

## Students' Deviant Behaviours and Peer Group Pressure: A case of Federal Universities in the South-South of Nigeria

Matilda Ernest Eteng<sup>1\*</sup>, Rose Unwanung Adie<sup>2</sup>, and Gabriel Osang Ojie<sup>3</sup>

<sup>1</sup>Department of Educational Foundations, University of Calabar, Cross River State, Nigeria.

<sup>2</sup>Department of Educational Foundations, University of Calabar, Cross River State, Nigeria.

<sup>3</sup>Department of Educational Foundations, University of Calabar, Cross River State, Nigeria.

\*Corresponding author email: [drmatildateng@gmail.com](mailto:drmatildateng@gmail.com)

### ABSTRACT

The purpose of this study was to examine students' deviant behaviours and peer group pressure: A case of Federal Universities in the south-south of Nigeria. This study used the descriptive survey as a design for the research study. The main instrument used for data collection was questionnaire. Multi-staged sampling (made up of purposive, simple random, stratified and accidental processes) was adopted in selecting the representative sample size of 1,524 students drawn from the population, out of which 723 were males and 768 were females. Data were analyzed using One-Way Analysis of Variance (ANOVA) to test the hypothesis at 5% levels of significance. The findings show that students' perception of deviance had a significant influence on students' deviant behaviours. Conclusion was drawn that the higher the perception of deviance, the higher the level of deviant behaviour. Based on the findings, it was recommended among others that efforts be made by all stakeholders to discourage those who have positive perception of deviance since the higher the perception of deviance, the higher the level of deviant behaviour they display.

**Keywords:** Students' perception, deviance, deviant behaviours, university students, morality

### Article information

Received 28 October 2023;

Accepted 17 November 2023

Published 30 December 2023

DOI: <https://doi.org/10.26765/DRJEVS160375438>

Citation: Eteng, M. E., Adie, R. U., and Ojie, G. O. (2024). Students' Deviant Behaviours and Peer Group Pressure: A case of Federal Universities in the South-South of Nigeria. *Direct Research Journal of Education and Vocational Studies*. Vol. 5(8), Pp. 68-75. This article is published under the terms of the Creative Commons Attribution License 4.0.

### INTRODUCTION

Past research showed that peer influence has emerged over the last 50 years to be the chief source of values and behavioural influence in adolescence, replacing the influence of adults. Along with this new trend has come a rise in antisocial behaviour (Neufeld & Mate, 2005). Research findings reveal, that although the level of

deviance from peer group to peer group varies, the negative actions of one member in a group will increase the probability of other members taking part in similar behaviours. The association with deviant peers predicts delinquent behaviours more strongly than school or family characteristics (Gifford, Smith, Dodge, Dishon & McCord, 2004). In their study Duncan, Boisjoly, Kremer, Levy and

Eccles (2005), conducted research on peer effects in drug use and sex among college students, they tested for analogous peer effects in the drug use and sexual behaviour of male (n=279) and female (n=435) college students, using data on the characteristics of first-year roommates to whom they were randomly assigned." The results showed; "that males who reported binge drinking in high school drink much more in college if assigned a roommate who also binge drank in high school than if assigned a nonbinge-drinking roommate. No such multiplier effect was observed for females, nor is multiplier effects observed for marijuana use or sexual behaviour for either males or females. Students who did not engage in these behaviours in high school do not appear to be affected by their roommates' high school behaviour.

A related study by Eteng, Amalu, Ekarika and Abang (2021) examined gender affected deviant conduct among students in Federal colleges in southern Nigeria. The research study's design was chosen to be a descriptive survey. The primary data collection method was a questionnaire titled Gender and Students' Deviant Behaviours (GESDEB). A multi-staged selection strategy was used to choose a representative sample size of 1,524 students from the population, with 723 men and 768 women (comprising purposive, simple random, stratified, and accidental processes). The hypothesis was tested using an independent t-test with a significance threshold of 0.5 percent. There is no difference in anti-social conduct between men and women, according to the research. The researchers came to the conclusion that social difficulties hamper students' social adjustment and that deviant behavior is not gender-specific. Selective breeding should be discouraged, according to the findings, and whatever treatment is given to male children should also be given to female children.

