

**PEER PRESSURE, HOME AND SCHOOL FACTORS PREDISPOSING  
SECONDARY SCHOOL STUDENT TO INDISCIPLINE IN BWARI AREA  
COUNCIL OF ABUJA, NIGERIA**

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**Abstract**

*This study investigated peer pressure, home and school factors predisposing secondary school students to indiscipline in the Bwari area council of Abuja. A descriptive survey research design of correlation type was adopted for the study. The total population consisted of all secondary school students in the study area, 250 students were sampled for the study, using a simple random sampling technique. one research question was raised and answered while four hypotheses was tested. Two self-constructed research instruments were used for the study; the first is titled Predisposing Factors to Indiscipline Questionnaire (PFIQ) and Student Indiscipline Questionnaire (SIQ), and the two instruments yielded 0.84 and 0.81 reliability coefficients respectively. The result revealed that stealing and smuggling of mobile phones to school are common acts of indiscipline among secondary school students. There was significant relationship between home factor and student indiscipline ( $r = .316$ ;  $p < 0.05$ ), there was negative but significant relationship between peer influence and student indiscipline ( $r = -0.193$ ;  $p < 0.05$ ), there was significant relationship between school factor and teacher student indiscipline ( $r = .232$ ,  $p < 0.05$ .) and home factor, peer influence, and School factor jointly contributed to indiscipline in senior secondary school ( $F(250) = 14.856$ ,  $p = 0.000$ .) Based on the findings, the researchers*

*recommended that stakeholders should make sure that both home and school factors surrounding students are highly positive to influence their lives and raise disciplined students in the society.*

**Keywords:** *Home factor, peer influence, school factor, indiscipline.*

### **Introduction**

Indiscipline amid students particularly at the secondary school level of education is a general challenge that is facing every school in all parts of the world. In an elegant society, the promotion of discipline seems to be a global phenomenal and essential condition in the preservation of law and order in the educational system. School indiscipline appears to be an issue that has been raising pandemonium among teachers and students in a public secondary school which has been a subject of concern to all stakeholders in education, policymakers also the entire world.

Indiscipline refers to a condition whereby a student's mode of behaviour is in opposition to the rules and regulations of a school (Kwajo,2011). This type of behaviour could manifest by boycotting classes, sneaking out of school, drug abuse, bullying, and rioting. Indiscipline could be seen as a behavioural disorder that is regarded as an act of lawbreaking. It could often cause a lot of psychological, poignant also bodily hurt to children and adulthood.

Indiscipline in the school system could be regarded as breaking the laws and orders of an institution or engaging in unacceptable behaviour (Morongwa, 2010). The common indiscipline acts among secondary school students could be in reverence of school uniform, punctuality, making noise, playing the truant, the assignment from school, cigarettes smoking, alcoholic drinks consumption, being physically and verbally aggressive towards peers and members of the staff, vandalizing school properties, disorderliness, sex, fighting, quarreling, pick pocketing, tugging, damaging of school property, gambling, hooliganism, late coming, and sleeping in the class to mention few. These acts have been some of the serious challenges confronting the peace of secondary schools today.

Smuggling of mobile phones to school seems to be one of the indiscipline acts that seem to be severe among secondary school students (Kwajo, 2001). Mobile phones are very useful gadgets, but when smuggled into school, maybe a source of severe indiscipline. A majority of day school students carry their mobile phones to school. Mobile phones can be a

source of great misconduct in schools, among students, viewing pornography, and cheating in examination, Kwajo (2011). This is malpractice that seems to be a big headache in many countries.

Education seems to be a critical tool for the transformation of the individual and the society at large. Secondary education in Nigeria is aimed at preparing the individual for useful living within the society, preparation for higher education, and the individual to be able to live a useful life in the society and contribute maximally towards social, economic, and political development of the nation in which they belong, hence relevant values, attitudes, skills, knowledge, and competencies that will make them discipline should be inculcated in the curriculum of the school for proper achievement secondary school education in Nigeria (FGN, 2014).

Discipline is paramount to learning. It is essential for any teaching and also very important for peace and harmony in any learning environment. Efforts have been made by different researchers to solve the problem of indiscipline, but it seems the problem of indiscipline keeps on persisting in secondary schools in Nigeria, hence there is needs to examine the factors predispose students to indiscipline among secondary schools. There is a lot of predisposing factors that could be responsible for the incessant case of indiscipline among secondary school students which could be traced to the home factor, peer influence, and school factors, and a lot more.

Peer pressures seem to be another factor that predisposes secondary students to indiscipline. Secondary school students are more likely to give in to peers' pressure and manifest unacceptable indiscipline behaviour that may hurt themselves or others. Besides, peer group pressure could influence what the adolescent wears, values, knows, eats, and learns. It appears that secondary school students could display disruptive indiscipline behaviour in groups, not individually, with pressure or influence from the peer student may engage in taking alcohol, tobacco, bullying, fighting, and lot more which are disruptive behaviours and not acceptable to the school and society.

