

Peer pressure and family instability as factors predisposing disciplinary problems among secondary school students in Edo Central Senatorial District, Edo State

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Abstract

The main purpose of this study was to examine peer pressure and family instability as factors predisposing disciplinary problems among students in Public Senior Secondary Schools in Edo Central Senatorial District, Edo State. Specifically, the study was undertaken to find out the various forms of disciplinary problems exhibited by senior secondary school students, the relationship between peer pressure, family instability and disciplinary problems among senior secondary school in Edo Central Senatorial District, Edo State. Correlational research design was used for the study. The population was made up of 367 teachers a sample of 184 teachers representing 50% of the entire population to be responded to in the instrument. Data collected were analyzed using the simple percentage and Pearson moment correlation coefficient statistics (PPMC). The result revealed in table one that the various forms of disciplinary problems exhibited among students in public senior secondary school in Edo Central Senatorial District were fighting in class, examination malpractices, student actions not conforming to the rules and regulation of the school and missing classes, violence, truancy and disobedience to school authority, rule and regulations. While table two establish that there is a significant relationship between peer pressure and disciplinary problem among students in public senior secondary schools in Edo Central Senatorial District and table three revealed that there is a significant relationship between family instability and disciplinary problem among students in public senior secondary schools in Edo Central Senatorial District. Based on the findings, it was recommended that Parents should watch out on their attitude, learn to settle dispute amicably without fighting in the sense that when there is harmony in the home, it could help children respect their teachers and avoid indisciplinary act among their peers.

Keywords: Peer Pressure, Family Instability, Disciplinary Problems and Public Senior Secondary School

Introduction

Peer group is generally seen as a group of people with approximately the same age, with same interest. According to Castrogiovanni (2002) defined peer group as a small group of similar age, fairly close friends, sharing the same activities. In its most acceptable form, peer group is a healthy coming-of age intermediary, by which youth grasp negotiating skills and learn to deal with challenges and to solve problems in a social context. Peer group can also act as positive role model, for example, if one is involved with a group of people that are ambitious and working hard to attain high academic goals, one might feel pressured to follow suit to avoid feeling excluded from the group. Hartney, (2011) also said peer pressure refers to the influences that peers can have on each other. Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Katz in Olalekan (2016) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member. He further suggests that one group may have a negative impact on its members while the other may have positive impact on its members as well which could mostly influence family members

Desai as cited in Sonawat R. (2001) Family may be broadly defined the family as a unit of two or more persons united by marriage, blood, adoption, or consensual union, in general consulting a single household, interacting and communicating with each other. While the definition is mostly fine, the interacting and communicating with each other may be a difficult thing to elicit or determine. An existing textbook of the medical specialty of community medicine makes it more objective by defining the interdependence part as "individuals living together and eating from a common kitchen." [7] It considers and defines three types of families: Nuclear, joint, and three generation families. However, practical experience in community has shown that these categories are not mutually exhaustive.

Every nation is directly dependent on the education of the young ones because they are the future leaders, wealth and pride of a nation and also constitute the potential human resources needed for the continuity of the nation hence, the need for them to be well educated with the right knowledge and behaviour cannot be over emphasis in the sense that it aid the achievement of sustainable development of a society and the nation at large, and in achieving of these goals, schools are established as a formal agency of education where students (young ones) learn about the custom, attitude and ways of doing things in the society/nations. The Federal Republic of Nigeria (2013) stated in the National Policy on Education that secondary education shall help to prepare citizens for useful living in the society and higher education which implies that secondary schools are educational institutions where the customs, values, norms of the society are taught and learnt, where the culture and norms

in a given society are taught to instill discipline and check indiscipline among students.

