International Journal of
Humanities, Education, and Social Sciences

e-ISSN : 3026-0892
p-ISSN : 3026-1422

Index: Harvard, Boston, Sydney, Dimensions, Lens, Scilit, Semantic, Google, etc

https://doi.org/10.58578/IJHESS.v3i3.7786

Peer Pressure and Discipline Management in the Nigerian Army: A Study of 8 Division, Sokoto State

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Article Info:

Submitted:	Revised:	Accepted:	Published:
Oct 13, 2025	Nov 4, 2025	Nov 16, 2025	Nov 21, 2025

Abstract

This study examined peer pressure and discipline management in the Nigerian Army, focusing on the 8 Division in Sokoto State. It specifically investigated the effects of peer conformity, peer coercion, and peer communication on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State. A cross-sectional research design was adopted, with a sample size of 372 respondents determined using the Taro Yamane formula. Data were collected through structured questionnaires and oral interviews. The research questions were analysed using descriptive statistics such as the mean, while the hypotheses were tested using analysis of variance (ANOVA). The results showed that peer conformity, peer coercion, and peer communication play a significant role in fostering indiscipline within the Division. The study concludes that interpersonal relationships among soldiers are critical in determining their behaviour and compliance with military requirements. It recommends that military leadership embrace systematic mentorship programmes, develop efficient communication strategies, and establish

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effective reporting systems to minimise the adverse effects of peer pressure and enhance the level of discipline within the force.

Keywords: Peer Pressure; Peer Conformity; Peer Coercion; Peer Communication; Discipline Management; Nigerian Army

INTRODUCTION

In most military systems worldwide, the defense forces are honored as institutions that represent discipline, loyalty, and professionalism. Military forces cannot have a strength that is based on weapons and tactical excellence alone but the moral composure and discipline of its forces. It is an ingredient of unity, control and running efficiency where discipline serves as the key to obedience to legitimate authority, responsibility and hierarchy attributes that are critical to national sovereignty preservation and domestic stability (Isa, Awwal & Sabo, 2022).

Indiscipline in the organizational context is a common term that is used to refer to the breaking of rules, regulations and ethical conducts that are set to uphold order and performance. Such behaviors as insubordination, absenteeism, lateness, negligence, and dishonesty and other misconducts disrupt harmony and decrease productivity (Apalia, 2017). Kwabe and Nasiru (2020) posit that these kinds of behaviors undermine organizational processes and interpersonal relationships, which may lead to its inefficiency and bad performance in the end. Under military context, such acts are some of the most severe as they jeopardize the unity, chain of command and efficiency of operations on which security and national defence rely.

Army worldwide maintains discipline as an essential factor towards efficiency in service provision. In most African countries, however, institutional integrity and national unity have been at stake as a result of the continuation of indiscipline and misconduct among the military staff. Negative influence and ineffective accountability arrangements in countries like Mali, Burkina Faso, and the Central African Republic, shown through coups, mutinies, and civilian abuses, are likely to undermine professionalism (Ouédraogo, 2024,).These challenges emphasize the necessity of cultivating moral and institutional discipline as the bedrock of military efficiency across the continent.

One of the most potent social forces in organizations has been found to be peer pressure that has impacted indiscipline. It can be defined as the force that a peer group has against individuals to promote attitudes or behavior that agrees with the standards of the group (Omolekan & Ajayi, 2023). According to Moldes, Biton, Gonzaga, and Moneva (2019), peer pressure may be applied to strengthen positive behavior such as teamwork, cooperation, and discipline or promote negative behavior such as disobedience, carelessness, and misconduct. Peer conformity, coercion as well as communication are some of the mechanisms that effectively transmit these influences. According to Jindal, Bindra, Singh, Gupta, and Gupta (2024), people tend to follow expectations of their peers to achieve acceptance or evade rejection even in cases where the given actions are against organizational ethics or their own values.