Students are products of society and they are born and reared there within society. The home environment and family type could play a very big role in influencing their behaviour at school. There are many factors in the home such as poverty, child abuse, mobile phones, broken homes, and responsibilities at home that would go a long way in influencing students' behaviour negatively at school or society. Poverty is a

state where parents are unable to provide adequate necessities like proper housing, clothing, and food to their children. It may be determined by the family's socio-economic status. broken home has contributed greatly to the way some students were brought up and students that do not have enough or adequate care could be wayward in dealing with other students and could influence other students negatively. A student who could not afford transport fare and living in long distance to the school may arrive late to school and even may get late to the classroom (Jinot, 2018).

School factor seems to be a predisposing factor of indiscipline among secondary school students. School is the place where secondary school students spend most of their daily time, interacting and socializing with others. It is a natural social setting for them. However, it is also in this socio temporal space that student behaviour is influenced. The characteristics of the school may impact the indiscipline and ways in which the students behave with others. Bwoginda (2011) found the following school features that encourage students indiscipline such as overcrowded classroom, too much harsh discipline measures, student alienation, the feeling of disempowerment from the principal to deal with indiscipline, lack of effective leadership from the principal, inadequate supervision, absence of the teaching of social, creative, communication and interpersonal skills, lack of student's voice and choice in their learning, the feeling of rejection by students, lack of care from friends, educators and the principal, lack of extracurricular activities and sports activities, banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems and lots more. All these are the factors that could aggravate the level of indiscipline among secondary school students in public school. if they were well managed within the school system the level of indiscipline may be reduced but if all the indiscipline factors are not well managed and not giving high priority it could fan the flame of indiscipline among secondary school students.

Jinot (2018) found out that lack of learners' discipline is a major school problem in secondary schools in Mauritius. The study aimed at determining and examining the main causes of this problem in the context of Mauritius. Qualitative data were collected from learners, educators, principals, and parents of four secondary schools by using focus group interviews and individual face-to-face interviews. By using content

analysis, the study revealed that learners' lack of discipline originated from the family (the parenting style, working parents, ineffective parental discipline, and the dysfunctional family), the learners' attitudes to education and schooling, the educators' attitudes to their role of maintaining learner discipline,

The inappropriate management of the school by the principal and ineffective display of leadership roles could be responsible for an increase in the level of indiscipline among secondary school students. This seems that all the stakeholders of the school community could be responsible for the deterioration of learner discipline in the secondary schools. This shows that peer pressure, home factors, and school factors cannot be divorced from indiscipline challenges in public secondary school. Researchers have worked on variables such as principal leadership styles, school environment, and parental influence as factors that could influence indiscipline in secondary school but there seems to be an increase in the cases of indiscipline among secondary school students which could be a result of peer pressure, home and school factors that are influencing the indiscipline acts among secondary school student. It is against this backdrop that the study looks at peer pressure, home, and school factors predisposing secondary school students to indiscipline in Bwari area council Abuja, Nigeria.

#### **Statement of the problem**

Indiscipline acts among secondary school students have been a terrifying problem for both teachers and school administrators in the educational system of today. Indiscipline acts among students have reduced the value of education received by students in every stage of education. The student's acts of indiscipline range from fighting, stealing, noise-making, smoking cigarettes, consuming alcoholic drinks, vandalizing school properties, disorderliness, quarreling, pick pocketing, tugging, damaging of school property, gambling, hooliganism, late coming, smuggling of mobile phone to school, sleeping and lots more. These types of behaviour have brought damages to the students, staff school administrators, and school as a whole. The implication of these acts could be poor academic performance, an increase in the dropout rate, defacing of school property, destruction of lives and property. All these acts of indiscipline could be predisposed by peer influence, home, and school factors which seem to be significant factors to the lives of students. Researchers have worked on

some other variables like student background, school climate, and school disorder as the factor responsible for indiscipline among secondary schools but there seems to be a dearth of study on peer pressure, home, and school factors as variables responsible for indiscipline acts among secondary schools. However, very little research has been done in this area concerning these problems within schools in the Abuja metropolis. The current study seeks to fill this gap.

### **Purpose of the study**

The main purpose of this study was to examine factors predisposing secondary school students to indiscipline in Abuja, Bwari Area Council. The specific purposes of this study are to:

- i. establish the common indiscipline acts among public secondary school students in Bwari Area council, Abuja.
- ii. examine how home factors significantly predispose to indiscipline in senior secondary schools in Bwari Area Council, Abuja.
- iii. establish how Peer influence significantly predisposes to students' indiscipline in senior secondary schools in Bwari Area Council, Abuja.
- iv. examine how School factors significantly predispose students to indiscipline in senior secondary schools in Bwari Area Council, Abuja.
- v. determine how home factors, peer influence, and school factors jointly predisposed students to indiscipline in senior secondary schools.

