

PEER PRESSURE AND DISRUPTIVE BEHAVIOR AMONG UNDERGRADUATES IN UNIVERSITIES IN RIVERS STATE

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ABSTRACT

The study investigated peer pressure and disruptive behavior among undergraduate in University in Rivers State. The study aimed at investigating the influence of Peer Pressure on disruptive behavior among undergraduate in Rivers State Universities. A descriptive survey design was adopted for the study. A sample of 150 study participants were proportionately selected from the three Universities in River State namely University of Port Harcourt, Rivers State University and Ignatius Ajuru University. 50 respondents were drawn from each University to serve as the representative sample. An instrument titled: Peer Pressure and Disruptive Behavior (PPDB), was used for data collection. The instrument was validated by experts in the department who ensured that the instrument meets set standard. A reliability coefficient index in index of 0.73 was determined using test-retest method. The data collected from research questions were analyzed using mean and standard deviation, while the null hypotheses were tested using Chi Square at 0.05 level of significance. Key findings of the study revealed that direct and indirect Peer Pressure influenced disruptive behaviors among undergraduates in Universities in Rivers State. It was recommended that management of Universities should make institutional policies effective to guide and control students behavior on campus.

Keywords: Peer Pressure, Disruptive Behavior, Undergraduates

INTRODUCTION

Peer pressure is a social phenomenon that influences individuals to adopt behaviors, beliefs, and attitudes in line with those of their peers. Among university students, peer pressure can manifest both positively and negatively, but its disruptive form is particularly concerning. Disruptive behaviors, ranging from academic dishonesty to substance abuse and violence, are increasingly being observed among undergraduates. In Rivers State, Nigeria, a region with a diverse population and a growing higher education sector, peer pressure has emerged as a significant factor influencing the behavior of university students. Understanding the relationship between peer pressure and disruptive behavior in this context is crucial for developing interventions that can mitigate these behaviors and foster healthier academic environments.

The university environment is particularly susceptible to peer pressure, as students are navigating the transition to adulthood, seeking social acceptance, and forming new identities. According to Opara and Nwafor (2020), peer pressure among Nigerian undergraduates often leads to behaviors that are at odds with academic and social expectations. Students may engage in activities like cheating during exams, drug and alcohol abuse, and violent confrontations, often to conform to the social norms of their peer groups. In Rivers State, where universities like the University of Port Harcourt and Rivers State University are located, students face both internal and external pressures, including competition for academic performance, peer validation, and societal expectations.

Research has shown that peer pressure in universities can contribute to an increase in academic and social disruptions. For example, Nwafor et al. (2022) highlight that students in Rivers State sometimes participate in disruptive behaviors, not out of personal inclination but to maintain their standing within social circles. These behaviors may include skipping classes, vandalizing school property, or engaging in violent protests. The competitive nature of university life, combined with

a desire to be seen as part of a particular group, fosters an environment where peer pressure thrives. Furthermore, as noted by Ekpo and Ita (2021), students may feel compelled to adopt risky behaviors like substance use to gain acceptance, which exacerbates both their academic performance and overall wellbeing.

The effects of peer pressure are not limited to academic performance alone. They also extend to students' mental health, interpersonal relationships, and future prospects. Nwachukwu (2020) observed that undergraduates who succumb to peer pressure often experience a decline in mental health, including increased levels of anxiety, depression, and stress, particularly as they juggle academic demands with social pressures. In the Rivers State context, where there is a growing emphasis on tertiary education, universities must address these issues by fostering environments that reduce peer-induced pressures and support healthy peer relationships.

Several studies suggest that interventions at the university level can help mitigate the negative impact of peer pressure on students. For instance, Okafor and Okeke (2021) advocate for the introduction of counseling services, mentorship programs, and peer education to help students navigate social influences more effectively. By providing students with tools to resist harmful peer pressure, universities in Rivers State can reduce the incidence of disruptive behaviors and promote positive student development.