Army in Nigeria has a central role to play in ensuring peace, territorial integrity as well as supporting civil authority. The command hierarchy and moral indoctrination is the way the Nigerian soldiers are conditioned to be disciplined, loyal and professional. Nonetheless, the instances of indiscipline such as insubordination, corruption, absenteeism, and mistreatment of civilians remain the issues that pose threats to the integrity of the institution and its performance (Kwabe and Nasiru, 2020). In the 8 Division, Nigerian Army, Sokoto State, the soldiers are not only operating under the formal command structure, but also exist in informal peer networks that influence the attitudes and behaviours of the soldiers. In a bid to seek acceptance or approval by the colleagues, some soldiers can emulate deviant behaviors that are against the military codes of conduct. These tendencies allowed to run unchecked may slowly erode discipline, cohesion and efficiency. This paper is thus a research on the role of peer pressure on discipline management among the soldiers in the 8 Division, Nigerian Army, Sokoto State.

Statement of the Problem

Professionalism, loyalty and effectiveness in the Nigerian Army are all anchored on discipline. It guarantees a sense of command coherence, effectiveness of operation and respect to legal power distinguishing characteristics of defending national sovereignty and internal security. However, this discipline has been made more complicated through the interaction of official command structures and unofficial social interactions between soldiers. Peer influence has become one of the influential elements in the attitude and

behavior of soldiers and their performance in the entire Nigerian Army, 8 Division, Sokoto State.

Despite strict discipline that is dictated by the military codes, the day-to-day behavior of soldiers is usually influenced by the peer norms and expectations. Soldiers can also adhere to group norms not because they believe in it themselves but because they want to be accepted or not to become social outcasts. Peer conformity that is supposed to foster cooperation and mutual adherence to military ethics at times leads to group deviation, disobedience or lack of respect to hierarchical leadership. On the same note, peer pressure when people are influenced or coerced into doing something against their judgment can cause soldiers to lower their ethical principles or violate the military codes of conduct. Similarly, the peer communication, which is supposed to create the morale and raise the right information, can instead propagate the misinformation or legitimize the indiscipline, hence undermining the respect of the command structures.

The 8 Division reports on repetitive incidences of laxity on duty, insubordination, and lack of obedience to the established authority behaviors that are usually strengthened by the peer networks that are not under the directive of the senior officers. Such minor yet effective peer influences may weaken command influence, establish informal sources of power, and destroy the organizational integrity that is essential to successful military operations.

Although the impact of peer pressure on behavior has increased in educational and civilian workplaces (Apalia, 2017; Omolekan and Ajayi, 2023; Jindal et al., 2024), little focus has been on its impact in a military environment, specifically in Nigeria. Empirical studies on the role of peer influence in leading to indiscipline among soldiers in the Nigerian Army particularly in the 8 Division of Sokoto State are lacked. This paper will thus fill this gap.

Research Questions:

i. What is the effect of peer conformity on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State?

ii. What is the effect of peer coercion on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State?

iii. What is the effect of of peer communication on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State?

Research Objectives

The study has both broad and specific objectives. The broad objective of the study is to examine effect of peer pressure on discipline management in 8th Division, Nigerian Army, Sokoto State. The specific objectives of the study was to:

i. Examine the effect of peer conformity on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State.

ii. Examine the effect of peer coercion on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State.

iii. Examine the effect of peer communication on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State.

Research Hypotheses

$H_{01:}$ Peer conformity has no significant effect on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State.

$H_{02:}$ Peer coercion has no significant effect on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State.

$H_{03:}$ Peer communication has no significant effect on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State.

Literature Review

Concept of Indiscipline

The concept of indiscipline has been defined by different authors. However, with all these definitions, none of them has a common definition on indiscipline. They have defined indiscipline as failure or rejection to abide by rules, regulations and norms of behavior in a group, an organization or a society (Kwabe and Nasiru, 2020). It encompasses such behaviors as disobedience, insubordination, negligence, lateness, absenteeism, insincerity or any form of behavior that creates disorder, power, and disturbance in the achievement of organizational or collective goals (Kwabe & Nasiru, 2020). In her turn, Apalia, (2017) defines the lack of indiscipline as an inability to follow the established codes of behavior in school, military or any other organized environment, and it usually takes the danger of absenteeism, disobedience or disobeying to the rules and authorities. Indiscipline can be used to define any kind of deviation of the accepted social

norms and expectations as disobedience, misconduct, negligence, and other types of behavior disruption of the harmony of the society or organization. More to the point, indiscipline can be described by Ackroyd and Thompson (2016) as the continuous violation or neglect of accepted norms of conduct, rules, and regulations industry-wise, organizational-wise, or group-wise. It is expressed through behavioral aspects like disobedience, lateness, carelessness or intentional breach of authority and rules, which creates havoc and obstructs attainment of collective objectives.