In an attempt to examine the effects of student's family background on students' deviant behaviour among students from high and low socio-economic status and literate parents, Oni (2010) carried out a study on peer group influence as a determinant of adolescence social adjustment in Nigerian schools and found a significant difference between the rates of deviant behaviours between children from high and low economic background and literate or illiterate parents. Students whose one or both parents were literates and consequently from higher economic status are more disciplined compared with those from low economic background.

Another related study by Eteng, Abang, Uchegbue, and Ntamu (2021) ascertain the assessment of social media involvement level on students' deviant behaviours. This study adopted survey research design. One research question and one hypothesis guide the study. The main instrument for data collection was questionnaire titled "Media Involvement Level and Students' Deviant Behaviour (MILSDEB). Data were gathered from sixteen faculties in four universities in the South-South geo-

political zone of Nigeria. The population of students was sixty-nine thousand, one hundred and fifty-two students. The sample size was made up of one thousand, five hundred and twenty-four students drawn from the population. After retrieval and screening, one thousand, four hundred and ninety-one copies of the questionnaire were utilized. Data was analyzed using One Way Analysis of Variance (ANOVA) to test the hypothesis at 0.5 level of significance. The finding revealed that students with high involvement level were significantly more deviant (In terms of sexually related deviant behavior and bullying) than their counterparts with low level of involvement. Some recommendations were made which includes enlightenment programmes in the form of seminars, conferences, talks and workshops in Nwankwo, Nwoke, Chukwuocha, Obanny, Nwoga, Iwuagwu and Okereke (2010) carried out a study on Prevalence and predictors of anti-social behaviours: A cross-sectional survey of adolescents in secondary schools in Owerri municipal, south-east Nigeria; the sample for this study consists of 500 randomly selected adolescents drawn from five randomly selected secondary schools in Owerri municipal. The major instrument used for primary data collection was a self-constructed but validated questionnaire that sought information on respondent's bio data, prevalence of anti-social behaviour, causes as well as association between the most prevalent forms of anti-social behaviour and respondents' bio data. Peer influence was found to be the major factor responsible for the prevalence of these antisocial behaviours among the sampled adolescents.

A study conducted by Atoyebi and Atoyebi (2013) to determine the pattern of substance abuse among senior secondary school students in southwestern, Nigeria. The study which adopted a cross-sectional and multi-stage sampling technique was utilized in selecting 450 students in their fourth, fifth and final year of secondary school in four secondary schools in Osogbo town, Nigeria. Data was obtained with self-administered questionnaires. Majority of the respondents were males (60.7%) and within the 16–19-year age group. Findings shows that 87.4% of respondents had positive attitude towards substance abuse and said they will do everything to ensure they discourage a friend from using such substances.

Lubbers, Margaretha, Werf, Snijders, Creemers and Kuyper (2006) carried out a study on the impact of peer relations on academic progress in junior high". With sample size data of 18,735 students in 796 school classes, in Dutch junior high using multilevel analysis, the results indicated that students who were accepted by their peers had lower probabilities to retain a grade or to move downward in the track system.

Hobbs (2007) conducted a study which investigated how the deviance level of an individual's peer group (whether they are alone or part of the group) affects their livelihood to engage in deviant behaviour; participants include 63 females and 67 males between the age of 18 and 26.

Using a web-based survey, researchers randomly assigned to experimental condition where they read a brief scenario and answered follow-up questions. Variables of study included extroversion/introversion, peer deviance, and participant's deviance. Two-way ANOVA showed that there was a significant main effect for peer deviance. Researchers concluded that while other factors contributed to deviance, peer groups were especially influential in participant deviance.

Eteng and Udoh (2018) assessed the influence of student's perception of deviance on their deviant behaviours in Federal universities in southern Nigeria. This study used the descriptive survey as a design for the research study. The main instrument used for data collection was questionnaire. Multi-staged sampling (made up of purposive, simple random, stratified and accidental processes) was adopted in selecting the representative sample size of 1,524 students drawn from the population, out of which 723 were males and 768 were females. Data were analyzed using One-Way Analysis of Variance (ANOVA) to test the hypothesis at 5% levels of significance. The findings show that students' perception of deviance had a significant influence on students' deviant behaviours. Conclusion was drawn that the higher the perception of deviance, the higher the level of deviant behaviour. Based on the findings, it was recommended among others that efforts be made by all stakeholders to discourage those who have positive perception of deviance since the higher the perception of deviance, the higher the level of deviant behaviour they display.