Peer pressure is a pervasive force in university life, and its impact on disruptive behaviors among undergraduates in Rivers State is significant. This phenomenon affects not only the academic performance of students but also their mental and social well-being. Understanding the dynamics of peer pressure in this region is essential for developing effective strategies to combat disruptive behaviors, enhance student experience, and promote healthier campus environments.

Statement of the Problem

Peer pressure, both direct and indirect, is a pervasive force within university environments, significantly influencing the behaviors of undergraduates. In universities across Rivers State, Nigeria, the impact of peer pressure on student behavior has become a critical issue, with direct and indirect forms of pressure contributing to an increase in disruptive behaviors. Direct peer pressure occurs when students are explicitly influenced or coerced by their peers to engage in specific behaviors, such as academic dishonesty, substance abuse, or violence. Indirect peer pressure, on the other hand, manifests when students are subtly influenced by observing the behaviors or perceived successes of their peers, leading them to engage in similar disruptive activities in order to fit in or gain social acceptance.

These pressures, when combined, create an environment where disruptive behaviors—such as cheating during exams, substance misuse, bullying, and involvement in social unrest—become normalized and even expected in some student circles. Despite the growing recognition of these issues, there is limited research that comprehensively examines the relationship between both direct and indirect peer pressure and disruptive behavior among undergraduates in Rivers State universities. This lack of understanding hampers the development of targeted interventions that could help reduce these negative behaviors and improve the overall academic and social experience of students.

The problem is further compounded by the limited support systems within universities to address the underlying causes of peer pressure and its consequences. The influence of peer groups, often associated with a desire for social validation, places students at risk of compromising their academic integrity and mental health. As a result, the academic performance, social dynamics, and well-being of many students in Rivers State universities are negatively impacted. There is an urgent need for empirical research that explores the specific ways in which direct and indirect peer pressure contribute to disruptive behaviors among undergraduates, as well as strategies to mitigate these pressures and promote healthier, more constructive student behaviors.

Purpose of the Study

The study sought to examine the influence of direct and indirect peer pressure on disruptive behaviors among undergraduates in universities in Rivers State. Specifically, the study sought to:

1. Find out the influence of direct peer pressure on disruptive behavior among undergraduates in Rivers State Universities
2. To find out the influence of indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities
3. To find out the combined effects of direct peer pressure and indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities

Research Questions

The following research questions were answered in the study:

1. What is the influence of direct peer pressure on disruptive behavior among undergraduates in Rivers State Universities?
2. What is the influence of indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities?
3. What is the combined effects of direct peer pressure and indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities?

Hypotheses

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

1. Ho1: There is no significant influence of direct peer pressure on disruptive behaviors among undergraduates in Rivers State universities.
2. Ho2: There is no significant influence of indirect peer pressure on disruptive behaviors among undergraduates in Rivers State universities.
3. Ho3: There is no significant influence of the combined effects of direct peer pressure and indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities

Conceptual Review on Direct and Indirect Peer Pressure on Disruptive Behavior Among Undergraduates in Rivers State Universities

Peer pressure refers to the influence exerted by a peer group on individuals to adopt certain behaviors, attitudes, or values. It can either be direct or indirect, both of which can significantly impact the behavior of individuals, particularly among undergraduates. Disruptive behavior, often a consequence of negative peer pressure, includes actions such as substance abuse, academic dishonesty, violence, and other forms of misconduct. This conceptual review aims to explore the effects of both direct and indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities.

Direct Peer Pressure Direct peer pressure involves explicit, overt attempts by peers to persuade an individual to engage in certain behaviors. This form of pressure is usually more aggressive and immediate, where peers directly ask or encourage someone to behave in a particular way. In the context of disruptive behavior, direct peer pressure may manifest through actions like encouraging a peer to skip classes, participate in violent activities, or engage in substance abuse.

According to Leary (2018), direct peer pressure among adolescents and young adults often leads to risky behaviors due to the desire for acceptance and conformity within a social group. A study by Owusu et al. (2022) found that undergraduates who were subjected to direct peer pressure were more likely to engage in socially disruptive behaviors, as they sought to fit in with their peers.