Concept of Peer Pressure

Similar to the concept of indiscipline, peer pressure has been characterised by a number of academics. Omolekan and Ajayi (2023) provide that peer pressure is a force by a group of people, usually of the same age or status that makes an individual alter their attitudes, values, or behaviors so that they can fit the group norms or expectations. The scholars also claimed that it is either positive, encouraging positive behavior or negative which causes people to do actions that they would otherwise shun such as unscrupulous or dangerous behavior. In turn, peer pressure is the societal force that peers may impose on an individual to promote the conformity to group behavior, attitudes, or values with an urge to gain acceptance, approval, or belonging to a group (Sharma & Charulatha, 2024).

Similarly, Moldes, et al (2019) observed that peer pressure refers to the way people change their thoughts, emotions, or actions to the ways of a peer group that may influence decision-making and judgment of morality. The scholar also disclosed that peer pressure at the workplace is defined as the influence of fellow workforce on the individual behavior and choices that they make that may either assist in the observance of professional norms or, on the other hand, may encourage misconducts.

Reasons for Peer Pressure

They opined that the desire to be socially accepted is the primary cause of people giving in to peer pressure (Adeleke and Odeyemi, 2021). In the same vein, Moldes, et al (2019) found that need to belong frequently drives people to adapt actions, values, and norms of their peer groups, to the point of action being against their beliefs. This need to belong is especially high in adolescents who are yet to have a sense of identity and self-worth.

Similarly, Liu (2022), found that low self-esteem was found to be a major predictor of an individual being vulnerable to peer pressure. People who do not trust in their skills or

judgment usually want other people to confirm them. The likelihood of adolescents who have low self-esteem to be influenced by peer pressures in order to be accepted and to alleviate feelings of inadequacy is high. To a greater extent, Mani, Rahwan and Pentland (2013) also found out that another motivation behind peer pressure is the fear of being socially rejected. The scholar also found that a good number of people would follow the group expectations so as not to be ridiculed or criticized or turn into an outcast. Therefore, Nesi, and Prinstein (2015) reasoned that the overwhelming power of social media has further aggravated the effect of peer pressure in modern society. The scholars also stated that social media platforms, including Instagram, Tik Tok, and Facebook, introduce users to edited lives and social comparison that lead to the development of pressure to fit in the perceived ideals of success, beauty, and popularity.

Effect of Peer Pressure

The impact of peer pressure has been written by scholars. They claimed that peer pressure can help to conform to the positive norms, inspire people to form helpful habits, strengthen the team, and encourage people to follow ethical guidelines (Achwata, Shitandi, and Nyang'au, 2016). On the other hand, they also claimed that peer pressure can be rather harmful as well. When people succumb to bad group pressures, they are likely to be involved in indiscipline, negligence or unprofessional behaviors despite the fact that they do not align with their own morals or organizational policies. Moreover, Njobvu and Simuyaba (2020) stated that peer conformity forces individuals to follow the patterns of behavior that are expected in the group; coercion implies the application of both subtle and raw pressures that make people behave in ways that do not reflect their personal judgment. They also pointed out that communication is an effective mechanism that can be used in strengthening group norms by exchanging opinions, attitudes and informal expectations.

Empirical Review

Peer Conformity and Indiscipline

Jindal, et (2024) performed an analysis study on peer conformity and how it is linked with social interaction anxiety in adolescents. It was a quantitative research design and a sample of 105 teen boys and girls in schools within an Indian city of Jalandhar, Punjab was taken. A self-prepared peer-conformity scale and a social interaction anxiety scale made by the investigators were used as a data collector. The researchers used Pearson correlation coefficient and t-tests to examine the correlation between the variables of peer

conformity and the anxiety of social interaction in order to analyze the data. The results also showed that, there was a direct relationship between peer conformity and social interaction anxiety so that the higher the conformity level, the higher the level of anxiety during social interaction. Also, the study did not reveal any significant difference between boys and girls in regards to peer conformity and social interaction anxiety.

