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Peer Factors as Predictors Deviant Behaviour among Students in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study investigated peer factors as predictors of deviant behaviour among students in public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. Population of the study was 199,602 students in all the public senior secondary schools in Rivers State for 2025/2026 academic session covering both students in Senior Secondary School One and Two (SSS 1 and SSS 2) (Source: Rivers State Senior Secondary Schools Board, Port Harcourt, 2026). Sample size of the study was 400 students in public senior secondary schools in Rivers State. Taro Yamene's formula was used to obtain the figure of 398, but the researcher decided to add 2 in order to make it a round figure of 400. Multi-stage sampling procedure was adopted the sample selection. An instrument with two sections titled: "Students' Peer Factors and Deviant Behaviour Questionnaire was used for data collection.The face and content validities of the instrument were determined by two experts in Guidance and Counselling and Measurement and Evaluation. Cronbach Alpha method was used to establish the internal consistency reliability coefficients of $\alpha = 0.73$ for Peer Association; $\alpha = 0.72$ for Imitation of Peers; $\alpha = 0.74$ for Peer Reinforcement; $\alpha = 0.76$ for Deviant Behaviour. Simple Regression Analysis was used to answer research questions and test the null hypotheses with the aid of Statistical Package for Social Sciences version 25. Results showed that peer association and peer reinforcement predicted students' deviant behaviour to a high extent, while imitation of peers predicted students' deviant behaviour in public senior secondary schools in Rivers State to a moderate extent. It was recommended that schools should structure a peer-led behavioural monitoring and guidance programme in order to prevent incidences of deviant behaviours among peers in school.

Keywords: Peer factor, Peer Association, Imitation of Peers, Peer Reinforcement, Deviant Behaviour

INTRODUCTION

Peer groups in every setting or society serve as influential social units that contribute in shaping and re-molding the attitudes, beliefs, actions and decisions/ choices of group members positively or negatively. In the school like any other environment, activities of peers tend to be characterized by curiosity, emotional sensitivity, disobedience to authority, and increasing desire for independence from teachers' control. These acts can be regarded as peer factors or variables. Therefore, peer factors are described as issues or influences from a peer on another that might encourage or discourage him/her to behave in a particular way. Peer factors refer to issues or circumstances around a peer group that are capable of pressurizing a person to change towards the standard or ways of the group weather good or bad. In the

school environment, peers could expose each other to different forms of deviant behaviour, which poses serious concern for educators, parents and policymakers (Akers & Jennings, 2019). This is because adolescence in secondary schools need social belongingness, attachment and feelings of affiliation for others; hence the tendency that some of the peers can be pressurized by others to behave in a way that is against the school rules, but conforms to their peer group.

Deviant behaviour refers to actions that violate established social norms, institutional rules or societal expectations (Macionis, 2022). Deviant behaviour within the school environment may include truancy, bullying, aggression, examination malpractice, substance abuse, vandalism, cult-related activities, and other forms of indiscipline that disrupt the teaching and learning process (Eze & Okeke, 2021). The adverse effects of deviant behaviour in the school system include low moral standard, poor school attendance and poor academic performance among others. Hence, it is imperative to examine the predictive effect of peer factors such as peer association, imitation of peers and peer reinforcement on deviant behaviour among students.

Peer association is the relationship between peers for one reason or the other. Peer groups that engage in misconduct often develop shared justifications that minimize the seriousness of their actions and weaken adherence to school rules, and within such groups, deviant behaviour may be praised or rewarded, making it appear desirable and socially acceptable (Warr, 2018). Steinberg (2022) observed that association with delinquent peers remains one of the most consistent predictors of student deviant behaviour, while students who are regularly exposed to peer norms may gradually internalize them, leading to repeated engagement in misconduct. Haynie and Osgood (2013) found that adolescents who associate with delinquent peers are more likely to engage in behaviours such as truancy, aggression, substance use and academic dishonesty compared to those whose peers exhibit pro-social conduct.