Indiscipline could be refers to an act of misconduct which is not only physical act but could be a thing of the mind. According to Timothy (2008) he stated that indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. Johnson (2010), also pointed that indiscipline manifests in various form such as disorderliness, smoking, examination malpractices, bullying, disobedience stealing and dishonesty. McManus in Imiere (2019) also listed several forms of disciplinary problems which make the work of educators difficult. These include; repeatedly asking to go to the toilet, missing lessons, absconding, smoking in toilets, pushing past the educator, playing with matches in class, making rude remarks to the educator, fighting in class, chasing one another around the classroom, packing up early as if to leave, taking the educator's property, wearing bizarre clothing and make-up, threatening the educator, leaving class early and commenting on the work. Onyije and Ojedapo (2010) identify some factors that predisposes indiscipline among students as government nonchalant attitudes to education, parental factors and teachers' attitude. From observation, peer pressure, learning environment, family instability, teachers' experience among others could be factors predisposing indiscipline among students in secondary schools.

Peer pressure could be liken to the influence exerted by peer group in encouraging person to change his or her attitudes, values or perspectives to conform to the group which could be either positive or negative in nature. Pressure from peers to keep up with their group can inspire learners to achieve greater goals that they might never thought of personally while on the other hand, such peer influence or pressure could lead teenagers into doing things that they know are wrong, dangerous or risky in the negative sense, such influences from peers at school could make students indulge in risky or undisciplined act. According to Temitayo, Nayaya and Lukman (2013), peer pressure can make learners revolt against constituted authority, vandalize school properties, set the school building ablaze and even exhibit other behaviours that are contrary to school rules and regulations; when they are agitating for personal concerns such as increment in welfare, involvement in decision making, change in school leadership and provision of school facilities among others.

According to Sarker (2007), family stability often has a marked influence on the student's motivation for learning and on his/her to cope with academics. Home environment is a strong pointer to the academic performance and achievement of children this is because a number of children's academic potentials are now confronted with increasing difficulties as a result of parental marital instability. He also refers to family instability as the interpersonal association and interaction within the marital

relationship. Instability occurs in the family when an attempt of one individual or partner in checkmating the behavior and anticipations of the other. This threatens the household stability as well as the well-being of the children, a situation where by children observed the physical violence between both parents during misunderstanding, this could lead to distraction on their academic performance and most often prompt the child to exhibit some indisciplinary act in school. Indiscipline has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviours, examination malpractice, lateness and poor academic performance among students (Ali, Dada, Isiaka & Salmon 2014). Studies have been carried out by researchers to know factors predisposing disciplinary problems in schools.

Aminat (2019) also carried out a research on the causes of indiscipline among students as viewed by primary school teachers in Nigeria. The research employed a descriptive survey method. A total of 200 primary school teachers in Nigeria participated in the research. The findings showed that the causes of indiscipline among students as viewed by primary school teachers in Nigeria were societal, governmental, parental, school and students factors respectively. In same way Abdullahi and Wan-Yusuf (2015) carried out a study which explored the state on physical facilities of higher education institutions in Nigeria based on the global best practices. The data was obtained through secondary sources and observation. The review of related works shown that provision of physical facilities was below average. These facilities facilitate and support universities, polytechnics, monotechnics and colleges of education to achieve their international goals and objectives.

Similarly, Yoko (2015), examined Causes of Indiscipline and Measures of Improving Discipline in Senior Secondary Schools in Ghana. The purpose of the study was to determine the main causes of students' misbehaviour and measures teachers and students consider to be most appropriate for controlling the unruly behaviour of the students. Purposive, sample, of 50 teachers who held the various positions in the school, and 150 students comprising the Students Representative Council, the class prefects and the class secretaries, was used for the study. Descriptive sample survey was considered to be most appropriate method for the study. A questionnaire was used to collect data from the participants. Majority of the respondents shared the opinion that it is the students themselves who cause such acts of indiscipline. Statistics of causes of acts of indiscipline shows that apart from the individuals themselves, the school is the next cause of most of the acts of indiscipline. The community closely follows with parents and the media being almost at par. With regard to the measures of ensuring discipline in the School, all the ten measures that were listed were

considered by at least 90% of the respondents to be very important.