In another development, Otite and Ogionwu (2004) conducted a study to investigate the influence of both mass media and peer group on innovative behaviour. Findings from the analysis of data which began by examining the influence of information contact on adoption of behaviour shows that 68% of the sample 653 respondent indicated that the interpersonal contact made with their peers, had a greater influence on them compared to the mass media. The reasons being that individual's personal relationships are often greater sources of influence change of behaviour than mass media.

Ngban (2002) reported a study conducted by Milgram (1975) a social psychologist that used, the term conformity to mean going along with peers or individuals of our own status who have no special right to direct our behaviour. In the study, he placed an advertisement in New Haven Connecticut Newspaper to recruit subject for a learning experiment at Yale University. The participants include; engineers, high school students, teachers and labourers; the researcher, dressed in the bright technician coat, explained that in each test, one subject will be randomly selected as the learner while another will function as the teacher. The learner's hand was strapped to an electric apparatus. The teacher was taken to an electric shock generator with 30 levered switches labelled from 15 to 450 volts.

Before beginning the experiment, all subjects received sample shocks of 450 volts, to convince them of the authenticity of experiment. The experimenter then instructed the teachers to apply shocks of increasing voltage each time the learner gave an incorrect answer on a memory test. Teachers were told that although the shocks can be extremely painful, they cause no permanent tissue damage. The result of this unusual experiment shows that all participants fell under obedient participants they saw their peers yielding to the shock, so they had to go through in other to avoid being called "weakling". This confirms the enormous influence one's peer can have over an individual.

Furthermore, Eteng (2018) conducted in Federal Universities situated in Southern Nigeria to determine the influence of self-esteem on student's deviant behaviours. Research questions and hypothesis were formulated to guide the study. Descriptive survey design was adopted. The population of study was 69,152 students as at the time of study (2009/2010 Academic Session). The sample size was made up 1,524. The research instrument utilized for data collection was questionnaire which was constructed by the researcher, validated and administered to students. After retrieval and screened, 1,491 copies of the questionnaire were utilized. Data were analyzed using independent-t test to test the hypothesis at 5% level of significance. The findings show that there was no significant influence of self-esteem on student's deviant behaviours. However, there was a significant influence of students' self-esteem on their sexually related deviant behaviours. Based on the findings, some recommendations were made which includes the use of collaborative efforts in curbing sexually related deviant behaviours.

Schaefer (2011) reported a survey of 10,000 students aged 11 to 15 carried out by the National Centre for Social Educational for Research, 8% of 11-year-olds and 38% of 15-year-olds in England had used drugs in the last year, although cannabis was the drug most widely used by pupils, 4% of the sample reported having used a class drug in the last year. In addition to concern at the overall level of illegal drug use on the part of young people within the United Kingdom, there has been concern at the young age which some people are starting to use illegal drugs almost one in ten has been offered illegal drugs and one in twenty had used illegal drugs in the past; 2% had done so within the last month.

Issues like drug use as discussed above is a self-destructive behaviour so also binge drinking which involves the drinking of alcohol to stupor. These deviant behaviours represent conformity to peer culture. Thus, according to Schaefer (2011), in a study conducted by the Harvard School of Public Health in 2002, 44 percent of college students indulged in binge drinking (defined as at least 5 drinks in a row for men and four in a row for women); for those who live a Greek fraternity and sorority,

the rates are even higher-four out of five are binge drinkers. These numbers represent an increase from 1990s data, despite efforts on many campuses across the nation to educate students about the risks of binge drinking. The problem is not confined to the United States-Britain, Russia, and South Africa all report regular drink till you drop alcohol consumption among young people.

Binge drinking on campus presents a difficult social problem. On the one hand, it can be regarded as deviant, violating the standards of conduct expected of those in an academic setting. In fact, Harvard researchers consider binge drinking the most serious public health hazard facing colleges. Not only does it cause about 50 fatalities a year and hundreds of cases of alcohol poisoning; it increases the likelihood of deviant behaviour.