### **Research question**

Based on research objectives the following research question was raised:

- i. What are the common indiscipline acts among public secondary school students in Bwari Area council of Abuja?

### **Hypotheses**

The following hypotheses were tested in this study:

**H01:** Home factor does not significantly predispose students to indiscipline in senior secondary schools in Bwari Area Council Abuja.

**H02:** Peer influence does not significantly predispose students to indiscipline in senior secondary schools in Bwari Area Council Abuja.

**H03:** School factor does not significantly predispose students to indiscipline in senior secondary schools in Bwari Area Council Abuja.

**H04:** Home factor, peer influence, and school factors will not jointly predispose indiscipline in senior secondary schools.

### Methodology

The descriptive survey research design of the correlation type was adopted for the study. The population of the study consisted of all public secondary schools' students in the Bwari Area Council of Abuja Federal Capital. There are eleven public senior secondary schools in the Bwari area council. The researchers adopted the multistage sampling technique to select sample size for the study. At stage one, proportionate to size was used to select seven senior secondary schools out of eleven secondary schools which is 64% of the total public secondary schools in the study area. At stage two, a simple random sampling technique was used to select 250 respondents (students) from the secondary schools selected in Bwari Area Council, Abuja. Two self-constructed research instruments were used for the study; the first was titled Predisposing Factors to Indiscipline Questionnaire (PFIQ) and Student Indiscipline Questionnaire (SIQ). The two instruments were validated by the experts on instrument construction, a pilot test of the instruments was carried out and the two instruments yielded 0.84 and 0.81 reliability coefficient respectively. Data collected were analyzed using descriptive statistical tools of simple percentage and frequency count, Pearson's product moment correlation and multiple regression analysis at 0.05 level of significance

### Results and Discussion

**Research question 1:** What is the common indiscipline acts among public secondary school students in the Bwari Area council of Abuja?

**Table 1: Descriptive analysis of common indiscipline act among public school students.**

Items	Very common	Common	Not common
Stealing	73 (29.2%)	115 (46 %)	63(25%)
Late coming	97 (38.8%)	85 (34%)	60(24%)
Gambling	125 (50%)	63 (25.2%)	62(24.8%)

<b>Fighting</b>	60 (24%)	80(32%)	110(44%)
<b>Smuggling of mobile phone to school</b>	58 (23%)	120(48%)	72(29%)

Table 1 depicts the common indiscipline practices among secondary school students. It was revealed that 115 (46 %) and 120 (48%) of the respondents indicated that stealing and smuggling of mobile phone to school are common indiscipline acts among secondary school students, while 125 (50%) of the respondents indicated that gambling is a very common indiscipline act among secondary school students but 110(44%) of the respondents indicated that fighting is not common indiscipline act among secondary school students. The findings are in support of the finding of Kamau (2008) that found out that mobile phone smuggling, fighting and stealing are the most concurrent indiscipline acts among public secondary schools.

**H01:** Home factor do not significantly relate with predisposition of students to indiscipline in senior secondary schools in Bwari Area Council of Abuja.

**Table 2: Pearson Product Moment Correlation showing relationship between home factor and student indiscipline**

Variable	N	Mean	Std. Dev	Df	r	P	Remark
Home factor	250	36.2827	4.39541				
Student Indiscipline	250	9.1194	1.77923	250	-0.316	<0.05	sig

Table 2 revealed that the relationship between the home factor and student indiscipline had  $r = .316$ ;  $p < 0.05$ . Therefore, there is a significant negative relationship between home factors and student indiscipline in public secondary school. It could therefore be deduced that a good home factor will significantly improve student discipline, while poor home factors could increase student indiscipline in the school. The null hypothesis is hereby rejected. The finding corroborated the findings of Kimani (2006) that found out that parent find it prohibitive to provide food, shelter, and healthcare, let alone educate their children." Such families may not be able to buy their children's school uniforms and textbooks. The temptation to steal from others to make ends meet is therefore indeed great.



**H02:** Peer influence does not significantly relate with predisposition of students to indiscipline in Senior secondary schools in Bwari Area Council of Abuja.