More so, Umoh (2024) examined association with delinquent peers as a predictor of deviant behaviour among students in government tertiary institutions in Akwa Ibom State, Nigeria, and the study revealed that association with delinquent peers significantly contributed to drug abuse, truancy, gangsterism, violent secret cult activities, armed robbery, criminality, and other behaviours influenced by home and societal factors. Ojukwu et al. (2023) revealed that there is a significant positive relationship between association with delinquent peers and students' deviant behaviour with no gender differences, hence they concluded that peer associations significantly predispose students to deviance.

Imitation of peers is a pathway through which deviant behaviour spreads among students because adolescents often model their behaviour after peers whom they admire or perceive as popular or influential. When such peers engage in misconduct without facing immediate consequences, other students may imitate these actions in the belief that such behaviour enhances social status. Ramani (2016) noted that individuals learn not only through direct experience but also through watching others and observing the outcomes of their actions. Jinadu (2021) investigated the effect of imitation of peers on gang and deviant behaviour among secondary school students in Osun State, Nigeria and found that students who imitate deviant peers are significantly more likely to engage in gang activity, truancy, substance abuse, and other antisocial behaviours, and thus concluded that peer imitation is a key mechanism through which deviant behaviour spreads among adolescents. Nesi et al. (2017) reported that exposure to peers engaging in risky behaviour through social media increases the likelihood of imitation, as repeated viewing reduces perceived seriousness of misconduct.

Another peer factor of concern is peer reinforcement. Peer reinforcement is a kind of reciprocating back to what an individual peer did to another which could be in form of punishment or reward. Peer reinforcement through rewards and punishments can shape a student's behaviour within the peer group. Rewards may include praise, acceptance, protection, or increased social status, while punishments may involve ridicule, exclusion, or harassment for non-conformity. Peer reinforcement patterns can strongly influence students' decisions to engage in or avoid certain behaviours, especially when deviant behaviour is rewarded within a peer group (Eze & Okeke, 2021). This shows that students who exhibit negative attitude in school and are praised by their peers are more likely to repeat it even when such act conflict with school expectations, whereas students who resist engaging in misconduct may face social sanctions that could push them toward conformity in future.

Also, Ifedigbo et al. (2023) observed that students are more likely to engage in deviant acts such as truancy, drug abuse, and aggressive behaviour when rewarded or encouraged by peers. When deviant behaviours are positively reinforced by influential peers, the likelihood of adoption among other group members increases significantly, and thus create a ripple effect throughout the peer network (Kretschmer et al., 2014). Iroegbu and Abang (2022) observed that peer reinforcement significantly predicts examination malpractice, and thus concluded that reinforcement mechanisms within peer groups strongly shape deviant academic behaviour. This shows that students are more likely to engage in misconduct when their peers reward or model such behaviour.

The theoretical foundation of the study is Social Learning Theory, propounded by Albert Bandura in 1978. The theory provided a comprehensive framework for understanding how adolescents acquire behaviours through observation, imitation, reinforcement, and cognitive processing within social environments. Bandura emphasized that behaviour is learned not only through direct reinforcement or punishment but also through observing others and evaluating the outcomes of their actions. Students usually observe the behaviour of their peers and teachers in the school and process the consequences associated with it. The central tenets of Social Learning Theory involve attention, retention, reproduction, and motivation and these cognitive processes explain how observed behaviour is internalized. This explains why clusters of students may engage in similar deviant behaviours even when individual members would not initiate them independently. The application of the theory would provide an avenue for understanding and analyzing the impact of peer variables on deviant behaviours of students and thus guide recommendations that would help to promote positive behavioural outcomes among students.

However, the need to look beyond school factors in ascertaining what causes deviant behaviour among students is what motivated the conduct of this study focusing on peer factors. The study was however, linked to Sustainable Development Goal 4 (quality education) which aims at ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all. The key target which is 4.a of the goal 4 emphases on building safe, non-violent, inclusive, and effective learning environments for learners that promotes positive behavioural and academic outcomes among students. In consideration of the aims and key target of the Sustainable Development Goal 4 (quality education), it can be observed that the prevalence of students' deviant behaviour in public secondary schools poses serious challenges to the attainment of Sustainable Development Goal 4 in Nigeria in general and Rivers State in particular. This is important because the prevalence of deviant behaviours students undermined the safety and quality of the learning environment in contradiction to the aims and key target of the Sustainable Development Goal 4.