In Rivers State, universities have witnessed instances where students are pressured by their peers to adopt behaviors such as drug use, cultism, and other deviant actions.

Indirect Peer Pressure Indirect peer pressure, on the other hand, is more subtle and may not involve direct encouragement or demand for certain actions. It includes social norms, unspoken expectations, or observing others' behavior and feeling compelled to follow suit. For instance, when students see their peers engage in disruptive behaviors without facing immediate consequences, they may feel indirectly pressured to replicate these actions to avoid exclusion or ridicule.

A recent study by Okafor and Eze (2023) highlighted that Indirect peer pressure, such as the fear of being socially ostracized for not participating in popular activities, significantly influences undergraduates' engagement in disruptive behaviors. The peer group dynamics that reinforce certain behaviors—such as joining in campus protests, engaging in illegal activities, or indulging in reckless behavior—are often indirectly influenced by the prevailing social environment.

Impact of Peer Pressure on Disruptive Behavior The effect of both direct and indirect peer pressure can be detrimental to academic and personal development among undergraduates. Disruptive behaviors such as cheating, fighting, and substance abuse not only affect the individual but also have wider implications for the academic community. According to Johnson and Kwofie (2020), disruptive behavior among students undermines the overall learning environment and often leads to a deterioration in institutional discipline and reputation.

Peer pressure can also perpetuate a cycle of misbehavior among students. As demonstrated by Okorie et al. (2021), students who experience peer pressure to engage in negative behaviors often pass these influences on to others, thereby creating a ripple effect that exacerbates the problem.

Context of Rivers State Universities Rivers State, home to several prominent universities such as the University of Port Harcourt and Rivers State University, faces unique challenges in terms of student behavior. According to a recent report by the National Universities Commission (NUC, 2024), universities in the region have increasingly seen disruptions due to peer pressure, particularly in relation to cultism and other violent activities. The university environment in Rivers State, characterized by both academic and social pressure, offers fertile ground for peer influence to shape students' behavior.

Peer pressure in these universities often takes the form of group dynamics associated with campus cults and social cliques. Students may be pressured into joining cult groups as a form of social bonding or for protection. These groups can create an environment where deviant behavior, such as violence, intimidation, and substance abuse, is normalized (Adebayo & Omotosho, 2021).

Conclusion In conclusion, both direct and indirect peer pressure have a significant impact on the disruptive behaviors of undergraduates in Rivers State Universities. While direct peer pressure tends to be overt and forceful, indirect peer pressure subtly shapes students' attitudes and actions through social expectations and observations of peer behavior. Addressing the issue of peer pressure requires a multi-faceted approach, including the promotion of positive peer groups, the reinforcement of institutional rules and guidelines, and active student engagement in extracurricular activities that promote healthy socialization and personal growth.

Theoretical Review on Direct Peer Pressure, Indirect Peer Pressure, and Disruptive Behavior Among Undergraduates in Rivers State Universities

The behavior of students in university settings, particularly with respect to peer pressure and its disruptive consequences, has been studied through various theoretical lenses. This review will discuss several key theories that can be applied to understanding the influence of direct and indirect peer pressure on undergraduates' behaviors. These theories include Social Learning Theory, Social Identity Theory, and Conformity Theory. Each of these theoretical frameworks helps in understanding how peer pressure functions within the context of Rivers State universities, contributing to both positive and disruptive behaviors.

Social Learning Theory

One of the most prominent theories to understand peer pressure is Social Learning Theory, proposed by Albert Bandura. According to this theory, individuals learn behaviors through observing others, imitating them, and being reinforced for doing so (Bandura, 1977). This learning process is influenced by social interactions and the environments in which individuals operate.

