeria.

Numerous researchers have investigated aspects of student conduct, such as students' perceptions of indecent dressing, factors contributing to moral decadence, the influence of school factors on academic and moral competence, factors influencing examination cheating, and moral reasoning in relation to academic achievement (Ali et al., 2018; Okpo, 2018; Ifediora et al., 2019; Disrude, 2021). Despite these studies, there is a gap in research concerning the interplay between home and school influences on student conduct. Most existing studies have focused on academic achievement, with little attention to student conduct in colleges of education in southwest Nigeria. These unethical acts or misconducts in schools are interlinked, exacerbating immoral behaviour in society. Therefore, this study aims to investigate home and factors as determinants of student conduct in colleges of education in Southwest Nigeria.

Objectives of the Study

The research objectives of the study are:

1. To identify the dominant family size factors that determine students' conduct in colleges of education in Southwest Nigeria.
2. To examine the dominant parental educational qualification factors that determine students' conduct in colleges of education in Southwest Nigeria.

3. To examine the dominant parental social status factors that determine students' conduct in colleges of education in Southwest Nigeria.
4. To investigate the influence of home factors on students' conduct in colleges of education in Southwest Nigeria.

Research Questions

RQ1: What are the dominant family size factors that determine the students' conduct in colleges of education in Southwest, Nigeria?

RQ2: What are the dominant parental educational qualification factor that determine the students' conduct in colleges of education in Southwest, Nigeria?

RQ3: What are the dominant parental social status factor that determine the students' conduct in colleges of education in Southwest, Nigeria?

Hypothesis

H₀₁: There will be no significant influence of home factors on students' conduct in colleges of education in Southwest, Nigeria.

Literature Review

Conceptual Review

Students' Conduct

The term "conduct" is often synonymous with ethics, representing the study of what constitutes good or bad character, behaviour, or the manner of addressing academic and non-academic problems within an institution such as a school, social group, or broader environment (Ali et al., 2018). Conduct encompasses ethics, upright behaviour, or attitudes that are viewed through the lens of moral norms.

The concept of "conduct" in daily life varies across societies and evolves over time, even though some principles of moral conduct remain universally accepted. There has been a global decline in moral behaviour, particularly among adolescents, prompting a call for moral

education. Education and schooling are intrinsically moral endeavours in two key ways. First, any educational system's methods and content are selected from a range of alternatives, and those choices must ultimately be justified in terms of values rather than purely descriptive terms. This means that educational decisions—whether regarding the goals or the means—are based on their perceived value as outcomes, as long as these decisions are made consciously, freely, and rationally (Okpo, 2018).

Second, the educational process implicitly or explicitly shapes the decisions, judgments, and conduct of its participants, both within and outside the educational framework. Therefore, education is inherently tied to moral development, influencing individuals as well as society. The integration of ethical considerations into the educational system not only helps in shaping students' conduct but also contributes to their overall character development and societal contribution.

Academic Conduct

In this study, academic conduct refers to students' academic achievement, school attendance, and examination conduct. These aspects reflect the behavior expected from students in Nigerian colleges of education. However, academic conduct is not developed in isolation; it results from the interaction of various factors, particularly home and school environments. While the home lays the foundation for a child's moral and academic behaviour, the school builds on and refines this foundation, shaping individuals to be morally upright (Trommsdorff, 2018; Khan, Begum & Imad, 2019).

Academic achievement is a crucial element of student conduct, and numerous studies have explored the factors that influence it across different education levels. Research shows that personal, familial, and educational characteristics all play key roles in determining academic success. Even peer influence has been cited as an important factor in student performance (Anho, 2011; Nanda, Sharif & Lalit, 2021).

Schools, therefore, make concerted efforts to improve educational quality through policies aimed at boosting academic achievement. When students perform well, it signals not only the effectiveness of the institution but also their preparedness for future employment (Ali, Farooq & Idris, 2018; Geoffrey, Athanas & Polycarp, 2021).

However, academic success is shaped by a variety of factors beyond education. Studies highlight the influence of personal factors such as gender, age, class attendance, self-efficacy, and high school grades, as well as external factors like parental involvement, socioeconomic status, and school resources (Okpo, 2018; Kwanuba, Sababa & Filgona, 2020). Despite extensive research, the impact of these variables is not uniformly conclusive due to differences in methodology and study contexts, emphasizing the complexity of academic achievement (Ifediora, Chuka & Chidera, 2019; Ghorai, 2021).

Moral Conduct

Moral worth, or moral conduct, is a universally accepted ethical principle that guides individuals in their daily lives. These principles are essential for maintaining societal harmony, peace, and dignity. Without consensus among community members, moral ideals cannot be established, as they are often communal and shared by the public. Moral conduct refers to the guidelines of good and evil that shape an individual's behavior and decision-making. It establishes the principles and standards by which human actions or behaviors are judged as right or wrong. These principles encompass widely accepted virtues such as modesty, love, compassion, and kindness (Trommsdorff, 2018).

