



Peer Group and Family Background as Correlates of Indiscipline among Adolescent Students in Ovia North East LGA of Edo State, Nigeria

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Abstract. The study assessed peer group and family background as correlates of indiscipline among adolescent students in Ovia North East Local Government Area. The study adopted the descriptive survey with the correlational approach design and the questionnaire was the instrument used for collecting data from a sample of two hundred and seventy (270) students who were randomly selected from nine secondary schools in Ovia North East Local Government Area of Edo State. Two research questions were raised and their corresponding hypotheses were also formulated to guide the study and tested at 0.05 level of significance. The reliability obtained had an r value of 0.78. The data collected were analyzed using Pearson Product Moment Correlation Co-efficient formula. The results revealed that peer group influence and family background significantly influences indiscipline among adolescent students. Based on the findings, it was recommended among others that since the primary upbringing of children lies with parents and one of the significant factors that promulgates indiscipline are family background; thus, parents should always inculcate the right moral values in their children by conforming to societal norm themselves so that they will not influence their wards negatively.

Keyword: Peer Group, Family Background, Indiscipline, Adolescent

1. Introduction

Education is a critical tool for the transformation of the individual and the society (Asiyai, 2012). However, one major problem bedeviling secondary education in Nigeria today is indiscipline, which to a very large extent is threatening the core to which the secondary school system was established. School indiscipline has been over time an issue of concern for policy makers, school administrators, educators and the public in general and this is due to the outbreak of

aggressiveness, violence, vandalism and so on among peers which has led to increase in out of school children, deviant behaviours, examination malpractice, lateness and poor academic performance among students (Ahanor, 2019). Indiscipline and its intended outcomes have had negative effect in the school system, such that it has become more difficult for most teachers to maintain law and order in the classroom thus affecting students' academic performance (Esewi, 2018). Ibrahim (2012) noted that indiscipline is a behavioural disorder that is classified as an act of delinquency and it often causes a lot of mental, emotional, intellectual and physical damage to the victim either at home or at school; pointing out that an undisciplined child is an uncontrollable child and can do just about any damage when he or she does not get what he or she wants. It must however be noted that indiscipline does not restrict itself to education alone; it permits all facets of human life. These acts have either been carried out individually by the students or as a group, which results to rioting or revolts among them and these goes a long way to militate against effective teaching, learning and production of useful acceptable members of the society.

Indiscipline are usually higher in public school than in the privately owned school, because majority of students in the formal are perceived to be from low income family, they live in economically distressed neighbourhoods, thus leading to anxiety, irritability, stress, and hyper vigilance (Agbonlahor, 2017). The problem of indiscipline affects all schools irrespective of gender, family background and school type though the degree and magnitude vary from school to school. Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social, psychosocial and teaching fields; while behaviours that conflict with desirable learning, can also be referred to as indiscipline (Leach, 2003). Owie (2015) lamented that

secondary schools have become an abode of indiscipline to the extent that teachers are beating up after school for reprimanding acts of indiscipline to the point they are inflicted with various degree of injury. Instead of finding books and other learning materials in the bags of many students, what you find are dangerous weapons such as machetes, knives, broken bottles and in some cases guns. Zubaida (2009) identifies various forms of indiscipline among the secondary school students to include; truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other antisocial vices.

Secondary school students in Nigeria falls within the adolescent age bracket of ± 10 years to ± 19 years. It is a period of transition from childhood to adulthood, at this stage the adolescents' are subjected to psychological fluctuations, while searching for their personalities. It is a stage a lot of developmental changes occur and this tends to create loss of stability and imbalance in their personality causing them to experience difficulty in obeying rules and regulations (Aibieyi, 2018). Adolescence is a period of transition during which change in group belongingness from childhood to adulthood takes place and creates a gap in an individual that contribute to uncertainty of behaviour, and it is characterized by introduction into risk behaviours like violence, unprotected sexual intercourse and drunk driving (Brown & Larson, 2009). The adolescent spends much of his time with the members of his peer group. There are diverse factors that promulgate indiscipline among secondary school students but for this study the researchers are however assessing peer group influence and family background as it promulgates indiscipline in schools. Nothing can be more devastating to the adolescent than to be rejected by his age mates (Lavy & Shlosser, 2007). So many teenagers today are involved in drugs and alcohol as a result of the influence from their peers (Adebayo, 2017). The teenagers' get involved as a way of satisfying their curiosity.