Eteng, Ntamu, Margreth and Amalu (2021) investigated the influence of parental educational background on students' deviant behaviours in Federal universities in the south-south geopolitical zone of Nigeria. The design adopted for this study was the descriptive survey design. The main instrument used for data collection was the "Parental Educational Background on Deviant Behaviour Questionnaire (PEBDEBEQ). Multi-staged sampling technique was used in selecting the representative sample size of 1,524 students drawn from the population. Data were analyzed using One-Way Analysis of Variance (ANOVA). The hypothesis was tested at 5% level of significance. The findings revealed that parents who are relatively higher in level of education tend to transmit discipline culture and values to their children and also, they make the home environment favourable to their children by meeting their needs. Conclusion was that parental education influences the discipline behaviour of students. Based on the findings, it was recommended among others that both governmental and non-governmental organizations should be involved in non-formal education programmes that will enhance the educational level of parents.

Oni (2010) carried out a survey on peer group pressure as the determinant of adolescent social adjustment in Nigerian schools; two null hypotheses were tested using a random sample of 120 adolescent from 4 secondary schools in Ikeja LGA. The instrument was a self-designed questionnaire. The collected data were analyzed using an independent t-test and a Pearson product moment correlation coefficient. The result shows that peer group pressure on adolescents is related to their social adjustment as well.

Onongha (2012) examined the influence of some factor on alcohol use and abuse among Education students of Osun State University; data were obtained through the administration of questionnaire to one hundred and thirty-eight students. Data obtained were analyzed using both descriptive and inferential tools. The multiple regression analysis (MRA) result indicated that 34.8 per cent of the students' alcohol use and abuse are explained by parental

lifestyle and peer influence. Monaham, Steinberg and Cauffman (2002), also conducted a survey on affiliation with deviant peers' susceptibility to peer influence; using data from a longitudinal study of 1354 anti-social youth, the study examined how individual variation in exposure to deviant peers and resistance to peer influence affect anti-social behaviour from middle adolescent into young adulthood (ages 14 to 22 years). They find evidence that anti-social individual chooses to affiliating with deviant peers is associated with an individual's own delinquency; these complementary processes of selection and socialization operate in different developmental periods. Ellis and Zabatany (2007) carried out a research on peer group status as a moderator of group influence on children's deviant, aggressive and pro-social behaviour; the sample size was 5261 Canadian pupils in grades between 5 and 8, who reported on their deviant behaviour (such as theft and skipping school) and identified peer groups in their grade; the children also were asked to nominate classmates in their grade who were physically aggressive (children who started fights), social aggressive (children who were not kind to others) and who they liked the most and the least. The pupils, whose average age was 12, identified 116 groups over a 3-month period. The research finding suggests that the pupils generally tended to become more similar in behaviour to the other members in their groups.

## Literature review

### Albert Bandura's (1977) behavioural theory

Bandura propounded a social learning theory which is sometimes referred to as observational Learning or modeling (Payares, 2004). The initial phase of Bandura's research analyzed the foundations of human learning and the willingness of children and adults to imitate behaviour observed in others, (in particular, aggression). He found that, models are an important source for learning new behaviours and for achieving behavioural change in institutionalized settings.

According to McLeod (2011), Bandura's theory posits that, there are three regulatory systems that control behaviour. First, the antecedent inducements greatly influence the time and response of behaviour. The stimulus that occurs before the behavioural response must be appropriate in relationship to social context and performers. Second, response feedback influences also serve an important function. Following a response, the reinforcements, by experience or observation, will greatly impact the occurrence of the behaviour in the future. Third, the importance of cognitive functions in social learning, for example, aggressive behaviour to occur in some people become easily angered by the sight or thought of individuals with whom they have had hostile encounters, and this memory is acquired through the learning process.

The fundamental aspect as argued by Krapp (2012), is modeling. He asserts that social learning is through observation and imitation of others in real life or in film. For example, a child who watches someone smoking is likely to copy smoking. As a matter of fact, some behaviour can only be learned by imitating models. Language development is a handy example to illustrate this. A child's choice of words and grammatical structures come from his models. A child left entirely to the care of a nanny who speaks Pidgin English will naturally speak Pidgin English (Eteng, 2004).

Another example of the workings of Bandura's theory can be taken from students. It is certain that when individuals are admitted into tertiary institutions and observe people from different backgrounds, their own behaviour changes including dressing code. However, some of these tendencies may be dormant in the individual only waiting for a model to elicit them. Furthermore, by watching a model, some inhibited behaviours in an individual can be strengthened or weakened depending on whether the model was rewarded or punished.

