

Student's Socio-economic Background and Indiscipline among Public Secondary Schools in Oyo State

Abiodun, E. O.

Faculty of Education,
Ekiti State University,
Ekiti State, Nigeria.
abioduneunice610@gmail.com

Ojo, O. A. (PhD)

Faculty of Education,
University of Fort Hare,
East London, South Africa
oojo@ufh.ac.za

Abstract

Education is a process of development. It is the actualizing of human potential so that the individual can become something more than what he was before. The family background of the child is also very important in the development of a child's social organization being the first social responsibilities of parents and immediate society at large. This study investigated the student's socioeconomic background and indiscipline in public senior secondary schools in Oyo State. A descriptive research design was used. A total of 240 students were randomly selected from four public senior secondary schools that also were randomly selected out of the 23 from Lagelu Local Government. A research instrument titled Students' Socio-economic Background and Indiscipline Questionnaire (SSEBAIQ) designed by the researcher was used after validation with the reliability index of 0.78. The data was analysed using simple percentage and t-test statistical tools. Results revealed that there are significant differences between the causes of indiscipline and socio-economic background in public senior secondary schools with the t-calculated value of 3.87. Also, there are no significant differences in the effects that occur between students' socio-economic background and indiscipline on the academic performance of the public senior secondary school with the t-calculated value given as 1.56. Recommendations were made that the government should ensure regular workshop and seminars on Indiscipline in school and its effect on the academic performance of the students. Finally, the socioeconomic background of the students should be considered in the choice of the school enrolment.

Keywords: Education, Indiscipline, Public Secondary Schools, Socio-economic background, Students

Introduction

Education is a process by which the mind of human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in society. It is the best legacy a nation can give to her citizens especially the youth. Every nation hoping to have bright future needs to the emphasis on education because it is the only way towards development. Olayanju (2014) posited that education plays a critical role in human capacity building and skills acquisition. Despite the fact that the development of any nation depends largely on the quality of education of her

citizen, the academic achievement of most Nigerian youth in secondary schools is at a decreasing rate. This has become a major concern of education planners and researchers. Imogie (2002) drew attention to the public outcries concerning the low quality of education in Nigeria.

The term discipline, according to Huges, (2004) is a highly desirable quality of human being or social group. The traceable of discipline in the behaviour is accepted as essential characteristics of any educated or cultured person. Therefore, it is a subject of great concern to parents, teachers, and administrators who are interested in the moulding of the character of young people. Adeyemo, and Babajide, (2012) revealed that the causes and symptoms of indiscipline are many and vary from school to school and from place to place. In their view, some symptoms of indiscipline include general unrest and deliberate breaches of school rules, peaceful or violent demonstrations, mass disobedience, truancy, laziness, stealing, persistent lateness, delinquency, absenteeism, drug use and abuse as well as drunkenness. In the same vein, Ogunsola and Adewale (2012) identified the causes of indiscipline in secondary schools in Nigeria to include, authoritarian methods, bad staff behaviour, harsh school rules, poor communication, results, lack of adequate school facilities, the influence of the home or society.

The family is the first, the smallest and the most important unit of a child's social organization. It is responsible for the development of the child's physical, mental and moral dispositions. Asikhia (2010) also agreed that the family educational background and socio-economic status play pivotal roles in the learning process of the child. Asikhia (2010) stressed further that the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from. Unity, Osagioba and Edith (2013) confirmed that family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration.

Ajila and Olutola (2000) posited that the home affects the individual since the parents are the first socializing agents in an individual life. Uwaifo (2008) affirmed that family background of a child affects his reaction to life situations and his level of performance. Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally has been found to be potent in improving students' performance. Caro (2009) found that the relationship between family socioeconomic status and academic achievement is cordial. Udida, Ukway and Ogodo (2012) also agreed that family characteristics are the major source of disparity in student's educational outcomes. They stressed further that student's academic achievement is influenced by the socio-economic background of their parents; as parents that earn high income can take absolute responsibilities of their children's education compared with parents that earn meagre salaries.

