



Demographic Factors of Pupils and Disciplined behaviour among Primary School Pupils in Edo North Senatorial District, Edo State

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ABSTRACT

This study examined demographic factors of pupils and disciplined behaviour among primary school pupils in Edo North Senatorial District, Edo State. There are six research questions and corresponding hypotheses that guided the study. This study's sample consists of 380 primary school students in Edo North Senatorial District, Edo State. A questionnaire titled "Disciplined Behaviour Questionnaire (DBQ) was used for data collection. The supervisors validated these instruments for face, content, and construct validity. These tests yielded a reliability coefficient of 0.57. The research questions were answered using Pearson product moment correlation and coefficient of determination, while hypotheses were tested using simple regression. All hypotheses were tested at a 0.05 level of significance. The findings of the study, among others, showed that there is a significant relationship between parents' socioeconomic status and disciplined behavior among primary school pupils in Edo State, North Senatorial District. There is a significant relationship between pupils' sex and disciplined behavior among primary school pupils in Edo State North senatorial district. There is no significant relationship between pupils' age and disciplined behavior among primary school pupils in Edo State North senatorial district. Based on the findings, it was recommended, among others, that parents should create organized surroundings and routines that promote disciplined behavior, such as setting clear expectations and providing resources that support educational and extracurricular activities. Schools should equip teachers with professional development opportunities to enhance their classroom management skills, including strategies for clear communication, positive reinforcement, and fair discipline practices. Government authorities should allocate funding and resources to schools in economically disadvantaged areas to improve infrastructure, access to educational materials, and extracurricular opportunities that promote disciplined behavior.

Keywords: Demographic Factors, Age, Sex, Socioeconomic Status and Disciplined Behaviour

INTRODUCTION

Discipline in primary education is a cornerstone, profoundly affecting a child's academic, social, and personal development. This assertion finds robust support in educational research and the experiences of educators worldwide. Discipline, beyond mere classroom order, is instrumental in nurturing a positive and productive learning environment. One of the primary reasons why discipline holds a critical place in primary education is its direct correlation with academic achievement. Well-disciplined classrooms provide the ideal setting for students to concentrate on learning, free from unnecessary disruptions. Wang & Degol, (2016) demonstrated a positive association between strong discipline practices and heightened student achievement. This underscores the crucial role of discipline in establishing a conducive environment for learning. Furthermore, discipline plays a central role in molding a child's social and behavioral development. In a structured and disciplined setting, students acquire crucial life skills such as self-control, responsibility, and respect for others. Blair, (2015) emphasize that discipline is not merely punitive but serves to teach students the essential skills required to navigate their interactions with peers and authority figures.

Discipline assures that a classroom remains well-organized and conducive to learning. Disorderly classrooms often correlate with diminished academic performance (Wannarka & Ruhl, 2008). A well-disciplined classroom allows educators to effectively deliver instruction while helping students meaningfully engage with the curriculum. Moreover, discipline significantly contributes to the psychological well-being of students. A structured environment fosters feelings of security and predictability, reducing stress and anxiety. An environment with clear rules and expectations positively impacts a child's mental health (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, et al., 1997).

Discipline in primary education serves as the bedrock for future success. It instills vital life skills like time management, responsibility, and self-regulation, which are not only essential for academic success but also highly valued in the workforce and daily life (Duckworth et al., 2007). Effective discipline cultivates a positive school climate where students experience a sense of safety and support. This, in turn, enhances their motivation and engagement (Cohen, et al, 2009). A positive school climate can improve overall student satisfaction with their educational experience. Discipline practices are also effective in averting and addressing disruptive behavior issues in the classroom. Effective classroom management techniques, such as setting clear expectations and consequences, can mitigate disruptive behaviors, ensuring a smoother learning experience for all students (Lewis, et al, 2005).

The motivation for this study stems from personal experiences as a clergyman, where observations were made within a mission school setting. In this environment, primary school pupils from various backgrounds, including those from affluent families, were noted to exhibit resistance to disciplinary actions taken by teachers. Some of these pupils and their parents expressed disdain towards disciplinary measures, citing reasons such as their accustomed lifestyle or the belief that the children were too young to be disciplined in such a manner.