### **Statement of problem**

The problem of deviant behaviour as displayed in educational institutions in general and our tertiary institutions in particular, is considered a menace worldwide. This is due to the fact that it poses a serious threat to teaching and learning defeating the purpose for which the schools are established. The magnitude of offences and the recurrent nature of deviance that plague our campuses have degenerated into a night mare. If the national goals of education must be achieved and, our expectation is a more progressive and prosperous society, then all hands must be on deck to check deviant behaviour in our institutions of learning. Moreover, the problem is compounded considering the fact that the perpetrators of the deviance have a way of 'explaining off' or justifying their deviant behaviours by adjusting the definitions of their actions. Sometimes they see deviance as a way of 'helping themselves'.

### **Purpose of study**

The study seeks to evaluate the influence of peer group pressure on their deviant behaviours in the federal universities in Southern Nigeria.

### **Research questions**

How does peer group pressure affect students' deviant behaviours?

### **Statement of hypothesis**

Based on the specific objective and research question

used, the following null hypothesis is put forth to guide the study: Peer group pressure of deviance does not significantly affect students' deviant behaviours.

## **METHODOLOGY**

This study adopted a survey research design. The study area is South-South geo-political zone of Nigeria which comprises of six (6) states namely, Akwa Ibom, Bayelsa, Cross-River, Delta, Edo, and Rivers. The population of this study was 69,152 students (33,281 males and 35,871 females), 20,289, 17,139, 16,014 and 15,710 from the Universities of Benin, Calabar, Port Harcourt and Uyo respectively. A multi-staged sampling (made up of purposive, simple random, stratified and accidental processes) was adopted in selecting the sample of 1524 students. The main instrument used for data collection in this study was questionnaire titled 'Deviance Perception and Students Deviant Behaviours Questionnaire' (DEPERSDEB). The 32 items instrument was constructed using four-point Likert type scale to guide response. The content and face validity were ascertained by experts. To determine the reliability of the research instrument, a trial test was conducted using the Cronbach Coefficient Alpha procedure. The reliability estimates for the different subscales ranged from 0.68 to 0.74. The instrument of data collection was administered with the help of some research assistances. At the end of the exercise, out of 1,524 copies of the questionnaire administered, only 1,491 were successfully completed and usable. The statistical analysis technique deployed to test the hypothesis was One-way analysis of variance (ANOVA).

## **RESULTS**

The variables of the study and the variables about the respondents are in two categories; the ones as categorical variables, and the ones as continuous variables. The categorical variables are described with frequencies and percentages in Table 2. Analysis of results in Table 2 indicated that 48% of the respondents were males, and the remaining 52% were females. Majority of them (96%) were single, while 4% of them were married. On age, 52% were aged 17 – 22years, while 48% of them were aged 23 years and above. Concerning school attended, 29% of them were drawn from University of Benin, 27% from University of Calabar, 22% from University of Port Harcourt, and 22% from University of Uyo.

### **Hypothesis**

Peer group pressure does not significantly influence students' deviant behaviours.

In this hypothesis, the independent variable is peer group pressure, while the dependent variable is students' deviant

**Table 1:** Group sizes, means and standard deviations of respondents' deviant behaviours based on peer Group pressure.

Variable	Group	N	Mean	SD
Sexually-related Deviant behaviour	Low Pressure	428	9.74	2.115
	Moderate Pressure	509	9.77	2.139
	High Pressure	554	10.11	2.282
	Total	1491	9.89	2.192
Assault/Bullying	Low Pressure	428	9.73	2.063
	Moderate Pressure	509	9.61	2.180
	High Pressure	554	10.10	2.262
	Total	1491	9.82	2.187
Drug Abuse	Low Pressure	428	9.22	2.005
	Moderate Pressure	509	9.75	2.153
	High Pressure	554	9.76	2.285
	Total	1491	9.60	2.175
Examination malpractice	Low Pressure	428	9.68	1.952
	Moderate Pressure	509	9.77	2.058
	High Pressure	554	9.86	2.038
	Total	1491	9.78	2.020
Truancy	Low Pressure	428	8.80	1.720
	Moderate Pressure	509	9.07	1.892
	High Pressure	554	9.00	1.867
	Total	1491	8.97	1.837