Asteria (2017), examined the major factors influencing indiscipline in Secondary Schools in Siha District and to establish whether positive alternative approaches of enhancing discipline had taken root in these schools to eradicate this problem. The data was analyzed descriptively and organized in tables, frequencies and percentages. The study indicated that most student's disciplinary problems experienced were due to influence from environment and their homes, namely, mobile phones, televisions, alcoholism, cigarette smoking and theft as well as drug abuse, disobedience, truancy, lack of punctuality and improper school uniforms. Similarly, Okwakpam and Okwankpam (2012), examined the causes and levels of indiscipline among secondary school students, using Rivers State, Nigeria. The study was focused on truancy among other forms of indiscipline in the study. The research sample consisted of 105 teachers and was purposefully sampled. Four research questionnaires were raised, validated and administered to the respondents selected for the study. T-test, standard deviation and mean were used to analyze the data collected. The results indicated that lack of school facilities contributed to students' truancy among other indiscipline behaviour. Hammed, Odedare and Okoiye (2013) consider peer influence among other variables, made a joint contributive effect on variations in the prediction of perceived indiscipline behaviour (in the form of bullying) among in-school adolescents. Omollo and Yambo (2017), carried out a study on the influence of peer pressure on secondary school students' drop out in Rongo Sub-County, Migori County, Kenya. The descriptive design which involved qualitative strategies to data collection was employed. 755 students, teachers and head teachers were targeted for the study. A sample of 235 respondents was identified as follows, 200 students, 20 principals and 15 class teachers. Both probability and non-probability sampling techniques were used for various respondents. The data was analyzed using frequencies and percentages presented in tables and discussed. A cross sectional research design was used the findings revealed that peer pressure influenced student drop out was at 43.75%. High dropout was as a result of parent/ guardian financial status and family headship which lead to inadequate guidance/ mentorship to the students. The outcome from the report of research work carried out by several researchers on factors predisposing disciplinary problems among students in schools in other study location are dual in nature some agreed with the assumption of this researchers work while some disagree with the assumption of this work however this study was an attempt to examined peer pressure and family instability as factors predisposing disciplinary problems among students in public senior secondary schools in Esan Central Senatorial District.

Research Questions

1. What are the various forms of disciplinary problems exhibited by students in public senior secondary schools in Edo Central Senatorial District?
2. Does peer pressure predispose disciplinary problems among students in public senior secondary schools in Edo Central Senatorial District?
3. Does family instability predispose disciplinary problems among students in public senior secondary schools in Edo Central Senatorial District?

Hypothesis

1. There is no significant relationship between Peer pressure and disciplinary problems among students in public senior secondary schools in Edo Central Senatorial District.
2. There is no significant relationship between Family instability and disciplinary problems among students in public senior secondary schools in Edo Central Senatorial District.

Methodology

This study adopted the correlational research design, adopting ex-post factor. According to O'Sullivan, Russell and Berner (2008) a correlational research is concerned with investigating and describing the extent to which two or more variables are related in quantitative terms. The design for the study was adopted because it helped to determine the relationship between sets of independent

variables (peer pressure, family stability) and the dependent variable (disciplinary problems among students). The design also enabled the researcher to determine the strength of relationship between the dependent and the independent variables as revealed by the magnitude or size of the correlation coefficient between the variables. Lastly, this design was adopted because it helped to show the direction of relationship between or among the variables of interest in public senior secondary schools in Edo Central Senatorial District. The population of this study was made up of all 367 teachers in public Senior Secondary Schools in Edo Central Senatorial District. This record was based on the provisional statistics from the Department of Planning and Statistics, Post Primary Education Board (PPEB), Benin City, Edo State as at 2019. One hundred and eight four (184) teachers representing about 50% of the entire population were used for the study. The simple random sampling technique was used in selecting the respondents from each Local Government Area. Expert validated questionnaire was the instrument for this study titled: "Factors Predisposing Disciplinary Problems among Students Questionnaire" (FAPDIPASQ) that had 16 items which addressed the subject matter. The reliability coefficient value was 0.78 with a criterion mean of 2.5. In six weeks, the questionnaires were administered and retrieved. The study recorded 100% return rate. Data collected were analyzed using the simple percentage and Pearson Moment Correlation Coefficient Statistics (PPMC).