Concept of Indiscipline

Indiscipline according to Peretoriode (2005) means unruly behaviour, disobedience and general disorder. It has been noted to be one of the most outstanding factors that have affected adversely the standard of education in the national school system in general and that of Ikwo south in particular. Meanwhile, Denga (2009) noted that indiscipline among students come out clearly when they beat-up their teachers, flout their school rules, refuses to do their assignment or carry out their assigned duties, cheat in the examination, organize and participate in immoral parties or riots either in school or elsewhere. It is a brain behind poor academic achievement. It has eaten up deep into the fabric of the National Educational system. It is a social cankerworm and its effect is vicious. It equally affects the children from the poor home. It is even more

rampant among the students' authorities and teachers. The list of gross incidence of school administrators' indiscipline is inexhaustible.

Indiscipline according to Akubue (2001), in a typical classroom, the teacher is likely to encounter insolence, class disruption, failure of students to comply with orders, general apathy, fighting, cheating, damage the school books and property, failure to obey prefects, neglect of class rules, and united habit in dress. All these must be checked if meaningful teaching and learning will go on. It is against this background that the world discipline has been explained as punishment or enforcing obedience or orderly conduct, or motivating pupils to take responsibilities for their action.

Types of Indiscipline

Frankly speaking, Peretoriode (2005) related indiscipline to all forms of misbehaviour within the school system. It could be collective misbehaviour when it reaches the stages of demonstration and violence or an individual misbehaviour when it concerns an offence by one person. For the purpose of the study, we could identify the following types of indiscipline commonly found in the school system. Cases of indiscipline relating to student demonstrations either peaceful or violent, this refers to the instance of students unrest, that is cases of indiscipline relating to students groups and collective violence protest against school management or teachers collective demonstration resulting in the deliberate destruction of school property.

Thus Peretoriode (2005), also stress on the cases of indiscipline relating to breach of school rules and regulation. This refers to cases like lateness to school, absenteeism, wearing non-uniform dresses within the school premises. Dittimiya (2006), also noted the case of indiscipline relating to disrespect of school authorities. These refer to such incidence as rudeness to teachers, ambushing of school authorities, using abusing language or words and refusal to recognize the power of senior students. Peretoriode (2005) equally said that there are many other types of indiscipline which include the followings: drug abuse, delinquency, drunkenness, stealing, truancy, absenteeism and persistent lateness to school and others.

Causes of Indiscipline

The causes of indiscipline are numerous and varied that no individual can catalogue them. Linder and Gunn (2003), stated that many students who misbehave in the school are from indiscipline home. Their behaviour at home shows a reflection of their behaviour at school and more also, many parents failed to show good examples to their children. However, according to Alu, Eya Oda Edo, and Ugwu (2001) equally stated that some disciplinary problems in our schools are sometimes a projection or maturation of what began at home of our students. It is in the hope that the students should be disciplined and brought up in the right manner and therefore the parent should contribute by encouraging discipline in the home. Many parents hardly stay at home. They prefer running around in pursuit of money to sitting down and bringing up their children in the correct manner. What these wealthy parents do is to make up for their lack of care is that they give out the huge sum of money to their children who from the special class of indiscipline student always indulge in examination malpractice.

Finally, there are at least other dozen identifiable causes of indiscipline in our society and schools. Some of these have been diagnosed as nepotism, racism, tribalism, and favouritism bribery and corruption victimization, dishonesty influence peddling, fear, timidity, ridiculousness, spending conspicuous consumption of alcohol and drug abuse. Many administrators, law enforcement agency and student fail woefully in their appointed task

because of one or a combination of these vices. And there is no doubt that indiscipline is actively encouraged by what could be called bottom power in society

The impact of Indiscipline in Secondary Schools.

Ozigi, (2000) said that time spent reacting to indiscipline must be balanced with time pro-actively spent on promoting positive behaviour as it might be reasonable to assume that if the promotion of positive behaviour in a school is effective, there will be less time spent on dealing with indiscipline problems, although time spent on both of these is not mutually exclusive many teachers and school administrators might propose that it is possible to spend 100% of time on promoting positive behaviour and still have to deal with indiscipline when it occurs. However, for secondary school administrator, it would be expected that, given the increased indiscipline reported in the 2004 survey, more time would be spent on indiscipline, but it is still the case that more than half of the secondary school administrators spent less than 10% of their time on indiscipline perhaps, because most indiscipline low level and does not require senior management intervention. However, more than half of secondary school administrators also spend less than 10% of their time on promoting positive behaviour.