**Table 2:** Analysis of variance of influence of peer group pressure on students' deviant behaviours.

Variable	Source of Variation	Sum of square	Df	Mean square	F-ratio	Sig. Level
Sexually-related Deviant behaviour	Between Group	45.068	2	22.534	4.713*	.009
	Within Group	7115.227	1488	4.782		
	Total	7160.295	1490			
Assault/Bullying	Between Group	69.010	2	34.505	7.274*	.001
	Within Group	7058.951	1488	4.744		
	Total	7127.961	1490			
Drug abuse	Between Group	87.348	2	43.674	9.337*	.000
	Within Group	6960.210	1488	4.678		
	Total	7047.559	1490			
Examination malpractice	Between Group	7.767	2	3.884	0.951	.386
	Within Group	6074.637	1488	4.082		
	Total	6082.404	1490			
Truancy	Between Group	16.951	2	8.475	2.518	.081
	Within Group	5009.236	1488	3.366		
	Total	5026.186	1490			

\*Significant ( $p < .05$ ); Critical  $F = 3.00$ ;  $df = 2 \text{ \& } 1488$

behaviours, which are five in this study namely; sexually related deviant behaviour, assault/bullying, drug abuse, examination malpractice and truancy. On the independent variable, the respondents were classified, into three groups based on their scores on the variable of peer group pressure; those who scored half standard deviation below the mean (12.00) were grouped under low peer pressure; those who scored between half standard deviation below and above the mean were grouped under moderate peer pressure; and those who scored above half standard deviation above the mean were grouped under high peer pressure. The statistical analysis technique deployed to test this hypothesis was One-way analysis of variances (ANOVA). The results of the analysis are presented in (Tables 1 and 2). While the groups mean values are presented in Table 1, the actual results of ANOVA are presented in (Table 2).

The sizes, means and standard deviations of the three groups of respondents based on the levels of peer group pressure on them are shown in Table 1. Comparing the three group mean values on each of the deviant behaviour sub-variables using ANOVA yielded  $F$ -ratios of 4.713, 7.274, 9.337, 0.951 and 2.518 respectively for sexually-related deviant behaviour, assault/bullying. Drug abuse, examination malpractice and truancy, as shown in table 23. Of these  $F$ -values, only the ones for sexually-related deviant behaviour (4.713), assault/bullying (7.274) and drug abuse (9.337) were higher than the critical  $F$ -values of 3.00 at .05 level of significance with 2 and 1488 degrees of freedom, and are therefore significant. With these results, the null hypothesis was rejected in these three cases, but not rejected in the other two cases of examination malpractices and truancy. This implies that peer group pressure experienced by students had a

**Table 3:** Fisher's LSD analysis of the significant influence of peer group pressure on students' deviant behaviours

Variable	Levels of peer group pressure	Low N=428)	Moderate (N=509)	High (N=554)
Sexually-related deviant behaviour	Low	9.74 <sup>a</sup>	- 0.03 <sup>b</sup>	- 0.37
	Moderate	0.21 <sup>c</sup>	9.77	- 0.35
	High	- 2.63*	-2.61*	10.11
		MS <sub>w</sub> =4.782		
Assault/bullying	Low	9.73 <sup>a</sup>	0.12 <sup>b</sup>	-0.37
	Moderate	0.84 <sup>c</sup>	9.61	-0.49
	High	-2.64*	-3.66*	-3.66*
		MS <sub>w</sub> =4.744		
Drug abuse	Low	9.22 <sup>a</sup>	-0.53 <sup>b</sup>	-0.54
	Moderate	- 3.74* <sup>c</sup>	9.75	-0.01
	High	-3.88*	-0.08	9.76
		MS <sub>w</sub> =4.678		

a – Group means are presented along the diagonal

b – Mean differences are presented above the diagonal

c – Fishers t- values are measured below the diagonal

\* - t - value is sig at .05 level (Critical t=1.96)\*

significant influence on their deviant behaviours in the aspects of sexually-related deviant behaviour, assault /bullying and drug abuse, but it did not have significant influence in the aspects of examination malpractice and truancy.

To further explore the pattern of the significant influence of peer group pressure on the three aspects of students' deviant behaviour, Fisher's LSD post hoc multiple comparison analysis was carried out, and the results of the analysis are presented in (Table 3).