Statement of the Problem

Student deviant behaviour has become an increasing concern in public senior secondary schools in Rivers State, as schools continue to record cases of truancy, bullying, substance use, examination misconduct, disrespect for authority, and destruction of school property. These behaviours tend to disrupt teaching and learning, create unsafe school environments, and weaken efforts aimed at achieving educational goals. Despite the presence of school rules, guidance services, and disciplinary measures, many students still engage in behaviours that contradict accepted norms and expectations, raising questions about the underlying social forces shaping their conduct. Warr (2018) observed that peer groups that engage in misconduct often develop shared justifications that minimize the seriousness of their actions and weaken adherence to school rules, and within such groups. Within the school environment, peer groups may encourage conformity to behaviours that are not always positive. Students may also experience pressure to imitate friends, associate with delinquent peers, or conform to group expectations in order to gain acceptance. These influences can be intensified by weak parental supervision, economic challenges at home, and limited monitoring within overcrowded school settings.

However, some studies have examined student misconduct, but limited attention has been given to how some specific peer factors contribute to deviant behaviour among public senior secondary school students in Rivers State. This lack of clear empirical evidence on the contribution of peer factors on students' deviant behaviour, in addition to lack of link of the subject matter of the study to sustainable development goal in recent literature created a gap in knowledge which this study sought to fill. Hence, the study

investigated peer factors as predictors of deviant behaviour among students in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study was to investigate the extent to which peer factors predict deviant behaviour among students in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Examine the extent to which peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State.
2. Investigate the extent to which imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State.
3. Determine the extent to which peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State.

Research Questions

The following research questions were answered in the study:

1. To what extent does peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State?
2. To what extent does imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State?
3. To what extent does peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. Peer association does not significantly predict students' deviant behaviour in public senior secondary schools in Rivers State.
2. Imitation of peers does not significantly predict students' deviant behaviour in public senior secondary schools in Rivers State.
3. Peer reinforcement does not significantly predict students' deviant behaviour in public senior secondary schools in Rivers State.

METHOD AND MATERIALS

This study adopted a correlational research design**.** Chikwe (2020) defined correlational research design as the type of design that determines the extent or degree of relationship between two or more variables and the use of such relationships in making predictions. This design was appropriate for the study because it enabled the researchers to determine the extent to which peer variables and family types predict deviant behaviours among students in public senior secondary school schools in Rivers State. The population of the study comprised 199,602 students in all the public senior secondary schools in Rivers State for 2025/2026 academic session covering both students in Senior Secondary School One and Two (SSS 1 and SSS 2) (Source: Rivers State Senior Secondary Schools Board, Port Harcourt, 2026). The sample for the study was 400 students in public senior secondary schools in Rivers State. Taro Yamane's formula was used to obtain the figure of 398, but the researcher decided to add 2 in order to make it a round figure of 400. Multi-stage sampling procedure was adopted to obtain the sample. At the first stage, the population was stratified in three Senatorial Districts namely Rivers East, Rivers South East and Rivers West. At the second stage, 3 Local Government Areas (LGAs) were selected at random from each Senatorial Districts hence a total of 9 LGAs were selected. At the third stage, 2 public senior secondary schools were randomly selected in each of the 9 selected LGAs making it a total of 18 schools selected. At the fourth stage, 20 students (10 males and 10 females) were selected at random from each of the 18 selected schools which gave a total sample of 400 students used for the study. A self-structured instrument titled: "Students' Peer Factors and Deviant Behaviour Questionnaire" (SPFDBQ) was used for data collection. The instrument contained sections A and B. Section A focused on peer factors with 15 items, while section B centered on deviant behaviour of students with 8 items. The items of the instrument were structured in a modified 4 point likert scale of Very High Extent (VHE) with 4 points, High Extent (HE) with 3 points, Low Extent (LE) with 2 points and Very Low Extent (VLE) with 1 point respectively.