Data Analysis

Research 1: What are the various forms of disciplinary problems exhibited among students in public secondary school in Edo Central Senatorial District?

Table 1: Summary analysis of the various forms of disciplinary problems exhibited among students in public secondary school in Edo Central Senatorial District

S/S	ITEMS	N	A	%	D	%	REMARK
1	Fighting in class is a form of indiscipline that exist in my secondary schools	184	150	82	34	18	High
2	Examination malpractices is form of indiscipline that is frequent in my school	184	130	71	54	29	High
3	A student actions that do not conform to the rules and regulation of the school is a form of indiscipline that take place in my school	184	153	83	31	17	High
4	Missing classes is a form of indiscipline students engage in my school	184	130	71	54	29	High
5	Violence is a form of indiscipline that take place among students in my school	184	120	65	64	35	High
6	Truancy is a regular form of indiscipline among students in my school	184	135	73	49	27	High
7	Smoking exist among students in my school	184	24	13	160	87	Low
8	Rape is a major form of indiscipline among students in my school	184	4	2	180	98	Low
9	Disobedience to school authority, rule and regulations are form of indiscipline among students in my school	184	136	74	48	26	High
10	Indecent dressing is a form of indiscipline students engage in my school	184	48	26	136	74	Low

Source: field work 2020

From table 1 above, it can be deduced that the various forms of disciplinary problems exhibited among students in public secondary school in Central Senatorial District of Edo State, are as follows: 150 respondents which is 82% agreed that fighting in class is a form of indiscipline that exist in their secondary schools, while 34 respondents which is 18% disagreed that Fighting in class is a form of indiscipline that exists in their secondary schools. 130 respondents which is 71% agreed that examination malpractices is form of indiscipline that is frequent in their school while 54 respondents which is 29% disagreed that examination malpractices is form of indiscipline that is frequent in their school. 153 respondents which is 83% agreed that student actions that do not conform to the rules and regulation of the school is a form of indiscipline that take place in their school while 31 respondents which is 17% disagreed that student actions that do not conform to the rules and regulation of the school is a form of indiscipline that take place in their school. 130 respondents representing 71% agreed with the fact that missing classes is a form of indiscipline students engage in their schools, while 54 respondents which is 29% disagreed with the fact that Missing classes is a form of indiscipline students engage in their school. 120 respondents which is 65% agreed that violence is a form of indiscipline that take place among students in their school while 64 respondents which is 35% disagreed with the fact that violence is a form of indiscipline that take place among students in their school. 135 respondents which is 73% agreed with the fact that truancy is a regular form of indiscipline among students in their school while 49 respondents which is 27% disagreed

with the fact that truancy is a regular form of indiscipline among students in their school. 24 respondents which is 13% agreed with the fact that smoking exist among students in their school while 160 respondents which is 87% disagreed that smoking exist among students in their school. 4 respondents which is 2% agrees that rape is a major form of indiscipline among students in their school while 180 respondents which is 98% disagreed with the fact that rape is a major form of indiscipline among students in their school. 136 respondents which is 74% agreed that disobedience to school authority, rule and regulations are form of indiscipline among students in their school while 48 respondents which is 26% disagreed with the fact that disobedience to school authority, rule and regulations are form of indiscipline among students in their school. 48 respondents which is 26% agreed that indecent dressing is a form of indiscipline students engage in my school, while 136 respondents which is 74% disagreed with the fact that indecent dressing is a form of indiscipline students engage in my school. Thus, the various forms of disciplinary problems exhibited among students in public Senior secondary school in Esan Central Senatorial District are Fighting in class, Examination malpractices, student actions not conforming to the rules and regulation of the school and missing classes, violence, truancy and disobedience to school authority, rule and regulations.

Hypothesis 1: There is no significant relationship between peer pressure and disciplinary problems among students in public senior secondary schools in Edo Central Senatorial District.