Moral values are derived from various sources, including religion, the state, society, and even from within the individual. However, these values can evolve as society changes, reflecting the dynamic nature of moral principles (Ali, Farooq & Idris, 2018). Among all natural values, moral conduct stands above others. Qualities such as honesty, humility, purity, and compassion are considered superior to traits like

intelligence, physical beauty, or even state power. Acts of genuine forgiveness and selfless love are more noble and enduring than mere societal conventions, highlighting the higher moral dimension of human behavior (Geofrey, Athanas & Polycarp, 2021).

Home Factors

Home, school, and culture are pivotal social institutions that significantly shape the moral behavior and conduct of adolescents in educational settings (Frydenberg & Lewis, 2020). Among these, the home is regarded as the primary factor influencing children's moral development, which subsequently impacts their academic conduct in schools. Scholars have emphasized that a student's moral behavior is heavily shaped by family background and related factors (Votruba-Drzal & Dearing, 2021; Zhou et al., 2020). Home serves as the foundation for children, where they spend most of their time in close association with their parents and family members, who act as immediate role models and providers of life's necessities (Lamborn et al., 1991; Grusec, 2002).

Children tend to imitate the values, behaviors, and gestures of their family members, making family interaction a critical factor in their moral development (Schaffer, 1996). The initial socialization process often begins within the family, shaping children's perceptions of society and social life (Cole & Cole, 1989). Family background factors, such as inheritance, early life experiences, and modeling by adults and older youth, are crucial in shaping moral values. The type of family structure—whether joint or nuclear—also plays a role in children's moral development (Trommsdorff, 2018; Lamborn et al., 1991).

Research highlights that parenting styles, particularly parental interaction and moral reasoning, significantly predict children's moral development (Turiel, 1983; Hoffman, 2000). Interestingly, a study found that mothers' education has a greater influence on children's moral development than fathers' education (Grusec & Hastings, 2007). Other

factors, such as family socioeconomic conditions and cognitive influences, also affect ethical grooming, although some studies suggest that socioeconomic status has no significant effect (Votruba-Drzal, 2003; Bornstein & Bradley, 2014). However, moral degradation due to family issues remains a concern in modern times (Narvaez & Lapsley, 2014).

The evolving nature and structure of families continue to affect the behavior and attitudes of children, as evidenced by increasing incidents of crime, corruption, and violence among youth (Votruba-Drzal & Dearing, 2021; Hoffman, 2000). These issues, coupled with problems like communal intolerance and political fundamentalism, erode core human values and weaken societal foundations (Nussbaum, 1997; Narvaez, 2014). As adolescents are in a crucial and sensitive stage of life, understanding how family factors influence their moral development becomes increasingly significant (Rest, 1986; Damon & Colby, 2013).

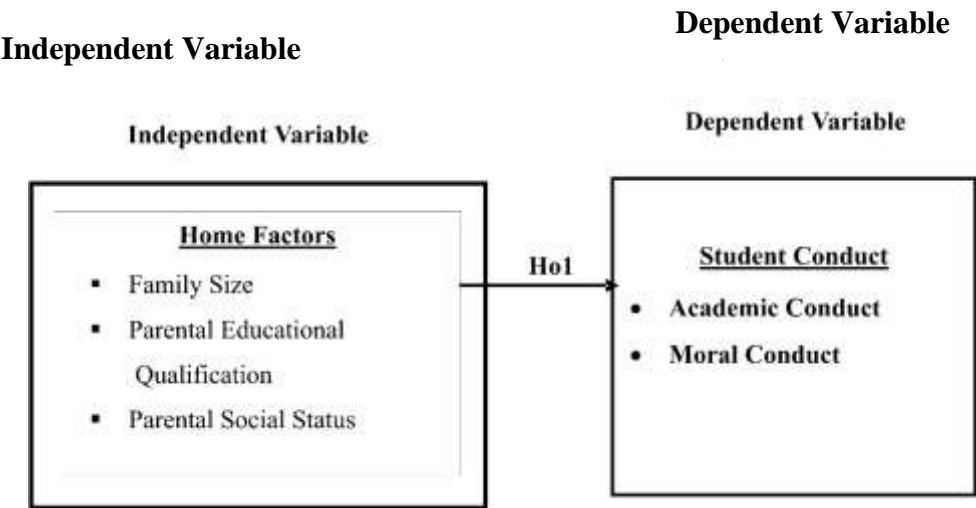
Theoretical Framework

The Theory of Planned Behaviour (TPB) provides a framework to understand the factors influencing college students' conduct, whether moral or academic. This theory, an extension of the Theory of Reasoned Action, posits that a person's intention to perform a specific behaviour is determined by three key components: attitude, subjective norms, and perceived behavioural control. Attitude refers to a person's positive or negative evaluation of a behaviour; subjective norms involve the perceived social pressure to engage in a behaviour; and perceived behavioural control relates to the perceived ease or difficulty of performing the behaviour.