This firsthand experience sparked an interest in understanding the dynamics of discipline and behavior management within educational settings, particularly in contexts where socioeconomic disparities may influence attitudes toward discipline. The observation of resistance to discipline among pupils from affluent backgrounds raised questions about the role of privilege and upbringing in shaping attitudes towards authority and rules. Furthermore, witnessing the challenges faced by teachers in maintaining discipline and managing behavior in the classroom prompted a desire to explore effective strategies for promoting positive behavior and fostering a conducive learning environment. Understanding the underlying reasons for misbehavior and addressing them in a sensitive and effective manner became paramount in striving for the well-being and academic success of all students, regardless of their socioeconomic background.

The importance of discipline in primary education is deeply rooted in educational research. It goes beyond maintaining order in the classroom; discipline is instrumental in promoting academic achievement, fostering social and behavioral development, maintaining classroom orderliness, ensuring psychological well-being, preparing students for future success, nurturing a positive school climate, and reducing behavior problems. These multifaceted aspects of discipline collectively contribute to the holistic development of primary school pupils and their overall well-being. Understanding the demographic factors that influence discipline among primary school pupils is a foundational step in the quest to enhance educational outcomes. By exploring the impact of various demographic characteristics on disciplinary practices in primary education, educators and policymakers can develop targeted strategies to create a more equitable and effective learning environment.

One of the key reasons for investigating demographic factors in discipline is to advance equity and inclusion in education. Students from diverse backgrounds may encounter distinct challenges and barriers that influence their behaviors related to discipline. Research by Darling-Hammond (2017) underscores the importance of fostering equitable educational practices, which necessitates a deep understanding of how demographics intersect with discipline. Demographic factors such as socioeconomic status, race, and family structure can significantly influence students' disciplinary needs. To address these disparities, it is essential to customize interventions and support systems to meet the specific requirements of different student populations (Gregory et al., 2010). This approach can lead to more effective and equitable disciplinary practices.

Understanding demographic factors is crucial for mitigating disparities in disciplinary actions (Losen & Martinez, 2013). Delving into these factors can inform strategies to reduce these disparities. Demographic factors are intricately linked to cultural backgrounds and experiences. Teachers and school administrators must possess cultural competence and sensitivity to comprehend how culture shapes students' behavior and responses to disciplinary practices (Gay, 2002). A culturally informed approach can enhance communication and discipline in a diverse classroom. The connection between demographic factors, discipline, and academic achievement cannot be disregarded. Elevated rates of disciplinary actions, especially suspensions, have been associated with lower academic performance and the perpetuation of achievement gaps (Rausch, Skiba, & Simmons, 2004). Understanding the demographic factors at play can guide strategies to enhance educational outcomes.

Understanding the demographic factors that influence discipline is paramount for promoting equity, inclusion, tailored interventions, and the mitigation of disparities in disciplinary actions. In understanding the dynamics of discipline within familial contexts, it is imperative to consider the multifaceted influences of socioeconomic status (SES), gender, and age. The researcher will want to consider these demographic factors to see if they play pivotal roles in shaping disciplinary practices and their outcomes.

Socioeconomic status exerts a profound impact on discipline within households. Families with higher SES typically possess greater access to resources, including quality education, stable living conditions, and supportive community networks (Conger et al., 2010). Consequently, they may be better equipped to establish and maintain structured environments conducive to effective discipline. In contrast, lower SES households often grapple with economic instability, limited access to educational opportunities, and heightened stress levels, which can undermine efforts to enforce discipline (McLoyd, 1998). Gender also significantly influences disciplinary practices within families. Traditional gender roles have historically shaped societal expectations regarding the roles of mothers and fathers in disciplining children. While fathers may have been stereotypically associated with authoritative discipline, mothers have often been viewed as nurturing caregivers (Spera, 2005). However, evolving gender norms and shifting family structures have challenged these stereotypes, with contemporary families embracing diverse approaches to discipline regardless of parental gender (Deutsch et al., 2017). Nevertheless, persistent gender biases may still influence parental perceptions of disciplinary roles and responsibilities, warranting further exploration and intervention.

