

Peer pressure, home and school factors predisposing secondary school student to indiscipline in Bwari Area Council 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 of Abuja. A descriptive survey research design of the correlation type was adopted for the study. The total population consisted of all secondary school students in the study area. Two hundred and fifty (250) students were sampled for the study, using a simple random sampling technique. Five research questions were raised and answered. 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 mobile phones to school are common indiscipline acts among secondary school students. Home factor, peer influence, and school factor was jointly contributed to indiscipline in senior secondary school in the Bwari area council Abuja. The researcher 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 our society.

Keywords: Abuja, predisposing factor, home factor, peer influence, school factor, and indiscipline.

INTRODUCTION

Indiscipline amid students particularly at the secondary school level of education seems to be 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 could be a subject of concern to all stakeholders in education, policymakers and also the entire world.

The concept of Indiscipline refers to a condition whereby a student's mode of behavior is opposing to the rules and regulations of a school (Kwajo, 2011 as cited in Atieno, 2014). This type of behavior could manifest by boycotting classes, sneaking out of school, drug abuse, bullying, and rioting. Indiscipline could be seen as a behavioral 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 entire acts have been 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, 2011 as cited in Atieno, 2014). 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 exams (Kwajo, 2011 as cited in Atieno, 2014). This is malpractice that is 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 of secondary school education in Nigeria. 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. There is a need to look at 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 in the study area which could be traced to the home factor, peer influence, and school factors, and a lot more.

Peer pressure seems 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 behaviors and not acceptable to the school and society.

Students are products of society and they are born and reared within society. The home environment and family type play a very big role in influencing their behavior 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' behavior 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. Mugenda (2008) 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 a 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 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 other 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 educations. The student's indiscipline acts 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 indiscipline acts 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 is to examine factors predisposing secondary students to indiscipline in Abuja Bwari Area Council. The specific purposes of this study are to:

1. Establish the common indiscipline acts among public

secondary school students in Bwari Area council Abuja.

2. Examine how home factors significantly predispose to indiscipline in senior secondary schools in Bwari Area Council Abuja.
3. Establish how peer influence significantly predisposes to students' indiscipline in senior secondary schools in bwari Area Council Abuja.
4. Examine how school factors significantly predispose students to indiscipline in senior secondary schools in Bwari Area Council Abuja.
5. Determine how home factors, peer influence, and school factors will jointly predispose students to indiscipline in senior secondary schools.

Research questions

Based on research objectives, the following research question was raised:

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

Hypotheses

Based on research objectives and question, the following Hypotheses were put forward:

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

A descriptive survey research design of the correlation type was adopted for the study. The populations of the study consist of all public secondary schools' students in the Bwari Area Council of Abuja Federal Capital. There are 11 public senior secondary schools in the Bwari area council. The researcher adopted the multistage technique to select sample size for the study; at stage one, proportionate to size was used to select 7 senior secondary schools out of 11 secondary which are 64% of the total public secondary school in the study area. At stage two, a simple random sampling technique was used to select 250 respondents (students) from the secondary

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%)
fighting	60 (24%)	80(32%)	110(44%)
Smuggling of mobile phone to school	58 (23%)	120(48%)	72(29%)

Table 2. Pearson product moment correlation showing relationships between home factor and student indiscipline.

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

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

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

schools selected in Bwari Area Council Abuja. 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)". The two instruments were validated by the expert 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, person product moment correlation, and multiple regression analysis at 0.05 level of significance.

RESULT AND DISCUSSION

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

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) who found out that mobile phone smuggling, fighting, and stealing are the most concurrent indiscipline acts among public secondary schools.

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

Table 2 reveals that the relationship between the home factor and student indiscipline had $r = 0.316$, $p < 0.05$. Therefore, there is a significant 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. The finding corroborates the findings of Kimani (2006) that find 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.

Hypotheses H₀₂: Peer influence does not significantly predispose students to indiscipline in senior secondary schools in bwari Area Council Abuja

Table 3 shows the relationship between peer influence and student indiscipline with $r = 0.193$, $p < 0.05$. There is a 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. It implies that peer influence could predispose students to indiscipline. The finding corroborates the findings of Lukman and Kamadi (2014) that submitted that peer pressure influences what the adolescent values, knows, wears, eats, and learns. Also, the finding of Chen and Weikart (2008) maintains that secondary school

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

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

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 ^b
	Residual	3268.911	245	8.360		
	Total	3889.924	246			
Model summary						
	Model					1
	R					0.430 ^a
	R square					0.165
	Adjusted R square					0.149
	Std. error of the estimate					2.89143

students display disruptive indiscipline behaviour in groups, not individually.

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

Table 4 reveals the relationship between school factor and student indiscipline with $r = 0.232$, $p < 0.05$. Therefore, there is a significant relationship between School factor and teacher Student indiscipline. However, the pattern of the relationship is positive. Table 4 reveals that School factors could predispose students to indiscipline among senior secondary school students. 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 behavior among students of such institutions.

Hypotheses H₀₄: peer pressure, home, and school factors will not jointly predispose indiscipline in senior secondary schools

Table 5 shows the joint contribution of peer pressure, home, and school factors to students' indiscipline. The result from Table 5 revealed multiple correlations of 0.43 between the independent and dependent variable, this implies that the independent variable could predispose

students to indiscipline to some extent and R² of 0.165 which is an indication that independent variables (peer pressure, home, and school factors) accounted for 16.5% of the total variance observed in dependent 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 will jointly predispose student indiscipline. The finding is in agreement with the finding of Morongwa (2010), that highlighted eight factors that cause indiscipline among secondary school students which among other things include: parental/home influence; teachers/educators; political, social and economic factors; learners with emotional problems; headteachers/principals factor; influence of gender and race; and public schools versus private schools.

Conclusion

Based on the findings from the study, it could be concluded that factors that predispose senior secondary students to indiscipline in the Bwari area council Abuja are a home factor, peer influence, and school factor. The home factor was found to be significant to student indiscipline which implies 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 students to do their 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 whom our friends, organizing, and extending parties. Peer pressure may be pressure in the workplace, at school, or within the general community. The school factor is also a factor 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;

1. Good parenting style should be encouraged in order to discourage indiscipline among secondary school students. Also, broken family should be discouraged and a united family structure should be embraced for the adequate discipline of the student because a broken home can result in a broken life and a broken life is likely to lead students to indiscipline acts, so the parent should try and maintain the family for the betterment of their children.
2. A school environment that is safe and free of intimidation, threat, hatred, and so on should be encouraged as the school has a role to play in bringing discipline to the life of secondary school students.
3. 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.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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