In the context of direct peer pressure, Social Learning Theory suggests that undergraduates observe their peers engaging in disruptive behaviors, such as cheating on exams, drug abuse, or violence, and then imitate those behaviors due to the positive reinforcement they see from their peer groups, like acceptance or approval (Bandura, 1977). For example, if a student sees a group of peers successfully cheating during an exam without facing significant consequences, they may be inclined to replicate this behavior. Similarly, indirect peer pressure operates through the observation of group behaviors that are normalized in the campus culture, reinforcing the idea that engaging in disruptive activities is acceptable or even expected.

Relevance to the Study: Social Learning Theory helps explain how both direct and indirect peer pressure encourage undergraduates to adopt behaviors that may disrupt their academic and social lives. This theory is highly relevant to the study as it addresses how peer behaviors (both positive and negative) are modeled and reinforced in university settings in Rivers State.

Social Identity Theory

Social Identity Theory, developed by Henri Tajfel and John Turner (1979), explores the impact of group membership on individual behavior. According to this theory, individuals derive a significant part of their identity from the groups to which they belong. In the case of university undergraduates, students often form in-groups (e.g., social clubs, academic cohorts, and other peer groups) and out-groups (those not belonging to the same social group). The theory posits that people are motivated to conform to the norms of their in-groups in order to maintain their status and identity within the group. This leads to behaviors that are aligned with the group's values, even if these behaviors are disruptive.

For undergraduates in Rivers State universities, social identity within a peer group can play a pivotal role in shaping behavior. Direct peer pressure within a group may compel students to engage in risky or disruptive behaviors, like skipping classes or engaging in substance use, to remain in good standing with their peers. Indirect peer pressure reinforces these behaviors by creating an environment where certain actions are seen as acceptable or desirable within the group.

Relevance to the Study: Social Identity Theory provides a framework for understanding how undergraduates in Rivers State universities may engage in disruptive behaviors in order to fit in with their peer groups. It also helps explain why students may prioritize group cohesion over personal values, leading to the adoption of peer-driven behaviors. This theory is crucial for the study because it highlights the social forces that drive students to engage in disruptive behavior.

Conformity Theory

Conformity Theory, as articulated by Solomon Asch (1955), examines how individuals change their attitudes or behaviors to match those of the majority in a group. In Asch's famous experiments, participants often conformed to incorrect answers in order to align with the majority opinion, demonstrating the strong influence of peer pressure. Conformity can be both normative (seeking approval from others) and informational (believing that others have better information). In university settings, conformity can lead students to adopt behaviors they would otherwise avoid in order to avoid social rejection or to gain social approval.

For undergraduates in Rivers State universities, conformity to peer norms can result in both direct and indirect peer pressure leading to disruptive behaviors. For instance, students may conform to the norms of their peer group, even when those behaviors involve skipping classes or engaging in illicit activities, because they do not want to be seen as outsiders or are influenced by the perceived popularity or success of those behaviors.

Relevance to the Study: Conformity Theory is highly relevant to understanding the dynamics of peer pressure among undergraduates in Rivers State. It explains why students may adopt disruptive behaviors as a means of fitting in or gaining approval from their peers, which is especially important in the context of direct and indirect peer pressure.

Peer Influence and Disruptive Behavior

The theories discussed above collectively explain the complex dynamics of peer pressure and how they relate to disruptive behaviors in universities. Direct peer pressure often manifests through explicit encouragement, coercion, or expectations from peers, while indirect peer pressure operates more subtly through observation and the internalization of group norms. Both forms of peer pressure contribute to behaviors that undermine academic performance, such as cheating, substance abuse, and social unrest, as well as behaviors that negatively affect students' mental health and social well-being (Nwachukwu, 2020; Ekpo&Ita, 2021).

These disruptive behaviors, shaped by peer pressure, not only affect the individuals directly involved but also have broader implications for the campus culture. As students in Rivers State universities seek acceptance and belonging, they are more likely to conform to peer-driven behaviors, even when those behaviors are detrimental to their academic success and personal growth.