Adeleke and Odeyemi (2022) studied how peer pressure, home and school influence student indiscipline in the Bwari Area Council in Abuja. The study relied on the two self-constructed instruments, the Predisposing Factors to Indiscipline Questionnaire (PFIQ) and the Student Indiscipline Questionnaire (SIQ) to measure the various variables using an equal sample of 250 students with a sample size of 250 in each group, employing a descriptive survey research design and simple random sampling to select the sample. The result of the analysis showed that there were significant positive correlations between home factors ($r = 0.316$, $p < 0.05$) and peer influence ($r = -0.193$, $p < 0.05$) and school factors ($r = 0.232$, $p < 0.05$) and student indiscipline. Moreover, a combined effect of these factors explained 16.5% of variance in indiscipline ($F(250) = 14.856$, $p = 0.000$) and showed the multidimensionality of indiscipline among students. The results, the study deduced home factor, peer influence, and school factor were predisposing factors that subject senior secondary students to indiscipline in the Bwari Area council Abuja.

Peer Coercion and Indiscipline.

Munyua, Wanjiru, and Kamau (2018) investigated how peer coercion affects the indiscipline of students in Nairobi, Kenya secondary schools. The research design used in the study was the Ex-post facto research design involving both quantitative and qualitative research designs. The subjects included 12 school administrators, 378 teachers and 8,245 students. The researchers employed the random, stratified, and purposive sampling methods to sample 12 administrators, 90 teachers, and 120 students, who end up being 222 respondents in total. Questionnaires and interview schedules were used to gather the data with piloting of the tools in three schools to make them clear and validation of the relevance of the tools with educational professionals. Data analysis was performed using descriptive and inferential statistics such as percentages, frequencies, weighted means, Pearson correlation coefficient and chi-square tests. The results showed that the peer coercion was a crucial factor in contributing to the indiscipline of students because

students tended to commit rule violations through truancy, verbal abuse and malpractice in examinations as a result of peer pressure.

Njobvu and Simuyaba (2020) conducted a research about peer coercion and indiscipline in Zambia. A sample of hundred and ten respondents was purposely and randomly sampled and distinguished into school administrators, teachers, pupils and parents using a mixed methods approach. The data gathered by use of interviews and questionnaires was analyzed using descriptive statistics and themes. The research study found that the concept of pupil indiscipline had greatly developed into numerous other forms since the inception of the policy of no corporal punishment in Zambian schools. The key problems of the pupil indiscipline revealed in the form of the characters of aggressiveness of the pupils and in the teacherpupil relations, the formation of the gang of pupils (thugs) and school and personal property vandalism. Negative peer influence, abuse of drugs, alcohol and substances, parental laxity, poor influence of technology and the media, poor school discipline management, firm or undemocratic school discipline, and misappropriation of human rights and abuse of no corporal punishment were the key factors that propelled the resurgence of indiscipline. It is adequately indicated that due to increased proportion, multiplicity and at other times novelty of the forms of disciplinary issues, there are enormous challenges in school based disciplinary management.

Peer Communication and Indiscipline.

Achwata, Shitandi, and Nyang isau (2016) studied peer-to-peer communication and its influence on the student behavior of secondary schools in Kenya. The study adopted Ex-post facto design using qualitative and quantitative designs. The sample population included 10 Education Officers, 456 teachers and 9,685 students. The sampling methodology was random, purposive and stratified sampling as well as the Nasiuma formula, where 10 Education Officers, 82 teachers and 99 students were selected and formed a total of 191 respondents. The questionnaires were used to collect data, which were piloted in four schools, and validated by experts and supervisors to be relevant. Data analysis was done using descriptive and inferential statistics, such as percentages, frequencies, weighted averages, Pearson correlation coefficients, and chi-square test. In their research, they found out that lack of proper channels of communication between teachers and students was one of the most common triggers of indiscipline since most of

the time, students did not know the expected behavioral standards and were not involved in the decision making process.