**Table 3: Pearson product moment correlation showing relationship between peer influence and student indiscipline**

Variable	N	Mean	Std. Dev	Df	r	P	Remar
Peer influence	250	9.9337	2.19806	201	-0.193 **	<0.05	sig
Student indiscipline	250	9.1194	1.77923				

Table 3 shows the relationship between peer influence and student indiscipline with  $r = -0.193$ ;  $p < 0.05$ . There was negative but significant relationship between peer influence and student indiscipline. Also, from table 3, it was revealed that peer influence has significant roles to play on student indiscipline. The null hypothesis is hereby rejected. It implies that peer influence could predispose students to indiscipline. The finding corroborated the findings of Lukman and Kamadi (2014) that submitted that peer pressure influenced what the adolescent values, knows, wears, eats and learns also finding of Bezuid (2013) maintains that secondary school students display disruptive indiscipline behaviour in groups, not individually.

**H03:** School factor does not significantly relate with predisposition of students to indiscipline in senior secondary schools in Bwari Area Council, Abuja.

**Table 4. Pearson product moment correlation showing relationship school factor and student indiscipline**

Variable	N	Mean	Std. Dev	Df	r	P	Remar
School factor	250	12.1900	1.52826	250	-0.232 *	<0.05	Sig
Student indiscipline	250	9.1194	1.77923				

Table 4 reveals that the relationship between school factor and teacher student indiscipline that  $r = -.232$ ;  $p < 0.05$ . Therefore, there was significant relationship between School factor and Student indiscipline. However, the pattern of the relationship was negative. Table 4 revealed that school factors predisposed students to indiscipline among senior secondary

school students. The null hypothesis is hereby rejected. The finding of this study is inconsonant with the findings of MOEST (2000) that some teachers are said to be dangerously ambitious, leading to incitement of students. Paaga (2007) in an article entitled, 'teachers are to blame for indiscipline in schools,' lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous behaviour among students of such institutions.

**H04:** Peer pressure, home and school factors will not significantly jointly contribute to predisposition of students to indiscipline in senior secondary schools.

**Table 5: Regression analysis showing the analysis of joint contribution of home factor, peer influence and school factors and student indiscipline**

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	621.013	5	124.203	14.856	0.000 <sup>b</sup>
	Residual	3268.911	245	8.360		
	Total	3889.924	246			

Model summary

Model	1
R	0.430 <sup>a</sup>
R square	0.165
Adjusted R square	0.149
Std. error of the estimate	2.89143

Table 5 shows the joint contribution of peer pressure, home and school factors to students' indiscipline, the result presents the value of R, R<sup>2</sup> (model summary) and ANOVA table. The result from table 5 revealed multiple correlations of 0.43 between the independent and dependent variable, this implied that the independent variable could predispose students to indiscipline to some extent and R<sup>2</sup> of 0.165 which was an indication that independent variables (peer pressure, home, and school factors) accounted for 16.5% of the total variance observed independent variable (students' indiscipline) leaving the remaining 84.0% to other factors that were not considered in the study. Table 5 equally showed that the combination of all the independent variables also allowed reliable

prediction of students' indiscipline ( $F(250) = 14.856, p = 0.000$ ). Peer pressure, home, and school factors jointly predisposed student to indiscipline. The finding was in agreement with the finding of Morongwa (2010), that highlighted eight factors that caused indiscipline among secondary school students which among other things include: Parental/home influence, teachers/educators, political, social and economic factors, Learners with emotional problems, head teachers, principals factor influence of gender and race and public schools versus private schools.

### **Conclusion**

Based on the findings from the study, the researchers concluded that factors that predispose senior secondary school students to indiscipline in the Bwari area council, Abuja are: home factor, peer influence and school factor. The home factor was found to be significant to student indiscipline which implied that a broken home is liable to bring about indiscipline among the students. Peer influence is another factor recognized that can predispose students to indiscipline in secondary school. Peer influence may have a positive influence and help to or motivate to do our best. Peer pressure may also result in people doing things that may not fit with their sense of what is right and wrong. Peer pressure may be an influence in several ways: fashion choice, alcohol and smoking and other drugs use, the decision to have a boyfriend/girlfriend, choice of friends, organizing, and attending parties. Peer pressure may be pressure in the workplace, at school, or within the general community. The school factor is also a reason that predisposes students to indiscipline. Several forms of indiscipline act pervade through every corner of the secondary schools among the students. Some occurred within the classroom, some within the school premises, while some others are carried out outside the school premises.

### **Recommendations**

Base on the findings of this study, the following were recommended:

- i. The good parenting style should be encouraged in order to discourage indiscipline among secondary school students while broken family should be discouraged. There is need to embrace a united family structure which will ensure discipline of the students because a broken home can result in a broken life and a broken life is likely to lead students to acts of indiscipline. So,

parent should try and maintain the family for the betterment of their children.

- ii. A school environment that is safe and free of intimidation, threat, hatred, and so on should be encouraged because the school has a role to play in bringing discipline to the life of secondary school students.
- iii. Stakeholders should make sure that both home and school factors surrounding students are highly positive to influence their lives and raise disciplined students in our society.

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