Moreover, age emerges as a critical determinant of disciplinary strategies and efficacy. Effective discipline necessitates an understanding of children's developmental stages and corresponding needs. In early childhood, discipline often revolves around setting clear boundaries, offering consistent consequences, and employing positive reinforcement techniques (Gershoff, 2002). As children transition into adolescence, discipline evolves to encompass more nuanced communication, negotiation, and the cultivation of problem-solving skills (Steinberg et al., 1994). The teenage years present distinct challenges, as adolescents strive for autonomy and grapple with identity formation. Effective discipline during this phase requires a delicate balance between parental guidance and the encouragement of independent decision-making (Smetana et al., 2000).

Statement of the Problem

Discipline is crucial in shaping the academic, social, and personal development of students. However, the effectiveness of disciplinary measures can vary among different demographic groups, raising concerns about fairness and equity. Poor discipline can negatively impact academic performance, leading to lower grades, incomplete assignments, and an overall decline in educational achievement. Inadequate discipline may contribute to behavioral issues, affecting students' social relationships and emotional well-being, potentially leading to long-term psychological consequences. A lack of discipline can create an unsuitable learning environment, disrupting the educational experience for both disciplined and undisciplined students, and hindering the overall educational process.

Discipline helps create a safe and secure environment in which students feel protected and can focus on their studies without fear of disruptive behavior or unsafe conditions. A disciplined classroom fosters an atmosphere conducive to learning. Students are better able to concentrate on lessons, complete assignments, and actively participate in class, leading to improved academic performance.

Primary schools face persistent challenges related to discipline, which can adversely affect the quality of education and students' holistic development. Various demographic factors such as socioeconomic status, cultural diversity, family structure, and community dynamics may play a significant role in shaping discipline-related practices and outcomes. Consequently, there is a need to understand how demographic factors impact discipline, identify disparities, and develop evidence-based strategies to enhance discipline, thereby improving the educational outcomes for primary school students in Edo State. This study aims to address this problem by investigating and analyzing the influence of demographic factors on discipline among primary school students in Edo State.;

Research Question.

The following research questions were answered in this study:

1. What is the relationship between the socioeconomic status of parents and disciplined behaviour among primary school pupils in Edo State North senatorial district?
2. What is the relationship between pupils' gender and disciplined behaviour among primary school pupils in Edo State North senatorial district?
3. What is the relationship between pupils' age and disciplined behaviour among primary school pupils in Edo State North senatorial district?
4. What is the relationship between the socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district?

Purpose of the Study

The main purpose of this study is to examine the demographic factors on discipline among primary school pupils in Edo State

1. To examine the relationship between the socioeconomic status of parents and disciplined behaviour among primary school pupils in Edo State North senatorial district.
2. To explore the relationship between pupils' gender and disciplined behaviour among primary school pupils in Edo State North senatorial district.
3. To explore the relationship between pupils' age and disciplined behaviour among primary school pupils in Edo State North senatorial district.
4. To determine the relationship between socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district.

Hypothesis

The following null hypotheses were tested in this study:

1. There is no significant relationship between parents' socioeconomic status and disciplined behaviour among primary school pupils in Edo State North senatorial district.
2. There is no significant relationship between pupils' gender and disciplined behaviour among primary school pupils in Edo State North senatorial district.
3. There is no significant relationship between pupils age and disciplined behaviour among primary school pupils in Edo State North senatorial district.
4. There is no significant relationship between the socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district.

RESEARCH METHOD

This study will adopt the correlational survey research design; a correlation survey research design is appropriate when a researcher is interested in investigating the nature of relationships among variables. The population of this study consists of 34,717 primary school pupils in Edo State South Senatorial District of Edo State. The sample of this study consists of 380 primary school pupils from the entire population size of 34,717 accordance to Krejcie and Morgan (1970).

The instrument used for data collection is a self-designed questionnaire. The questionnaire titled Discipline Questionnaire (DQ) was used for data collection. The questionnaire was divided into two sections: sections A and B. Section A was designed to collect respondents' data such as socioeconomic status, age, and sex, while Section B consists of items on discipline behaviour. The respondents were asked to indicate their opinion on a four-point scale with close-ended items as 4 strongly agreed (SA), 3 agreed (A), 2 disagreed (D), 1 strongly disagreed (SD).