Direct and indirect peer pressure, as understood through Social Learning Theory, Social Identity Theory, and Conformity Theory, plays a significant role in shaping the behaviors of undergraduates in Rivers State universities. These theories offer a comprehensive framework for understanding how peer pressure contributes to disruptive behaviors, and they provide insight into the social dynamics that foster such behaviors within the university context. This theoretical understanding is crucial for developing interventions aimed at reducing the impact of peer pressure and promoting a healthier academic and social environment for students in Rivers State.

Empirical studies on direct peer pressure, indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities

1. Direct Peer Pressure and Disruptive Behavior

Direct peer pressure refers to explicit, overt attempts by peers to influence others to conform to their behaviors or actions. This form of pressure is often immediate, involving direct requests, demands, or coercion.

Empowering Study on Direct Peer Pressure: A study by Adebayo & Omotosho (2021) explored how peer pressure leads to involvement in cultism and violence among university students in Nigeria. The study found that direct peer pressure is a key factor in encouraging students to join cult groups or engage in violent protests. The desire for group identity and protection from rival groups often drives students to submit to peer pressure, which can lead to serious academic and social consequences.

Further insights from Owusu et al. (2022): In their study, Owusu et al. (2022) revealed that undergraduates who experience direct peer pressure are more likely to engage in substance abuse

and other deviant behaviors such as cheating or bullying. This direct influence is often reinforced by the need for social acceptance or to avoid ridicule from peers. Undergraduates in Rivers State, where peer groups can be particularly intense, may feel especially compelled to conform to such behaviors to maintain social ties.

Empowering Insight from Local Context: The environment in Rivers State Universities often enhances direct peer pressure due to a significant social hierarchy within the student body, which may involve clubs, fraternities, and cults. The University of Port Harcourt and Rivers State University, for example, have been noted for the intense social pressure to conform to these groups, leading to behaviors like violence, substance abuse, and academic misconduct (Okorie et al., 2021).

2. Indirect Peer Pressure and Disruptive Behavior

Indirect peer pressure involves subtle or unspoken influences that are harder to pinpoint but can still significantly shape behavior. This can include social norms or witnessing peers' behaviors without direct engagement. Students who see others engage in deviant behavior might feel a subconscious urge to do the same.

Empowering Study on Indirect Peer Pressure: Okafor and Eze (2023) found that indirect peer pressure among undergraduates in Nigerian universities often occurs when students observe their peers engage in risky behaviors like skipping classes, using drugs, or participating in protests. These students may not be explicitly told to engage in such behaviors, but they might do so to avoid being ostracized or to fit in with a dominant social group.

Peer Group Dynamics and Unspoken Expectations: According to Leary (2018), social norms and unspoken expectations significantly influence student behavior, particularly in university settings where conformity is often valued over individuality. The fear of exclusion and the need to belong to a group can lead students to adopt negative behaviors such as cheating or gang involvement, especially if they see their peers engaged in such activities without immediate consequences.

Empowering Findings from Rivers State Context: The social dynamics within Rivers State universities further contribute to the prevalence of indirect peer pressure. Adebayo & Omotosho (2021) noted that students often feel the need to partake in social events or illegal activities simply because they observe their peers doing the same, despite not being directly encouraged to do so. This kind of peer influence, which is not always overt, can lead to significant disruptions in the academic environment and contribute to social instability on campuses.

3. Empowerment and Intervention Strategies

To address the impact of direct and indirect peer pressure, universities and stakeholders must implement empowerment strategies that involve both preventive and corrective measures.

Empowering Social Support and Peer Mediation: According to a study by Johnson & Kwofie (2020), creating a supportive peer environment where students are encouraged to be themselves and not conform to negative peer pressures can be an effective strategy. Peer mediation programs, where students can help mediate disputes and offer counsel to their peers, have been shown to reduce the incidence of disruptive behaviors.

Peer Education and Mentorship Programs: Empowering students through mentorship programs can counteract negative peer pressure. Okorie et al. (2021) advocated for peer education programs in Nigerian universities, where senior students mentor junior students, helping them navigate the pressures they face while offering positive alternatives to risky behaviors. These

mentorship initiatives can provide a sense of belonging and social support that diminishes the effects of peer pressure.