The face and content validities of the instrument were determined by two experts, one in Guidance and Counselling and the other in Educational Measurement and Evaluation all from the Rivers State University, Nkpolu-Oroworukwo, Port Harcourt. The internal consistency reliabilities of the instrument were established using the Cronbach Alpha method with the aid of Statistical Package for Social Sciences (SPSS) version 25 which yielded the reliability coefficients of $\alpha = 0.73$ for Peer Association; $\alpha = 0.72$ for Imitation of Peers; $\alpha = 0.74$ for Peer Reinforcement; $\alpha = 0.76$ for Deviant Behaviour and were adjudged high and reliable for the study.

The Simple Regression Analysis was used to answer the research questions as well as test the null hypotheses at 0.05 level of significance given the formula as: $y = b_0 + b_i x_i$, where y = deviant behaviour, b_0 = Intercept on y, b_i = Coefficients of x_i and x_i (i=1- 3) where 1 = Peer association, 2 = Imitation of peers, 3 = Peer reinforcement. The criteria for remarks or decision for research questions are: 0.001-0.009 (Very Low Extent), 0.010-0.099 (Low Extent), 0.100-0.399 (Moderate Extent), 0.400-0.699 (High Extent), 0.700-1.000 (Very High Extent). In the study, ethical considerations were made paramount, as proper permission was obtained from the school principals, and informed consent was also sought from the students (respondents) ensuring they understood their rights, the purpose of the study, and the voluntary nature of their participation. The participants were equally assured that their responses would remain confidential and would only be used for this research purposes.

RESULTS

Research Question 1: *To what extent does peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State?*

Table 1: Simple regression analysis on the extent to which peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699[a]	.489	.488	3.16626

a. Predictors: (Constant), Peer association
b. Dependent Variable: Deviant behaviour

$y = 3.686 + 1.348x1$

Table 1 shows the simple regression analysis summary on the extent to which peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State with the regression equation is given as $y = 3.686 + 1.348x1$, where y = deviant behaviour and x1 = peer association. The results in Table 1 revealed that the simple regression (R) = 0.699[a], R Square = 0.489, Adjusted R Square = 0.3488 and Standard Error of Estimate = 3.16626. The high value of Adjusted R Square (0.488) indicates that peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State to a high extent. This is because the predictive value of peer association accounted for as high as 48.8% of deviant behaviour among students, while the remaining 51.2% could be due to several other factors that are not considered in the study.

Research Question 2: *To what extent does imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State?*

Table 2: Simple Regression Analysis on the extent to which imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491[a]	.241	.239	3.85908

a. Predictors: (Constant), Imitation of peers
b. Dependent Variable: Deviant behaviour

$y = 5.830 + 1.142x2$

Table 2 shows the simple regression analysis summary on the extent to which imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State. The regression

equation is y = 5.830 + 1.142x2, where y = deviant behaviour and x2 = imitation of peers. Results in Table 2 showed that the simple regression (R) = 0.491[a], R Square = 0.241, Adjusted R Square = 0.239 and Standard Error of Estimate = 3.85908 respectively. With the moderate value of Adjusted R Square (0.239), it can be deduced that imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State to a moderate extent. This is because the predictive value of imitation of peers accounted for only 23.9% of deviant behaviour among students, while the remaining 76.1% could be due to other factors and residuals that are not considered in the study.

Research Question 3: *To what extent does peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State?*

Table 3: Simple regression analysis on the extent peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756[a]	.571	.570	2.89985

a. Predictors: (Constant), Peer reinforcement

b. Dependent Variable: Deviant behaviour

y = 0.687 + 1.534x3

The data in Table 3 reveals the simple regression analysis summary on the extent to which peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State with the regression equation as y = 0.687 + 1.534x3 where y = deviant behaviour and x3 = peer reinforcement. It can also be observed in Table 3 that the simple regression (R) value = 0.756[a], R Square = 0.571, Adjusted R Square = 0.570 and Standard Error of Estimate = 2.89985. The results showed that the value of Adjusted R Square (0.570) is high which indicates that peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State to a high extent. This is because the predictive value of peer reinforcement accounted for 57% of deviant behaviour among students, while the remaining 43% could be attributed to other factors that are not considered in the study.