In the context of colleges of education in Southwest Nigeria, TPB suggests that students' conduct is shaped by both internal beliefs (such as attitudes towards ethical behaviour) and external influences (such as parental expectations, peer pressure, and school environment). For

instance, students' positive attitudes towards ethical behaviour, supported by encouraging norms from parents, teachers, and peers, can lead to responsible conduct. Conversely, negative attitudes or pressures can result in undesirable behaviour. The theory also highlights the role of perceived control if students believe they have the ability to act responsibly, they are more likely to do so. This underscores the importance of creating supportive environments at home and school that foster positive attitudes and behaviour.

Conceptual Model



Conceptual Framework

Methodology

This study utilised a descriptive survey research design, allowing for the examination of relationships among variables without manipulation, ensuring that findings were described accurately as they occurred. The population comprised all students in Colleges of Education in Southwest Nigeria. These institutions include 41 colleges: 5 Federal, 7 State, and 29 Private, making a total student population of 27,127 across different levels. The sample size for this study was 1,254 respondents, calculated using Taro Yamane’s formula with a 0.05 precision level.

Purposive sampling was employed to select one Federal, one State, and one Private College of Education from each state, and 200-level Social Studies students were specifically targeted. Simple random sampling was then used to select the respondents, ensuring equal chances for all students in the sample population.

A self-structured questionnaire titled "Home and School Factors on Students' Conduct Questionnaire (HSFSCQ)" was developed, comprising five sections. Sections B to E focused on students' conduct, home factors, school factors, and the moderating effect of religion, respectively, using a 4-point Likert scale. Face and content validity were ensured by expert reviews and supervision, followed by necessary adjustments based on feedback before trial testing. The instrument's reliability was tested using the test-retest method, with Cronbach's Alpha coefficient calculated at 0.816, indicating a high level of internal consistency. The researcher obtained authorization from relevant authorities, recruited and trained four research assistants, and administered the questionnaires to students in the selected colleges. The responses were collected within one month, with assurances of confidentiality given to the participants. Descriptive statistics were used for analyzing demographic data, while inferential statistics tested the hypotheses. Multiply regression was employed to test hypothesis. All data were analyzed using SPSS version 27 for accuracy.

Results and Discussion of Findings

Table1: Demographic Variables

		quency	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 Status	Social	Low	272	21.7%
		Medium	694	55.3%
		High	178	14.2%
		4	110	8.8%
		1254	100.00	
Parental Educational Qualification	WASSCE	or	184	14.7%
	below			
	OND/NCE		868	69.2%
	HND/Degree		170	13.6%
	Ph.D		18	1.4%
	Other		14	1.1%
		1254	100.00	

Table 1 provides a comprehensive demographic analysis, starting with the distribution across different school types. Federal schools dominate, representing 69.5% of the total (872 individuals), followed by state schools at 19.5% (245 individuals) and private schools at 10.9% (137

individuals). In terms of gender, a significant imbalance is evident, with males accounting for 22.7% (285 individuals) and females constituting 77.3% (969 individuals). The age distribution shows that individuals aged 21-24 make up the majority at 64.6% (810 individuals), while those aged 16-20 represent 21.5% (269 individuals), and participants aged 25 and above account for 12.5% (157 individuals). Regarding religious affiliations, Islam is the most prevalent, practiced by 55.7% (698 individuals), with Christianity following at 41.1% (516 individuals), and traditional religions comprising 3.2% (40 individuals). Family size analysis reveals that 43.9% (551 individuals) come from families with 1-4 members, while 47.2% (592 individuals) are from families with 5-8 members, with smaller proportions for larger family sizes. Parental social status shows that 21.7% (272 individuals) belong to low-status families, 55.3% (694 individuals) to medium-status, 14.2% (178 individuals) to high-status, and 8.8% (110 individuals) fall into another category. Lastly, parental educational qualifications indicate that 14.7% (184 individuals) have WASSCE or lower, 69.2% (868 individuals) hold OND/NCE qualifications, 13.6% (170 individuals) have HND/Degree qualifications, and 1.4% (18 individuals) hold Ph.D.s, with 1.1% (14 individuals) having unspecified qualifications.

4.2: Analysis of Research Questions

Research Question One: What are the dominant family size factor that determine the students' conduct in colleges of education in Southwest, Nigeria?