The face validity of the instrument was established by three (3) experts in the Guidance and Counselling Department. The content and construct validation of the instrument were estimated using factor analysis. The Principal Component Analysis (PCA) was used to estimate the content validity. The Varimax Kaiser Normalization extraction method was utilized in estimating the content and construct validity. The content validity for each scale in the instrument was established by the total Cumulative variance of all the items in each scale. The items in the instrument demonstrated good content validity of all items as the total percentage of all items in the scale was 58.9%. The unexplained variances were altogether very minimal. The range for the instruments is 0.51-0.79. Hence the instruments used in this study were valid and appropriate for the study. The Cronbach Alpha was applied for the computation of the reliability coefficient of the subscales of the instrument and 0.57 was obtained. The reliability was carried out to establish the internal consistency of the instrument. The questionnaire was administered to primary school pupils directly by the researcher with the help of two (2) research assistants. The research questions were answered using Pearson multiple Correlation. On the other hand, the hypotheses were tested using Linear and Multiple linear regressions at 0.05 level of significance.

PRESENTATION OF RESULTS

Research question 1: What is the relationship between the socioeconomic status of parents and disciplined behaviour among primary school pupils in the Edo State North senatorial district?

Table 1: Mean and Standard Deviation and Pearson moment correlation of socioeconomic status of parents and disciplined behaviour.

Variables	Mean	SD	r	r ²	adj-r ²	SEE
Socioeconomic Status	1.24	0.43	0.17	0.27	0.20	1.72
Disciplined Behaviour	34.53	1.73				

Table 1 shows the R-value of 0.17 as the amount of relationship between the socioeconomic status of parents and disciplined behaviour, among primary school pupils in the Edo State North senatorial district. The coefficient of determination (R²) was 0.27 and the amount of contribution of socioeconomic status of parents to disciplined behaviour was 20%. The result showed a positive relationship between the socioeconomic status of parents and disciplined behaviour among primary school pupils in the Edo State North senatorial district.

Research Question 2: What is the relationship between pupils' gender and disciplined behaviour among primary school pupils in the Edo State North senatorial district?

Table 4.3: Mean and Standard Deviation and Pearson moment correlation of pupils' Sex and disciplined behaviour.

Variables	Mean	SD	r	r ²	adj-r ²	SEE
Pupils' Gender	1.42	0.49	0.14	0.21	0.18	1.72
Disciplined Behaviour	34.53	1.73				

Table 2 shows the R-value of 0.14 as the amount of relationship between the pupil's sex and disciplined behaviour, among primary school pupils in the Edo State North senatorial district. The coefficient of determination (R²) was 0.21 and the amount of contribution of pupils' sex to disciplined behaviour was 18%. The result showed a positive relationship between pupils' sex and disciplined behaviour among primary school pupils in the Edo State North senatorial district.

Research Question 3: What is the relationship between the age of pupils and disciplined behaviour among primary school pupils in the Edo State North senatorial district?

Table 4.4: Mean and Standard Deviation and Pearson moment correlation of age of pupils and disciplined behaviour.

Variables	Mean	SD	r	r ²	adj-r ²	SEE
Age of Pupils	1.77	0.43	0.17	0.27	0.22	1.71
Disciplined Behaviour	34.53	1.73				

Table 4.4 shows the R-value of 0.17 as the amount of relationship between the age of pupils and disciplined behaviour. among primary school pupils in the Edo State North senatorial district. The coefficient of determination (R^2) was 0.27 and the amount of contribution of the age of pupils to disciplined behaviour was 22%. The result showed a positive relationship between the age of pupils and disciplined

Research question 4: What is the relationship between the socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district?

Table 4: Mean and Standard Deviation and multiple correlation of the socioeconomic status of parents, pupils' gender, age, and disciplined behaviour.

Variables	Mean	SD	r	r ²	adj-r ²	SEE
Socioeconomic Status of Parents	1.24	0.43				
Pupils' Sex	1.42	0.53	0.17	0.13	0.20	1.72
Pupils Age	1.80	0.43				
Disciplined Behaviour	34.53	1.73				

Table 4 shows the R-value of 0.17 as the relationship between the socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district. The coefficient of determination (R^2) was 0.13 and the contribution of parental involvement to disciplined behaviour was 20%. The result showed a positive relationship between socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district.

Analysis of Hypothesis

Hypothesis 1: There is no significant relationship between parents' socioeconomic status and disciplined behaviour among primary school pupils in Edo State North senatorial district.