In 2004 survey, less than half of secondary school administrators felt that they are spending more time on indiscipline problem. In secondary schools, more than two-thirds of teachers (69%) and just half of the secondary school administrators (53%) feel they are spending more time on indiscipline than the discipline problem. Edem (2002) stated that indiscipline as a violation of obstructing the smooth and the orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of the positive sanction in cases of obvious violation of the order.

Socio-Economic Status

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socioeconomic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed. Additionally, low income and education have been shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food and safety are the priority, education can take a backseat. Youth audiences are particularly at risk for many health and social problems in the United States, such as unwanted pregnancies, drug abuse, and obesity.

Statement of the Problem

Indiscipline has been identified to have the negative effect on the behaviour of students. Indiscipline has become of serious concern to stakeholders in education such as government, parent, school administrator and policy planners. The Prevalence of indiscipline in secondary schools could be responsible for the trendy poor academic performances of secondary schools students in National Examinations. Due to prevailing economic situation, characterized by the extent of poverty in the country, this study sort to know the correlation between student's

socioeconomic background and indiscipline in public senior secondary schools in Lagelu local government of Oyo State in an aim of proffering solutions.

Purpose of the Study

- 1 To investigate the causes of indiscipline in public senior secondary school.
- 2 To examine the effects that occur between students' socio-economic background and Indiscipline on the academic achievement of public senior secondary school students.
- 3 To highlights the possible solution to the problems of socio-economic background and indiscipline in public secondary schools.

Research Questions

- 1 What are the causes of indiscipline in public senior secondary school?
- 2 What are the effects that occur between students' socio-economic background and Indiscipline on the academic achievement of public senior secondary school students?
- 3 What is the possible solution to the problems of socio-economic background and indiscipline in public secondary schools?

Research Design

Research Design is an outline of the plan on the process employed the researcher on the study. This study will adopt a descriptive research design. Litchman (2013), revealed that a research design is a blueprint, a detailed plan, a map of the various elements of research and how they relate to each other. The research design adopted for this study is a descriptive research design because this method entails the use of direct observation in the collection of data. In descriptive research, it has to do with the collection of information from a representation sample upon which influence was drawn about the perception or opinion of the target population. Ogunwuyi (2003) also described descriptive survey design as the research that involves collecting data in order to answer research questions generated in the study.

The population of the study

The population for this study was all the twenty-three (23) public senior secondary schools in Lagelu Local Government Area of Oyo State.

Sample and Sampling Techniques

According to Sanni (2011), a research sample assists to inform the quality of inferences by the researcher from the underlying findings. Simple random sampling technique for the selection of the participants. Four schools were randomly selected out of the 23 Public Senior Secondary Schools in Lagelu Local Government. Also, 20 students each comprising of 10 males and 10 females were randomly selected from SS1, SS2 and SS3 respectively to form a total of 60 students from each selected schools and totaling 240 students in all that participated in the study as shown in Table 1

Table 1: List of Selected Students across Schools

S/N	SCHOOLS	SS1		SS2		SS3		TOTAL
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1	Community High School, Alegongo, Akobo Ibadan.	10	10	10	10	10	10	60
2	Estate High School, Akobo Ibadan.	10	10	10	10	10	10	60
3	Community High School, Ajara, Olorundaba Road, Ibadan	10	10	10	10	10	10	60
4.	Community High School, Alapata, Onireke, Ibadan	10	10	10	10	10	10	60
	TOTAL	40	40	40	40	40	40	240

Research Instrument

A survey can be defined a scientific way of gathering relevant information on an individual or group of people through questioning and inquiring about something important in relation to their values, attitudes, behaviour, belief, perception and knowledge. Leedy and Ormord, (2014, 195); Wrench, Thomas-Maddox, Richmond and Croskey (2013), sees survey as a form of research which involves with the acquisition of information in respect to one or more groups of people's ideas, perceptions and their characteristics, opinion, attitude or previous experience by requiring a tabulating answers for the generated questions given to them. The research instrument used for the study was titled Students' Socio-economic Background and Indiscipline Questionnaire (SSEBADIQ) designed by the researcher. This instrument consists of five sections. The first section tagged section A requested for the respondents' socio-economic information like age, school location, father's occupation, and mother's occupation etc. The second section tagged section B contains the 17 items seeking for the opinion of the respondent on indiscipline. Four point liker scaling rating which is Strongly Agree -4, Agree -3, Disagree -2, and Strongly Disagree -1 was used as response mode.