Dele (2018) noted that peer group are a child group of friends and equals, who exhibits their own form of behaviour and value, and are made up of the playgroups, schoolmates, and the clique. Peer pressure also often perceived as peer influence involves changing one's behaviour to meet the perceived expectation of others (Burns & Darling, 2002). It is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Zimmerman, 2003). Omoregbe (2019) noted that peer group connotes a group of people who have share similar interests, age, background, or social status and influencing each other's beliefs and behaviour; it is natural,

healthy and important for adolescent to have and rely on friends as they grow and advance in life. Peers play a large role in the social and emotional development of adolescents (Allen, 2015). A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours, because these behaviour commonly occur in the company of peers. They could also encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems could have started using drug or alcohol as a result of peer pressure. However, it could also have positive effects when youth are pressured by the peer toward positive behaviour such as volunteering for charity or excelling in academics (Landau, 2002).

Chiedu (2019) carried out a study on peer group influence as correlate of student's level of indiscipline in some selected secondary schools in Delta State, with its findings revealing that students tend to exhibits deviant behaviour as a result of the influence of their peers. Ibrahim (2015) opined that peers usually introduce an individual to drugs and subsequent abuse which provide a temporary escape for the user from harsh realities of the life and other related personnel problems.

The family is the smallest unit of the society and it is the first agent of socialization for the child therein they are first taught the foundation of behavioural pattern, it has a great influence on the behaviour of the child, and this influence can either be positive or negative. Burnett, Sebastian, Cohen, and Blakemore, (2011) defined family as the process by which people acquire values, beliefs, norms and forms of behaviour considered appropriate in the society in which they belong. While, family background refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally (Ryan, 2002). The socio-economic status of a family is perceived to have a replicating effect on the behaviour of the child and to a large extent determine their aspiration in life; with easy access to information regarding their children's health, as well as social, emotional and cognitive development (Brown & Larson, 2009). Parental and home background is perceived as a major factor when considering the cause of indiscipline among children (Goethe, 2001); while their indulging in indiscipline may be influenced by their parent's involvement in similar activities. It is perceived that children from broken homes may also take respite in the act of indiscipline, as a home that is characterized by child abuse,

intolerance, violence, insecurity and hostility may be a breeding ground for indiscipline.

A study carried out by Ighodaro (2015) on the influence of parents rearing patterns on undergraduate student attitude towards indiscipline revealed that lack of parental moral instructions encourages children to be undisciplined. He further noted that many parents tend to love their children to the point that they fail to discipline them even when they do what is wrong, such children becomes deviants and uncontrollable. Measures taken to deal with indiscipline are barely adequate given the fact that there exist no administrative or legal guidelines which could be referred to in such cases and to some extent, academic success usually depends upon student's ability adhere with laid down rules and shunning of indiscipline in academic situations. It is therefore pertinent at this juncture to provide therapeutic measures to students' involvement in armed robbery, rape, cultism, examination fraud and some other unruly behaviour which make headlines in our print and electronic media (Olalekan, (2016); Ogwuda, 2006; Komolafe & Ajao 2006). Based on these, this study seeks to assess the influence of peer group and family background as correlates of indiscipline amongst adolescent students in Ovia North East Local Government Area of Edo State

1.1 Purpose of the Study

The purpose of the study is to assess peer group influence and family background as correlates of indiscipline among adolescent students in Ovia North East Local Government Area of Edo State, so as to seek measures at nipping the ugly trend in the bud.

1.2 Research Questions

- Is there a relationship between peer group influence and students' indulgence in indiscipline?
- Is there a relationship between family background and students' indulgence in indiscipline?

1.3 Hypotheses

- Peer group influence will not significantly influence students 'indulgence in indiscipline.
- Family background will not significantly influence students' indulgence in indiscipline.

2. Research Methodology

The study adopted the descriptive survey with the correlational approach design. It was suitable in assessing peer group and family background as correlates of indiscipline among adolescent students because the researcher did not manipulate any variable of interest. The population of the study was all senior secondary class two students in Ovia North East Local Government Area of Edo State. There are twenty-eight (28) public secondary schools, comprising of one (1) boys school and twenty-seven mixed secondary schools (Ministry of Education, 2022/2023 Session). Purposive sampling was first used to select the mixed schools by the researcher with adequate representation of male and female representative sample. The sample for the study was selected through balloting without replacement. The names of the remaining twenty-seven mixed schools (27) were then written in papers folded and put in a ballot container, out of which nine (9) schools were randomly selected, thus using one third of the total population. Then thirty (30) students were then randomly selected from each of the nine schools making a total of two hundred and seventy (270) respondents

Table 1: Distribution of Sample of students in Ovia North East Local Government Area

S/N	NAME OF SCHOOL	NO. OF STUDENTS
1	Army Day Secondary School,Upper Ekehuan	30
2	Army Day Secondary School,Isihor	30
3	Iguedaiken Secondary School,Ekiadolor	30
4	Ezomo College,Ora-Ifon	30
5	Nifor Secondary School, Nifor	30
6	Ekosodin Secondary School, Ekosodin	30
7	Okada Grammar School,Okada	30
8	Ise Grammar School,Utekon	30
9	Okokhuo Secondary School,Okokhuo	30
	Total	270