Table 5: Regression analysis of the relationship between parents' socioeconomic status and disciplined behaviour among primary school pupils in Edo State North senatorial district

Model	SS	df	MS	F	P
Regression	23.362	1	23.362		.005
Residual	1113.259	378	2.945	7.932	
Total	1136.621	379			

Table 5 presents the result of a regression analysis examining the relationship between parents' socioeconomic status and disciplined behaviour among primary school pupils in Edo State North senatorial district. The model's regression analysis shows that there is a significant relationship between parents' socioeconomic status and disciplined behaviour among primary school pupils in Edo State North senatorial district. This is indicated by a significant F-statistic ($F = 7.932$) with a p-value of .000, which is less than the conventional alpha level of .05, suggesting that the relationship between parents' socioeconomic status and disciplined behaviour is statistically significant.

Hypothesis 2: There is no significant relationship between sex and disciplined behaviour among primary school pupils in Edo State North senatorial district.

Table 6: Regression analysis of the relationship between sex and disciplined behaviour among primary school pupils in Edo State North senatorial district

Model	SS	df	MS	F	P
Regression	31.124	1	15.562		.005
Residual	1105.498	378	2.932	5.307	
Total	1136.621	379			

Table 6 presents the result of a regression analysis examining the relationship between sex and disciplined behaviour among primary school pupils in Edo State North senatorial district. The model's regression analysis shows that there is a significant relationship between sex and disciplined behaviour

among primary school pupils in Edo State North senatorial district. This is indicated by a significant F-statistic ($F = 5.307$) with a p-value of .000, which is less than the conventional alpha level of .05, suggesting that the relationship between sex and disciplined behaviour is statistically significant.

Hypothesis 3: There is no significant relationship between age and disciplined behaviour among primary school pupils in Edo State North senatorial district.

Table 7: Regression analysis of the relationship between age and disciplined behaviour among primary school pupils in Edo State North senatorial district

Model	SS	df	MS	F	P
Regression	31.214	3	10.405		.015
Residual	1105.407	376	2.940	3.539	
Total	1136.621	379			

Table 7 presents the result of a regression analysis examining the relationship between age and disciplined behaviour among primary school pupils in Edo State North senatorial district. The model's regression analysis shows that there is a significant relationship between age and disciplined behaviour among primary school pupils in Edo State North senatorial district. This is indicated by a significant F-statistic ($F = 7.932$) with a p-value of .000, less than the conventional alpha level of .05, suggesting that the relationship between age and disciplined behaviour is statistically significant.

Hypotheses 4

There is no significant relationship between the socioeconomic status of parents, pupils' sex, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district

Table 8: Multiple Regression analysis of the relationship between socioeconomic status of parents, pupils' gender, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district

Model	B	SeB	Beta	t	Sig
Socioeconomic status of parents	.442	.182	.126	2.425	.016
Sex	.327	.216	.082	1.516	.130
Age	-.037	.212	-.009	-.176	.861

Table 8 shows the result of regression statistics which was used to estimate the relationship between the Socioeconomic status of parents, sex, age and disciplined behaviour among primary school pupils in Edo State North senatorial district. From the result, Socioeconomic status of parents had a beta weight of 0.126, $t = 2.425$, sex had a beta weight of 0.082, $t = 1.516$ while age had a beta weight of -0.009, $t = -0.176$. The result showed that the Socioeconomic status of parents is significant at an alpha level of 0.05, while sex and age are not. Therefore, the null hypothesis is accepted which implies that there is no significant relationship between the Socioeconomic status of parents, sex, age, and disciplined behaviour among primary school pupils in Edo State North senatorial district.

Discussion of Result

Relationship Between Parents' Socioeconomic Status and Disciplined Behaviour among Primary School Pupils in Edo State North Senatorial District.

The first finding demonstrates a notable association between the socioeconomic condition of parents and the well-regulated conduct of primary school students in Edo State's north senatorial region. Various aspects contribute to this, such as resource accessibility, parental engagement, the presence of positive role models, and the availability of educational opportunities. People with higher socioeconomic status have the means to acquire resources, provide organized surroundings, and engage in extracurricular activities. These factors contribute to the development of disciplined conduct from a young age. Families with lower socioeconomic status, on the other hand, may face difficulties such as financial strain or restricted resource availability, which can affect how parents raise their children and influence their behavior. The finding is in line with Sirin (2005), who states that students from lower SES backgrounds often face disadvantages, including limited access to educational resources, reduced parental involvement, and increased exposure to stressors

Relationship Between Pupils' Sex and Disciplined Behaviour among Primary School Pupils in Edo State North Senatorial District.