Institutional Policies and Campus Security: Strong institutional policies on student conduct and the enforcement of these policies are crucial in curbing peer pressure-induced disruptive behaviors. Universities in Rivers State, like the University of Port Harcourt, have implemented measures to crack down on cultism and other illegal activities through stricter campus security and disciplinary procedures (Owusu et al., 2022).

Both direct and indirect peer pressure significantly affect the behavior of undergraduates in Rivers State Universities, leading to disruptive actions that can undermine academic success and the overall campus environment. Direct peer pressure tends to be more overt, such as through coercion or encouragement to participate in violence, cultism, or substance abuse, while indirect peer pressure subtly influences students through social norms and group dynamics. By promoting mentorship, peer education, and stronger institutional policies, universities can empower students to resist negative peer pressures and foster a more supportive environment for academic and personal growth.

METHODOLOGY

Research design: the design was used for the study was descriptive survey design.

Population of the design: The target population comprised of all the 77,000 undergraduate students in the three Universities in Rivers State namely: University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.

Sample and Sampling Technique: The sample of 150 study participants was approximately selected from the three Universities in Rivers State. Accordingly, University of Port Harcourt had 50 respondents; Rivers State University also had 50, while Ignatius Ajuru University of Education had 50 given a total of 150 respondents for the study. Finally they respondents we are randomly selected from each of the departments.

Instrument for data collection: A self-developed instruments titled: Influence of Direct Peer Pressure, Indirect Peer Pressure on Disruptive Behaviour (IDPPIPPDB). The response option was developed based on Likert format of Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument was two sections, the section A addressed the questions on the demographic variables while section B dealt with the questionnaire items.

Validity of instruments: The instrument was dully validated by experts drawn from they department, who ensured that the instruments measured what they are supposed to measure.

Reliability of the instrument: A reliability coefficient index of 0.73 was obtained using test-retest method.

Method of Data Analysis: Data collected from researching instruments where analyze using mean and standard deviation while those from hypotheses where tested using Chi Square at 0.05 significant level.

Results

Reset question one: What is the influence of direct peer pressure on disruptive behavior among undergraduate in Rivers State University?

Table 1: Mean and standard deviation score on the influence of Direct peer pressure on disruptive behavior.

S/N	Items	Sum	X	SD	Remarks
1	Most students who subject themselves to direct peer pressure engage in disruptive behavior	434	2.933	1.731	Agreed
2	Direct peer pressure is a key factor that	425	2.851	1.687	Agreed

	encourages students to join cult groups				
3	Students who experience direct peer pressure are most likely to engage in substance abuse	440	2.993	1.761	Agreed
4	Through direct peer pressure students are forced by their colleagues to adopt disruptive behaviour such as cultism	437	2.913	1.706	Agreed
5	The desire for group identity or protection from rival group drives students to submit to peer pressure	447	2.981	1.726	Agreed
	Clustr mean		2.977		

Table 1 data analysis show that items 1 - 5 had all the mean score above the criterion main of 2.5 indicating that respondents agreed that direct peer pressure influences disruptive behavior of undergraduates students as it encourages students to join cult groups engage in substance abuse and other violent crimes in the campus.

Research question two: What is the influence of indirect peer pressure on disruptive behavior among undergraduates in Rivers State University?

Table 2: Mean and standard deviation score on the influence of indirect peer pressure on disruptive behavior

S/N	Items	Sum	X	SD	Remarks
6	Indirect peer pressure are influenced by the prevailing social environment on campus	451	3.073	1.752	Agreed
7	Indirect peer pressure reinforces certain behaviours such as campus protest, cheating which are part of disruptive behavior	459	3.021	1.761	Agreed
8	Absence of capital punishment for offenders makes others to replicate the action to avoid exclusion	454	2.905	1.704	Agreed
9	Most stuents engage in indirect peer pressure to avoid being ostracized from the group	432	2.881	1.697	Agreed
10	Through indirect peer pressure most students unknowingly engage in disruptive behaviour	423	2.821	1.679	Agreed
	Clustr mean		2.936		

Table 2 data analysis revealed that items 6 - 10 had all the mean score above the criterion mean of 2.5, showing that indirect peer pressure are influenced by the prevailing Social environment on campus such as protest, most students in engage in indirect peer pressure to avoid being ostracized from the group and through indirect peer pressure most students engage in disruptive behavior on campus.