Validation of an Instrument

Two experts in the field of educational research from the University of Fort Hare, East London campus validated the instrument. Their observations and corrections were effected before it was administered to the respondents. The content validity of the instrument was established by considering the variables in the study and it was ensured that items were drawn from the research questions raised for equal representation, also face validity was also checked

in terms of the typesetting of the instrument and the researcher ensured that the appearance of the instrument is good and attractive to the respondents. The reliability of the instrument was established by a method known as the test-retest method. The same instrument was administered to 50 senior secondary school students in Nigeria. After two weeks, the same instrument was re-administered to the same respondents and the two scores were generated accordingly, the computation of the result was done with the use of Pearson Product Moment Correlation (PPMC) coefficients (r) and a reliability coefficient of 0.83 was obtained.

Administration of the Instruments

The entire population of 240 selected students were requested to respond to the items in the instrument provided for them for the purpose of the study. They were assured that all the information provided will be used for research only and will be highly confidential. The researcher trained two additional research assistants that helped in visiting the schools for the administration of the instrument. The researcher had earlier visited all the schools selected and agreed with the school heads the appropriate time for the administration which varies from one school to another. Duration of two weeks was used to administer the instruments to all the selected respondents, all the instruments administered were returned appropriately.

Data Analysis

The data gotten from the respondents were analysed using simple percentage for the demographic data of respondents and t-test statistical tools for the questionnaire items

Result and Discussion

The chapter deals with the presentation of data and discussion of findings. The descriptive and parametric statistical tool of simple frequency counts percentage distribution was adopted to give a summary description

Analysis of the Hypothesis

Table 2: Distribution of Respondents based on Demographic

CLASS	FREQUENCY	PERCENTAGE
SS1	80	33.33
SS2	80	33.33
SS3	80	33.33
TOTAL	240	100

The result from Table 2 above, the results show that 80 representing 33.33% of the respondents were in SS1, while 80 representing 33.33% of the respondents in SS2, while the remaining 80 representing 33.33% were in SS3 class.

Table 3: Distribution of Respondent based on Sex

SEX	FREQUENCY	PERCENTAGE
Male	120	50
Female	120	50
TOTAL	240	100

The result from Table 3 above, shows that 120 representing 50% of the respondents were male, while the remaining 120 representing 50% were female respondents.

Table 4: Distribution of Respondents based on Age

AGE	FREQUENCY	PERCENTAGE
11-15	50	20.83
16-17	120	50
20-ABOVE	70	29.17
TOTAL	240	100

The result from Table 4, shows that 50 respondents representing 20.83% of the respondents fall in the age bracket of 11-15years, while 120 represents 50% of the respondents falls in the age bracket of the 16-17years, while the remain 70 represents 29.17% falls in the age bracket of 20years and above.

Research Question 1: What are the causes of indiscipline in public senior secondary school.

Table 5: T-test Analysis of causes of indiscipline

Variable	N	X	S.D	Df	T-cal	T-crit	Decision
Causes of indiscipline	240	X1	S.D1	238	3.87	1.96	Significant
		91.5	48.77				
		X2	S.D2				
		28.5	16.58				

The result from Table 5, shows that there are significant differences between the causes of indiscipline and socio-economic background in public senior secondary schools. T-calculated value of 3.87 is greater than the critical value of 1.96 at 0.05 significant level at 238 degrees of freedom. Therefore alternate hypothesis is accepted showing that there are significant differences in the causes of indiscipline in public senior secondary schools.

Research Question 2:

What are the effects that occur between students' socio-economic background and indiscipline on the academic performance of public senior secondary school students?

Table 6: T-test Analysis of effects that occur between students' socio-economic background and indiscipline on the academic performance.