Table 2: Summary analysis of the relationship between peer pressure and disciplinary problems among students in public senior secondary school in Edo Central Senatorial District

Variables	(n=184)	\bar{X}	S.D	Pearson r- coefficient.	p-value	Remarks
Peer pressure		2.19	.469		.011	Null hypothesis rejected (P<0.05)
Disciplinary problems		3.17	.527	0.021		

Source: field work 2020

Data in table 2 showed that the Pearson correlation coefficient of 0.021 of the relationship between peer pressure and disciplinary problem was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected because p-value 0.11 was lesser than 0.05 level of significant it therefore means that there is a significant relationship between peer pressure and disciplinary

problem among students in public senior secondary schools in Edo Central Senatorial District.

Hypothesis 2: There is no significant relationship between family instability and disciplinary problems among students in public senior secondary schools in Esan Central Senatorial District.

Table 3: Summary analysis of the relationship between family instability and disciplinary problems among students in public senior secondary school in Esan Central Senatorial District

Variables	(n=184)	\bar{X}	S.D	Pearson r- coeffici ent.	p-value	Remarks
Family instability		2.19	.469		.013	Null hypothesis rejected (P<0.05)
Disciplinary problems		3.17	.527	0.021		

Source: field work 2020

Data in table 2 showed that the Pearson correlation coefficient of 0.021 of the relationship between peer pressure and disciplinary problem was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected because p-value 0.11 was lesser than 0.05 level of significant it therefore means that there is a significant relationship between peer pressure and disciplinary problem among students in public senior secondary schools in Esan Central Senatorial District.

Discussion of findings

Result from table one established that the various forms of disciplinary problems exhibited among students in public senior secondary school in Esan Central Senatorial District were fighting in class, examination malpractices, student actions not conforming to the rules and regulation of the school and missing classes, violence, truancy and disobedience to school authority, rule and regulations. This result could be due to the fact that most of the examinations are poorly supervised by their teachers, poor school leadership and principals' non-challance towards strict supervision. The high incidence of truancy among students from the school premises during class lessons could be due to absence of good security facilities such as high fences, good gates, security workers and adequate staff in most schools and peer victimization among students respectively. Result is in line with that of Ali, Dada, Isiaka & Salmon (2014), who carried out a study on Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. The findings of this study revealed that various acts of indiscipline were prevalent among secondary school students such acts of indiscipline include: bullying, truancy/ absenteeism, vandalism of school property, theft/stealing, fighting. It was also gathered that several factors like the schools, students and the society at large contributed greatly to the acts of indiscipline among the students. It was also found that reduction strategies employed by various schools are not effective and as a result, the study recommended among other things that a wholesome approach to manage students' discipline should be adopted by the administrators and other stakeholders of the schools. Result is in line with that of Johnson (2010), who pointed out that indiscipline manifests in various form such as

disorderliness, smoking, examination malpractices, bullying, disobedience stealing and dishonesty. Result is in agreement with that of McManus (1995), who listed that the several forms of disciplinary problems which make the work of educators difficult. These include; repeatedly asking to go to the toilet, missing lessons, absconding, smoking in toilets, pushing past the educator, playing with matches in class, making rude remarks to the educator, fighting in class, chasing one another around the classroom, packing up early as if to leave, taking the educator's property, wearing bizarre clothing and make-up, threatening the educator, leaving class early and commenting on the work. Result is in line with Ponfua (2015), who's study explores students' indiscipline in secondary schools in Cameroon. The results showed that the familiar and common types of indiscipline as disobedience to teachers and school prefects included collective misconduct of students and unacceptable habits.

Result from table two revealed that there is a significant relationship between peer pressure and disciplinary problem among students in public senior secondary schools in Edo Central Senatorial District. The positive association between peer pressure and students' indiscipline may be due to lack of role model, poor parenting and poor mentoring in secondary schools. This is because many teenagers learn much more from their peers and age group and thereby tend to imitate or exhibit certain tendencies that confirm to a group, an esteemed friend or admired age mate in other to gain acceptance. Consequently, it becomes worrisome and quite challenging when a students' sees his wrong friend or peer group as his role model or one to mentor. The result of this study supports that of Hammed, Odedare and Okoiye (2013) that the peer influence among other variables, made a joint contributive effect on variations in the prediction of perceived indiscipline behaviour (in the form of bullying) among in-school adolescents. Results is an agreement with that of Omollo and Yambo (2017), carried out a study on the influence of peer pressure on secondary school students' drop out in Rongo Sub-County, Migori County, Kenya. The statement of the problem showed that the sub-county had a dropout rate of 43 percent as compared to the neighboring sub counties like Uriri, Awendo, Nyatike, Kuria and Migori which had 25, 9, 27, 23 and 28 percent respectively despite the similar government's strategies availed to all the public secondary schools and the