The instrument used for data collection was a structured questionnaire titled "Students' Attitude to Indiscipline (SAI)" designed by the researchers to elicit information as regards the influence of peer group and family background on adolescent students' indulgence in indiscipline. The questionnaire had two sections; Section A and Section B. Section A seek demographic information concerning the respondents while section B adapted a four point Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree(1),with two parts namely, Peer group influence on adolescent students indulgence in indiscipline and Family background influence on adolescent students indulgence in indiscipline with a total of twenty-five items altogether. The instrument was tested for reliability using the test re-tests method with an interval of 2 weeks. It was done by administering instrument to 20 students who were part of the population but not part of the sample selected and scores obtained were analyzed using Pearson Product Moment Correlation Co-efficient and a reliability co-efficient of 0.78 was obtained, which indicated that the instrument was reliable.

3. Result

Table 2: Ho₁: Peer group will not significantly influence students' indulgence in indiscipline

Variables	N	Pearson(r)	Sig.	Decision
Peer group And Indulgence in Indiscipline	240	.376	.521	Ho Rejected

P<0.05

Table 2 shows a calculated value of .376 at an alpha level of 0.05. Therefore, the calculated value is greater than the alpha level. Thus the null hypothesis which states that peer group will not significantly influence students' indulgence in indiscipline is rejected. Consequently, peer group does influences adolescence students indulgence in indiscipline.

Table 3: Ho₂: :Family background will not significantly influence students' indulgence in indiscipline.

Variables	N	Pearson(r)	Sig.	Decision
Family background And Indulgence in Indiscipline	240	.513	.677	Ho Rejected

P<0.05

Table 3 shows a calculated value of .513 at an alpha level of .05 the calculated value is greater than the alpha level. Thus the null hypothesis which states that family background will not significantly influence students' indulgence in indiscipline is rejected. Consequently, family background does influences adolescence students indulgence in indiscipline

4. Discussion on the Findings

The finding lends credence to the assertion made by Chiedu (2019) and Ibrahim (2012). who asserted that peer group influence is a major factor of indiscipline among secondary school student's and that these students tend to exhibits deviant behaviour as a result of the influence of their peers who usually introduce them to drugs and other delinquencies, which to the students help to provide a temporary escape from the harsh realities of life and other related personnel problems. The result corroborates Dele (2018), Burns and Darling (2002), Allen, (2015) and Hardcastle (2002).Who found peer group to be persons controlled by same

emotional or mental forces, belonging to the same social group exhibits their own form of behaviour and value, and is made up of the playgroups, schoolmates, and the clique. Peer group influence is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours,

Family background was also found to be significantly influence student's level of indulgence on indiscipline in secondary schools. This finding is in consonance with the findings of Goethe (2001) who perceived Parental and home background as a major cause of indiscipline in children and stated that adolescents' indulgence in indiscipline could be influenced by their parent's involvement in similar activities. The researchers also perceived that children from broken homes may also take respite in the act of indiscipline, as a home that is characterized by child abuse, intolerance, violence, insecurity and hostility may be a breeding ground for indiscipline. In furtherance to the aforementioned a study by Ighodaro (2015) who asserted that lack of parental

moral instructions encourages adolescents to be undisciplined and noted that many parents tend to love their children to the point that they fail to discipline them even when they do what is wrong, such children becomes deviants and uncontrollable

5. Conclusion

From the aforementioned findings of the study, it was concluded that peer group and family background are factors that promulgates indiscipline and hence there is need to encourage a strong and supportive peer group activities that will influence students positively through counseling and other therapeutic measures. Also parents are advised to be alive to their responsibility of been responsible parents, as this would serve as a model worthy of emulation

6. Recommendations

Based on the findings of the study, the following recommendations were made:

- The primary upbringing of children lies with parents and one of the significant factors that influences indiscipline is family background. Therefore, parents have a major role to play in helping their children inculcate the right morals values that will advert them from been influenced negatively. Furthermore, parents should teach their children to appreciate honesty, hard work and integrity. Additionally, parents should closely monitor their children to know who they are always with.
- The researchers' advocate that counseling psychologists and counselors be employed in public schools to meet the inadequacy of teachers and also train the teachers on how to assist adolescents in schools overcome indiscipline and other forms of delinquent behaviour so as to attain academic satisfaction and fulfillment in life.
- The researchers advocate the need for counseling psychologists in public schools so that from time to time they should organize seminar/workshops in order to increase awareness on the adverse effect of indiscipline on students learning and how it hampers performance.
- School administrators should actively involve teachers in management of students' discipline with early referrals made, as their active involvement will keep students on their toes all the time, and hence help in maintaining the desired discipline standards.

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