Variables	N	X	S.D	Df	T-cal	T-crit	Decision
Effects that occur between students socio-economic background and indiscipline on the academic performance	240	X1	S.D1	238	1.56	1.98	Not significant
		96.9	37.34				
		X2	S.D2				
		77.1	14.69				

The result from Table 6 shows that there are no significant differences in the effects that occur between students' socio-economic background and indiscipline on the academic performance of the public senior secondary school. The t-calculated value given as 1.56 is lesser than the critical value of 1.96 at 0.05 significant level with 238 degrees of freedom. Therefore, the null hypothesis is accepted that there are no significant differences in the effects that occur between students' socio-economic background and indiscipline on the academic performance of the public senior secondary school.

Research Question 3: What are the possible solution to the problems of socio-economic background and indiscipline in public senior secondary schools?

Table 7: T-test Analysis of solution to problems of socio-economic background and indiscipline

Variables	N	X	S.D	Df	T-cal	T-crit	Decision
The possible solution to the problem of socio-economic background and indiscipline	240	X1	S.D1	238	3.94	1.98	Significant
		96.9	37.18				
		X2	S.D2				
		47.4	3.94				

The result from Table 7 shows that there are significant differences in the possible solution to the problems of socio-economic background and indiscipline in public senior secondary schools. T-calculated which is 3.94 is greater than the critical value of 1.98 at 0.05 significance level at 238 degrees of freedom. Therefore, the hypothesis is accepted, that there are significant differences in the possible solution to the problems of socio-economic background and indiscipline in public senior secondary schools.

Discussion of the Result

The study revealed that there are significant differences between the causes of indiscipline and socio-economic background in public senior secondary school. Since calculated valve of 3.87 was greater than our critical value of 1.96 at 0.05 significance level. This study was supported by the findings of Linder and Gunn, (2003) who stated that many students who misbehave in the school are from indiscipline home. Their behaviour at home shows a reflection of their behaviour at school and more also, many parents failed to show good examples to their children. Moreover, there is no significant difference in the effects that occur between students' socio-economic background and indiscipline on the academic performance in public senior secondary school, calculated value of 1.56 is lesser than the critical value of 1.96 at 0.05 significance level.

The study also revealed that there is the significant difference in the possible solution to the problem of socio-economic background and indiscipline in public senior secondary schools. The calculated value of 3.94 is greater than the critical value of 1.98 at 0.05 significance level. This is relevant to the research of Fafunwa (2000) who stated that the school administrator and members of staff should try always to set a good example for the pupils to copy. Learning good manners will also come through the pupil's participation in social and extra-curricular activities and through formal teaching religious instruction and organized lectures

Conclusion

This research has examined the relationship between a student's socio-economic background and indiscipline. There was a correlation between indiscipline and the socio-economic background of students. Nevertheless, while it is agreed that student's indiscipline and socio-economic background have influences on student's academic performances and the relationship between the two variables are not as usual as significant as it has always been through to be, it is therefore concluded that students personal interest and motivation will affect the academic performance of students.

Recommendations

As a result of the foregoing discussion and conclusion, the following recommendations will help in the relationship between a student's socio-economic background and student's indiscipline in schools for better results.

- i. The government should organize regular workshop and seminars on the problems of indiscipline encountered by principals in secondary schools. This will go a long way in equipping students, staff and principals with the necessary knowledge and skills for effective implementation on how to stop the problems of indiscipline in secondary schools. In order to achieve the set of objectives, the government should give the necessary incentives measure to principals who go on study leave to attend course and seminars on problems of indiscipline in secondary schools. This will afford much encountered to principals to handle, the task of the problem of indiscipline in secondary schools.
- ii. Institutions of higher learning should be established with full-fledged departments of guidance and counselling in secondary schools so as to train enough guidance and counsellors who will help to detect the problems of students and staff and find the solution for it. The government should also device more effective methods of checking the teacher's truancy. The government should devise means of appraising the good ones in the school.
- iii. Principals and counsellors should be provided with the equipment and materials for effective handling of the problem of indiscipline in secondary schools. Test construction, administration and scoring should be standardized in secondary schools to make for uniformity.
- iv. Finally, the government should provide mobile counsellors unit to help enlighten the public on the importance of the 6.3.3.4 system of education which has problems of indiscipline in secondary schools as its life ware of school administration

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