coverage of the same syllabus throughout the country. The findings revealed that peer pressure influenced student drop out was at 43.75%. High dropout was as a result of parent/ guardian financial status and family headship which lead to inadequate guidance/ mentorship to the students.

Result from table three revealed that there is a significant relationship between family instability and disciplinary problem among students in public senior secondary schools in Edo Central Senatorial District. The outcome of this result could be as a result of students' negative attitude in school base on family challenges, negative environment created by students' parents such as constant fighting and physical abuse inflicted on themselves. Results is an agreement with that of Aminat (2019), who carried out a research on the causes of indiscipline among students as viewed by primary school teachers in Nigeria. The findings showed that the causes of indiscipline among students as viewed by primary school teachers in Nigeria were societal, governmental, parental, school and students factors respectively. The result of this study supports that of Ali, Dada, Isiaka & Salmon (2014), who carried out a study on Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. The findings of this study revealed that various acts of indiscipline were prevalent among secondary school students such acts of indiscipline include: bullying, truancy/ absenteeism, vandalism of school property, theft/stealing, fighting, etc. It was also gathered that several factors like the schools, students' parents and the society at large contributed greatly to the acts of indiscipline among the students. Result is in line with Yoko (2015), who study examined Causes of Indiscipline and Measures of Improving Discipline in Senior Secondary Schools in Ghana. Majority of the respondents shared the opinion that it is the students themselves who cause such acts of indiscipline. It is only with students late to school and demonstrations that the majority of the respondents attributed the causes to parents and school respectively. statistics of causes of acts of indiscipline shows that apart from the individuals themselves, the school is the next cause of most of the acts of indiscipline. Result agreed with that of Idu and Ojedapo (2011), who study examined factors responsible for indiscipline among secondary school students and the need for all stakeholders in education to find solutions to the problem of indiscipline in our school system. Survey research design was employed for the study; the study population was all government secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State. From the findings, parental attitude, government nonchalant attitude, teachers' influence and peer-group influence among others were found to be responsible for indiscipline among secondary school students. Result is in agreement with that of Asteria (2017), who study was to examine major factors influencing indiscipline in Secondary Schools in Siha District and to establish whether positive alternative approaches of enhancing discipline had taken root in these schools to eradicate this problem. The study indicated that

most student's disciplinary problems experienced were due to influence from environment and their homes, namely, mobile phones, televisions, alcoholism, cigarette smoking and theft as well as drug abuse, disobedience, truancy, lack of punctuality and improper school uniforms.

Conclusion

Based on the findings of this study, the following conclusions were drawn that:

1. The various forms of disciplinary problems exhibited among students in public secondary school in Edo Central Senatorial District are fighting in class, Examination malpractices, student actions not conforming to the rules and regulation of the school and Missing classes.
2. There is a significant relationship between peer pressure and disciplinary problem among students in public senior secondary schools in Edo Central Senatorial District.
3. There is a significant relationship between family instability and disciplinary problem among students in public senior secondary schools in Edo Central Senatorial District.

Recommendations

Based on the findings, the following recommendations were made:

1. Parents should watch out on their attitude, learn to settle dispute amicably without fighting in the sense that when there is harmony in the home, it could children respect their teachers and avoid indisciplinary act among their peers.
2. There should be clear and unified instructions in all schools on how to liaise with learners with behavioural problems.
3. This policy must make sure that no school is lenient by accepting learners who have misbehaved in other schools. Learners must know that if they misbehave, they have to suffer the consequences and cannot leave their current school and register at another school and continue to misbehave.

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