Test of Hypotheses

Hypothesis 1: Peer association does not significantly predict deviant behaviour among students in public senior secondary schools in Rivers State.

Table 4: Regression ANOVA on significant prediction of peer association on deviant behaviour among students in public senior secondary schools in Rivers State

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	3777.921	1	3777.921	376.844	.000[b]	
	Residual	3949.917	394	10.025			Ho Rejected
	Total	7727.838	395				

a. Dependent Variable: Deviant behaviour

b. Predictors: (Constant), Peer association

Table 4 shows the Regression ANOVA on significant prediction of peer association to deviant behaviour among students in public senior secondary schools in Rivers State. The results indicated that at 0.05 level of significance, the F-value = 376.844, p-value = 0.000[b] and degrees of freedom (df) = 1 and 394. Since $F_{(1, 394)}$ = 376.844 and p-value (0.000)<0.05, the null hypothesis 1 was therefore rejected. Therefore, it was concluded that peer association significantly predicts deviant behaviour among students in public senior secondary schools in Rivers State. This implies that peer association is a strong contributor of deviant behaviour among students.

Hypothesis 2: Imitation of peers does not significantly predict students' deviant behaviour in public senior secondary schools in Rivers State.

Table 5: Regression ANOVA on significant prediction of imitation of peers on deviant behaviour among students in public senior secondary schools in Rivers State

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	1860.207	1	1860.207	124.909	.000[b]	
	Residual	5867.632	394	14.892			Ho Rejected
	Total	7727.838	395				

a. Dependent Variable: Deviant behaviour

b. Predictors: (Constant), Imitation of peers

Data in Table 5 shows the Regression ANOVA on significant prediction of imitation of peers to deviant behaviour among students in public senior secondary schools in Rivers State. From the results in Table 5, it can be observed that at 0.05 level of significance and degrees of freedom of 1 and 394, F-value = 124.909 and p-value = 0.000. Since p(0.000)<0.005, the null hypothesis 2 was rejected and the alternative hypothesis was accepted. Therefore, it was concluded that imitation of peers significantly predicts deviant behaviour among students in public senior secondary schools in Rivers State. This implies that imitation of peers result to deviant behaviour among students in public senior secondary schools in Rivers State.

Hypothesis 3: Peer reinforcement does not significantly predict students' deviant behaviour in public senior secondary schools in Rivers State.

Table 6: Regression ANOVA on significant prediction of peer reinforcement on deviant behaviour among students in public senior secondary schools in Rivers State

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	4414.648	1	4414.648	524.984	.000[b]	
	Residual	3313.190	394	8.409			Ho Rejected
	Total	7727.838	395				

a. Dependent Variable: Deviant behaviour

b. Predictors: (Constant), Peer reinforcement

Results in Table 6 reveal the Regression ANOVA on significant prediction of peer reinforcement to deviant behaviour among students in public senior secondary schools in Rivers State.

The results showed that at 0.05 level of significance, the F-value = 524.984, p-value = .000[b] and degrees of freedom (df) = 1 and 394. Since the p-value (0.000)<0.05, the null hypothesis 3 was therefore rejected. Hence, it was concluded that peer reinforcement significantly predicts deviant behaviour among students in public senior secondary schools in Rivers State.

DISCUSSION OF FINDING

The results for research question one showed that peer association predicts deviant behaviour among students in public senior secondary schools in Rivers State to a high extent. It was further found from the test of null hypothesis one that peer association significantly predicts deviant behaviour among students in public senior secondary schools in Rivers State. The reason for this result could be due to the popular saying that bad company or association influences a child towards the negative part of life. In line with the result of this study, Umoh (2024) observed that association with delinquent peers significantly contributed to drug abuse, truancy, gangsterism, violent secret cult activities, armed robbery, criminality, and other behaviours influenced by home and societal factors. More so, peer groups that engage in misconduct often develop shared justifications that minimize the seriousness of their actions and weaken adherence to school rules, and within such groups, deviant behaviour may be praised or rewarded, making it appear desirable and socially acceptable (Warr, 2018).