Table 2: 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

Table 2 examines the influence of family size on students' behaviour in Colleges of Education in Southwest Nigeria. Regarding academic performance, 30.9% agreed that students from smaller families perform better, while 31.6% disagreed, with a mean score of 2.536 indicating moderate agreement. On moral conduct related to dressing, 19.7% strongly agreed that students from smaller families are more morally upright, but 37.2% disagreed, resulting in a mean score of 2.446, suggesting general disagreement. For the provision of necessary materials for better exam conduct, 28.4% agreed that smaller families provide more support, while 29.7% disagreed, with a mean score of 2.352 reflecting moderate disagreement. In terms of punctuality, 21.1% agreed that students from smaller families are more punctual, while 36.0% disagreed, with a mean score of 2.501 indicating moderate agreement. Finally, 39.4% disagreed with the broader influence of family size on both moral and academic conduct, with a mean score of 2.320 showing disagreement. The overall weighted mean of 2.431 reflects a moderate level of agreement or disagreement across all factors, highlighting diverse perspectives on how family size impacts students' behaviour.

Research Question Two: What are the dominant parental educational qualification factor that determine the students' conduct in colleges of education in Southwest, Nigeria?

Table 3: 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

Table 3 explores the influence of parental educational qualifications on students' conduct in Colleges of Education in Southwest Nigeria.

Regarding academic conduct, 34.4% disagreed that parental education is a key factor, while 17.8% strongly agreed, with a mean score of 2.313, suggesting it is not seen as a dominant influence. For moral conduct, 36.2% agreed that parental education shapes behaviour, while 14.6% strongly disagreed, with a mean score of 2.638 indicating a stronger perceived influence. In terms of educational support, 32.8% agreed that highly educated parents provide more for their children's needs, while 12.7% strongly disagreed, reflected in a mean score of 2.666. On immoral behaviour, 30.3% agreed that students with highly educated parents are more prone to such conduct, with a mean score of 2.506 suggesting a notable influence. Lastly, 35.0% agreed that educated parents demand progress reports, while 12.4% strongly disagreed, with a mean score of 2.524. The overall weighted mean of 2.534 shows parental education is generally seen as influential in shaping various aspects of students' conduct.

Research Question Three: What are the dominant parental social status factor that determine the students' conduct in colleges of education in Southwest, Nigeria?

Table 4 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

Table 4 examines the influence of parental social status on students' conduct in Colleges of Education in Southwest Nigeria, reflecting varied opinions. Regarding moral and academic performance, 35.3% disagreed that social status plays a significant role, while 17.5% strongly agreed. The mean score of 2.252 suggests parental social status is not seen as a dominant factor. On parental attention, 27.6% agreed that

students from lower social status receive more attention, but 38.5% disagreed, with a mean score of 2.388 reflecting this view. For academic performance, 29.0% disagreed that students from higher social status outperform others, supported by a mean score of 2.379. In terms of ethical dressing, 42.3% disagreed that higher social status leads to better behaviour, with a mean score of 2.304. Finally, on lecture attendance, 32.0% disagreed that students with higher social status attend more frequently, with a mean score of 2.438. The overall weighted mean of 2.352 suggests parental social status is not a dominant influence on students' conduct.

H₀₁: There will be no significant influence of home factors on students' conduct in colleges of education in Southwest, Nigeria.

Home Factors and Students' Conduct

Table 5 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

Table 5 examines the relationship between home factors and academic conduct among college students in Southwest, Nigeria. The regression model uses Parental Social Status, Family Size, and Parental Educational Qualification as predictors, revealing that these factors account for 10.2% of the variance in academic conduct ($R = 0.319$, Adjusted R Square = 0.099, $F = 46.780$, $p < 0.01$). Notably, Parental Educational Qualification ($\beta = 0.211$, $p < 0.01$) and Parental Social Status ($\beta = 0.150$, $p < 0.01$) significantly influence academic behavior, while Family Size has no meaningful impact ($\beta = -0.037$, $p > 0.05$). Overall, the analysis underscores the importance of parental educational qualifications and social status in shaping students' academic conduct.

Conclusion

This comprehensive study on students' conduct in colleges of education in Southwest, Nigeria unveils intricate relationships between home factors 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 factors in influencing students' conduct. Home factors, including parental social status, family size and educational qualification, exhibit a substantial influence and, significantly contribute to students' behaviour. 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.

Recommendations

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

1. There is the need for every home to develop a strong bond (base on the family structure) that will help to sharpen the conduct of every member 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.

2. There is the need to develop customised 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 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 sharpen their conduct. There should be open communication lines between parents and the school, realizing that ensuring ethical conduct among students is a shared responsibility.

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