Hypotheses

Ho₁. There is no significant influence of direct peer pressure on disruptive behavior among undergraduates in Rivers State Universities

Table 3: X² calculated showing influence of direct peer pressure on disruptive behavior.

Opinions	Observed	Expected	Residual	X ² Cal	P-value	Decision
Strongly	521	37.5	14.5	4.04		

Agree						
Agree	551	37.5	17.5	5.56	0.000	Sig
Disagree	18	37.5	-19.5	21.1		
Strongly disagree	25	37.5	-12.5	6.25		
Total	150	150		36.95		

X^2_{Cal} value = 36.95, table value = 7.81 $df > 4-1=3$

Table 3. Analysis of data indicates that they $X^2_{Calculated}$ value of 36.95 at the table value of 7.81 and degree of freedom of 3. Therefore the null hypothesis was rejected, thus there is a significant of direct peer pressure on disruptive behavior among undergraduates in the Universities in Rivers State.

H_{02} : There is no significant influence of indirect peer pressure on disruptive behavior among undergraduates in Rivers State Universities.

Table 4: $X^2_{Calculated}$ indicating influence of indirect peer pressure on disruptive behaviour.

Opinions	Observed	Expected	Residual	X^2_{Cal}	P-value	Decision
Strongly Agree	51	37.5	13.5	3.57		
Agree	62	37.5	24.5	9.58	0.000	Sig
Disagree	20	37.5	-17.5	15.3		
Strongly disagree	16	37.5	-21.5	28.89		
Total	150	150		57.34		

$X^2_{Calculated}$ = 57.34, table value = 7.81, $df = 4-1=3$

Analysis of data in table 4 showed that the X^2 calculated value is 57.34, table value 7.81 at degree of freedom of 3. Hence, there is a significant influence of indirect peer pressure on disruptive behaviour of undergraduates in Universities in Rivers State.

Discussion of Results

The findings on research question one and hypothesis one indicated that direct peer pressure significantly influences disruptive behavior of undergraduates in Rivers State University; thus shows that most students who subjects themselves to direct peer pressure engage in disruptive behavior. This aligns with Owosu etal (2022) and Leary (2018) who posited that most students engage in disruptive behavior due to desire for acceptance and conformity within the Peer group.

Research question two and hypothesis two finding reveal that indirect peer pressure significantly influences disruptive behavior of undergraduate in Rivers State University; This indicates indirect peer pressure are influenced by the prevailing social environment on campus such as protest and other violent crimes. The findings of this study agrees with Okafor and Eze (2023), Johnson and Kwotie (2020) who affirms that indirect peer pressure reinforces certain behaviors so campus such as campus protests, indulging in reckless behavior, which may lead to disruptive behavior.

CONCLUSION

Peer group is commonly associated with adolescents who bear similar attributes and operate within a specific environment. The study on direct and indirect peer pressure influence on disruptive behavior can be concluded thus; Both direct and indirect peer pressure influences student disruptive behavior in the University in Rivera State. This implies that through peer group pressure, most students are lured into taking parts in most disruptive behavior such as cheating, protests, cultism and so on.

RECOMMENDATION

The following recommendation we are made based on the findings of the study:

1. The management of university's should make in institutional policies effective to guide the conduct of students.
2. Mentorship programmes should be carried out in Universities to adequately advise students on appropriate behavior patterns.
3. University management should organize care education regularly to enlighten students on how to live within the Peer group setting on campus.

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