Results for research question two indicated that imitation of peers predicts deviant behaviour among students in public senior secondary schools in Rivers State to a moderate extent. The test of null

hypothesis two showed that imitation of peers significantly predicts deviant behaviour among students in public senior secondary schools in Rivers State. This could be because students often learn behavioural patterns through observation, modeling, and repetition of actions displayed by peers they admire or perceive as socially successful. In support of the finding of this study, Jinadu (2021) revealed that students who imitate deviant peers are significantly more likely to engage in gang activity, truancy, substance abuse, and other antisocial behaviours and thus concluded that peer imitation is a key mechanism through which deviant behaviour spreads among adolescents. To corroborate the result of this study, Nesi et al. (2017) reported that exposure to peers engaging in risky behaviour through social media increases the likelihood of imitation, as repeated viewing reduces perceived seriousness of misconduct. This is because imitation operates as a key mechanism through which peer influence shapes students' deviant behaviour in secondary schools, observing and replicating peer actions allows deviance to spread rapidly, especially when misconduct is associated with social approval.

Analysis of data for research question three showed that peer reinforcement predicts deviant behaviour among students in public senior secondary schools in Rivers State to a high extent. Also, the null hypothesis three revealed that peer reinforcement significantly predicts deviant behaviour among students in public senior secondary schools in Rivers State. This could be because most students tend to feel happy for any opportunity that enables them to reinforce negative bad acts against them by their peers. In agreement with the finding of this study, Eze and Okeke (2021) revealed that peer reinforcement patterns strongly influence students' decisions to engage in or avoid certain behaviours, especially when deviant behaviour is rewarded within a peer group. This shows that students who exhibit negative attitude in school and are praised by their peers are more likely to repeat it even when such act conflict with school expectations, whereas students who resist engaging in misconduct may face social sanctions that could push them toward conformity in future. Also, Ifedigbo et al. (2023) examined peer reinforcement as a determinant of adolescents' delinquent behaviour among secondary school students in Awka, Nigeria, and found that students are more likely to engage in deviant acts such as truancy, drug abuse, and aggressive behaviour when rewarded or encouraged by peers. As observed by Kretschmer et al. (2014), when deviant behaviours are positively reinforced by influential peers, the likelihood of adoption among other group members increases significantly, creating a ripple effect throughout the peer network.

CONCLUSION

This which study examined peer factors as predictors of deviant behaviour among students in public senior secondary schools in Rivers State showed that peer association and peer reinforcement predicted deviant behaviour among students in public senior secondary schools in Rivers State to a high extent, while imitation of peers predicted deviant behaviour among students in public senior secondary schools in Rivers State to a moderate extent. It was therefore, concluded that peer factors contribute greatly in exposing students to deviant behaviours that are abnormal, and thus discourages quality education and promotion of lifelong learning opportunities among the students which was the focus of the Sustainable Development Goal four.

RECOMMENDATIONS

The following recommendations were made:

1. Students should avoid any form of association with their peers who do not keep to the school rules in order not to be influenced negatively.
2. No students should emulate the bad characters of their friends both in the school and at home in order to be well accepted in the society.
3. School counsellors should teach the students properly on how to reinforce their peers positively as to avoid reactions that could be hurtful among themselves.

Implication for Counselling

The study has empirically exposed the level at which peer variables and family types can result to deviant behaviour among students, hence there is need for school counsellors to device guidance and counselling approaches through which they could drastically curtail the negative influence of peers in school. Also,

the findings of the study also calls for designing and implementation of peer-led monitoring and counselling in school that could help to reduce the issue of peer rejection of authority and peer isolation and its adverse consequences among peers in school.

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