The results of Fishers LSD analysis presented in Table 3 had shown that for both sexually related deviant behaviour and assault/bullying, respondents who experienced high peer group pressure are significantly more deviant than students who experienced either low or moderate peer group pressure ( $t=-2.63$ ,  $p<.05$ ;  $t=-2.61$ ,  $p<.05$  respectively). In each case, students who experienced low peer group pressure, and those who experience moderate peer group pressure were not significantly different in their levels of deviant behaviour. Concerning drug abuse, Table 4 also showed that both students who experience high peer group pressure, and those who experience moderate peer group pressure were significantly more deviant (abuse more drugs) than students who experience low peer group pressure ( $t=-3.88$ ,  $p<.05$ ;  $t=-3.74$ ,  $p<.05$  respectively). There was, however, no significant difference between students with high peer group pressure and those with moderate peer group pressure in the level of drug abused by them.

On the whole, testing of Hypothesis 5 had shown that there was a significant influence of peer group pressure on students' deviant behaviours in the aspects of sexually related deviant behaviour, assault/bullying and drug abuse. The higher the peer group pressure, the higher the level of deviant behaviours. However, peer group pressure does not significantly influence students' deviant behaviour in the aspects of examination malpractice and

truancy. This constitutes the answer to Research Question.

## DISCUSSION

The findings in this aspect of the study showed that peer group pressure experienced by students had a significant influence on their deviant behaviour (in the aspect of sexually related deviant behaviour, assault/ bullying and drug abuse).

The findings of the study further showed that there is no significant influence of peer group pressure on students' deviant behaviour in the two aspects of examination malpractice and truancy. The factor that gave credence to this study is that peer group have become major source of values and behavioural influence in adolescence, replacing the influence of adults. This may have accounted for the rise in deviant behaviour of youth especially in sexually related deviant behaviour, bullying and drug use. Past literature reveals that association with deviant peers increases adolescence chances of indulging in deviant behaviours. Probably, adolescents are likely to become more similar in behaviour. This occurred to much greater extent to popular group coupled with pressure from group members to conform to group norms. This may account for the profound influence of such group. On the whole, deviant behaviour was categorized into five namely: sexually related deviant behaviour, assault/bullying, drug abuse, examination malpractice and truancy, while on the other hand, levels of peer group pressure were dichotomised into three; low pressure, moderate pressure and high pressure.

This study is in consonant with earlier studies carried out by scholars like Ononga (2012), Oni (2010), Ellis and Zarbanta (2007) and Monaham *et al.* who arrived at the conclusion that adolescents' personal relationship with deviant peers are often greater source of negative change

in behaviour. Adolescents conform to the group norm due to the fear of rejection by their peers irrespective of sex and that popular peer group members in a bid to preserve their popularity status may be propelled to go beyond the boundary of acceptable behaviour.

In a similar vein, Nwankwo *et al.* (2010) carried out a study on prevalence and predictors of anti-social behaviour and the result revealed that peer influence was the major factor responsible for the prevalence of the antisocial behaviours among the sampled adolescents. Also, Duncan, *et al.* (2005) conducted research on peer effects in drug use and sex among college students; the results showed that males who reported binge drinking in high school drink much more in college if assigned a roommate who also binge drank in high school than if assigned a nonbinge-drinking roommate.

The findings of the study also confirm the view of Lubbers, *et al.* (2006) who carried out a study on the impact of peer relations on academic progress in junior high; the results indicated that students who were accepted by their peers had lower probabilities to retain a grade or to move downward in the track system. Similarly, Hobbs (2007) conducted a study which investigated how the deviance level of an individual's peer group (whether they are alone or part of the group) affects their likelihood to engage in deviant behaviour. The researcher found that while other factors contributed to deviance, peer groups were especially influential in participants' deviance.

Also, Ngban (2002) reported a study conducted by Milgram (1975) a social psychologist used the term conformity to mean going along with peers or individuals of our own status who have no special right to direct our behaviour. The result of this unusual experiment shows that all participants fell under obedient participants they saw their peers yielding to the shock, so they had to go through in order to avoid being called "weakling". This confirms the enormous influence one's peer can have over an individual.

However, the findings of the study were in disagreement with the view of Atoyebi (2013) who examined the pattern of substance abuse among senior secondary school students. The result of his study showed that 87.4% of respondent had positive attitude towards substance abuse and the adolescents in their self-report stated that they will do everything at their disposal to ensure they discourage a friend from using harmful substance.