The second finding uncovers a notable association between the gender of elementary school students and disciplined behaviour in the North Senatorial Region of Edo State. Males and females display distinct behavioral tendencies, which are interpreted and handled differently by teachers and classmates. The relationship is influenced by societal standards, classroom dynamics, cultural influences, and peer interactions. Males may have a higher inclination towards active or forceful behaviors, which can be perceived as a lack of discipline in structured settings, whereas females may display behaviors that conform more closely to conventional ideas of discipline. Classroom dynamics are also influenced by teachers who unwittingly exhibit differential

treatment towards males and girls based on their perceived behavioral inclinations. Cultural factors shape people's perceptions of appropriate conduct for each gender, influencing the perception and implementation of disciplinary measures. Peer interactions also influence disciplinary habits. Discipline is influenced by individual characteristics beyond gender, including personality traits, family dynamics, and personal experiences. This finding is in agreement with Skiba et al., (2016) who revealed a pattern where boys often face more severe punishments than girls for similar behaviors

Relationship Between Pupils' Age and Disciplined Behaviour among Primary School Pupils in Edo State North Senatorial District.

The third finding reveals that there is no significant link between age and disciplined behavior among elementary school kids in Edo State's North Senatorial Region. This shows that chronological age alone is not a critical factor in deciding how discipline is displayed or perceived in this educational situation. Factors contributing to this result include consistent standards of behavior across different age groups, individual differences in maturity levels and behavioral tendencies within age groups, factors such as emotional intelligence, social skills, and previous experiences, teachers' disciplinary approaches and peer interactions, peer dynamics and social influences within school settings, and community and cultural norms surrounding discipline. The finding is in line with Grogan-Kaylor (2016), who states that as children progress through their primary school years, it becomes increasingly apparent that age-appropriate expectations for their behavior and self-regulation must evolve to align with their developmental stage. Also, Gershoff and Grogan-Kaylor (2016) further state that as primary school pupils advance through the grades and become older, typically in the upper primary years, they tend to exhibit a more advanced understanding of rules and consequences.

Relationship Between the Socioeconomic Status of Parents, Pupils' sex, Age, and Disciplined Behaviour among Primary School Pupils in Edo State North Senatorial District

The sixth finding revealed that there is no significant association between the socioeconomic position of parents, children's gender, age, and disciplined conduct among primary school pupils in Edo State's North senatorial area. This shows that these characteristics do not independently or jointly predict variances in disciplined conduct among students. Factors such as school policies, teacher-student interactions, peer effects, family dynamics, and individual behavioral tendencies may overshadow any direct link between socioeconomic level, gender, and age. Cultural norms and diverse socioeconomic backgrounds within the district could also influence views and behaviors regarding punishment. Methodological factors, such as the study's strategy for defining and assessing disciplined behavior, could also influence the outcomes. The study's characteristics, such as the distribution of socioeconomic backgrounds, gender balance, and age ranges, also impact the generalizability of findings to the broader population.

Conclusion

Based on the findings of the study, it can be concluded that demographic factors, such as the socioeconomic status of parents, and sex have a significant relationship with disciplined behaviour among primary school pupils in Edo State's North senatorial district, but age does not. Teachers' classroom management style has a significant relationship with disciplined behaviour but parental involvement does not. This suggests that demographic factors are important for discipline of pupils, regardless of age.

Recommendations

Based on the findings from the study on disciplined behavior among primary school pupils in Edo State's North senatorial district, here are recommendations tailored to parents, schools, teachers, and government authorities:

- i. Parents should actively engage in their child's education by participating in school activities, communicating regularly with teachers, and fostering a supportive learning environment at home.
- ii. Parents should create organized surroundings and routines that promote disciplined behavior, such as setting clear expectations and providing resources that support educational and extracurricular activities.
- iii. Schools should equip teachers with professional development opportunities to enhance their classroom management skills, including strategies for clear communication, positive reinforcement, and fair discipline practices.
- iv. School should develop policies and practices that address gender differences in disciplined behavior, ensuring equitable treatment and opportunities for all students.

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