## REFERENCES

- Atoyebi, O.A., & Atoyebi, O. E. (2013). The pattern of substance abuse among senior secondary school students in southwestern, Nigeria. *International review of social sciences and humanities*, 4(2), 54-65
- Bandura, A. (1977). *Social learning theory*. New Jersey: Prentice Hall.
- Duncan, G. J., Boisjoly, J., Kremer, M., Levy, D. M. & Eccles, J. (2005). Peer effects in drug use and sex among college students, they tested for analogous peer effects in the drug use and sex among college students. *Journal of abnormal child psychology*, 33(3), 375-385.
- Ellis, W. E. & Zarbatany, L. (2007). Peer group status as a moderator of group influence on children's deviant, aggressive and pro-social behaviour. *Child development*, 78(4), 1240-1254
- Eteng, M. E. & Udoh, N. E. (2018). Assessing the Effects of Deviance Perception on Students' Deviant Behaviours in Federal Universities of Southern Nigeria. *Direct research journal of social sciences and educational studies*, 5(4), 29-33
- Eteng, M. E. (2015). Socio-personal Factors in students' deviant behaviour in Federal Universities in South-South Nigeria: An unpublished Ph.D Dissertation submitted to department of educational foundations, University of Calabar, Nigeria.
- Eteng, M. E. (2018). The Influence of Self-esteem, on Students' Deviant Behaviours in Federal Universities, Nigeria. *Direct research journal of social sciences and educational studies*, 5(3), 23-28
- Eteng, M. E., Abang, K. B., Uchegbue, H. O. & Ntamu, B. A. (2021). Social Media Involvement Level and Students' Deviant Behaviours in Nigerian Universities. *European Journal of Social Sciences*, 62(4), 151-159
- Eteng, M. E., Amalu, M. N., Ekarika, C. B., Abang, K. B. (2021). Understanding Students' Deviant Behaviour Based On Gender In Federal Universities Of Southern Nigeria. *Palarch's Journal Of Archaeology Of Egypt/Egyptology*, 18(8), 4016-4025
- Eteng, M. E., Ntamu, B. A., Margreth, O. I., Amalu, M. N. (2021). The influence of parental educational background on students' deviant behaviours in Federal universities in the south-south geopolitical zone of Nigeria. *Journal of critical reviews*, 8(9), 1661-1670
- Gifford-Smith, M., Dodge, K. A., Dishon, T. J. & McCord, J. (2004). Peer influence in children and adolescent: Crossing the bridge from development to intervention science. *Journal of abnormal psychology*, 33(3), 255-265
- Hobbs, M. E. (2007). The deviance level of an individual's peer group (whether they are alone or part of the group) affects their livelihood to engage in deviant behaviour. *National undergraduate research clearing house*, 10.
- Krapp, K. (2012). *Psychological and their theories for students*. Detroit: Gale virtual Reference library.
- Lubbers, M. J., Margaretha, P. C., Werf, V. D., Snijders, T. A., Creemers, B. P. & Kuyper, H. (2006). The impact of peer relations on academic progress in junior high". *Journal of school psychology*, 44, 491-512
- McLeod, S. (2011). Bandura social learning theory.
- Monaham, K.C., Steinberg, L. & Cauffman, E. (2002). Affiliation with deviant peers' susceptibility to peer influence. *Pacific journal of Education*, 25, 189-202
- Newfield, G. & Mate, G. (2005). *Hold on to your kids*. New York, Ballentine Books.
- Ngban, A. N. (2002). Perceived psychosocial determinants of contemporary human trafficking practices in the south-south, Nigeria, Unpublished Ph.D Dissertation. University of Calabar, Nigeria.
- Nwankwo, O. N., Nwoke, E. U., Chukwuocha, U. M., Obanny, A. O., Nwoga, K. S., Iwuagwu, U. O., & Okereke, C. (2010). Prevalence and predictors of anti-social behaviours: A cross-sectional survey of adolescents in secondary schools in Owerri municipal, south-east Nigeria. *Pakistan journal of social sciences*, 7(2), 129-136
- Oni, A. A. (2010). Peer group influence as a determinant of adolescent social adjustment in nigeria schools.
- Onongha, G. I. (2012). Influence of some factor on alcohol use and abuse among Education students of Osun State University. *International journal of Humanities and Social Science*, 2(11), 276-283
- Otite, O. & Ogionwu, W. (2004). *The influence of both mass media and peer group on innovative behaviour*: Ibadan, Heineman.
- Schaefer, R. T. (2011). *Sociology*. (13<sup>th</sup> Ed), New York: Mc Graw Hill.