Rhoda and Toyin (2020) investigated peer pressure, mass media, and indiscipline in students of secondary school in Delta Central Senatorial District of Delta State. The research design that was used in the study is correlational research, which the study uses to explore the relationship between peer pressure, the influence of the mass media and indiscipline. The participants of the study were 300 secondary school students, chosen by means of stratified random sampling. Self-constructed instruments were applied to collect data: These were simple correlation and regression tests to test the hypotheses at the level of tolerance of 0.05. It was found that there was a significant positive correlation between peer pressure and indiscipline, which explained 3 percent of the variance (F = 9.332, p 0.05), but the mass media influence and indiscipline had a moderate positive relationship, which explained 7.8 percent of the variance (F = 25.264, p 0.05). Sex did not play a critical role of moderation (r = 0.030, F = 0.265, p ≥ 0.05). The researchers determined that peer pressure and mass media factors have a significant role to play in student indiscipline.

Theoretical Framework

The social learning theory that was developed by Albert Bandura 1977 formed the theoretical foundation of this study and the complementary theory behind the study was also based on peer Cluster Theory which was also developed by Judith Rich Harris 1995.

Social Learning theory

This study was based on a theoretical framework which was the Social Learning Theory which was formulated by Albert Bandura (1977). The theory argues that human behavior is acquired by the mechanisms of observation, imitating and modeling in a social situation. By observing behavior of others and its resultant consequences, Bandura observes that people do not learn behaviors by being subjected to the same experience or through trial and error only. This means that one of the most important elements in the development of an individual behavior, values and attitudes is social interaction.

The Social Learning Theory by Bandura is based on a number of assumptions. To start with, the theory presupposes that learning is a cognitive process that occurs in a social environment and, moreover, it can be the result of observing only or being taught, without the actual reinforcement. By watching the people around them, individuals are able to know what they should do, as well as, the possible consequences of their deeds. Second,

the theory presupposes that a continuous reciprocal interaction of personal factors, behavior and the environment is what influences behavior, which Bandura has named as reciprocal determinism. This implies that behavior of a person is within and without a social and environmental context which emphasizes the dynamic interplay between the individual cognition and the external factors.

The Bandura theory has one other assumption, which entails the concept of vicarious reinforcement whereby people tend to imitate more behaviors that are either reinforced or approved positive by the society and less prone to imitating behaviors that lead to punishment or disapproval. When applied in the context of peer pressure, this implies that people will learn some behaviours when they see their peers being rewarded with acceptance, popularity, or recognition. On the other hand, actions that will result to rejection or criticism are evaded. Bandura also stressed the role of self-efficacy which is the belief of a person in their capacity to complete certain actions successfully. High self-efficacy will lead individuals to be able to withstand peer pressure that brings bad influence and low self-efficacy can lead to students being more prone to living up to peer pressure.

Relevance/ Application of the theory.

In applying the theory to this topic pressure and indiscipline among the soldiers of the 8 Division, Nigerian Army, Sokoto State, Bandura assumes that a person learns and imitates the behaviors that are being reinforced or accepted in the social environment a process called vicarious reinforcement. In the military situation, soldiers operate in very cohesive peer groups where conformity, loyalty, and group solidarity are the key elements of everyday life. Therefore, in cases where the lack of discipline manifested through disobedience, negligence, or substance abuse is accepted or condoned by other soldiers, other soldiers will tend to copy this behavior so they can attain social acceptance or be allowed to stay in the group. On the contrary, when respected peers or commanding officers demonstrate and strengthened the desirable behaviours through reinforcement, they tend to adopt and maintain the desired behaviours. Such a dynamic demonstrates the principle of reciprocal determinism introduced by Bandura that explains that the behavior of humans is constantly shaped by the combination of individual factors, observed behaviors, and the social environment.

Peer Cluster Theory

Judith Rich Harris (1995) is the developer of the Peer Cluster Theory. The theory assumes that the behavior of man, more so the adolescents and young adults is greatly influenced by their interactions in an environment of small and tightly-knit groups of peers referred to as peer clusters. Harris questioned the common belief that socialization is a responsibility of parents and people in positions of authority. Rather, she claimed that peers have a greater and more enduring effect on behavior, attitudes and identity construction. These groups of peers help individuals to internalize group norms and values by sharing common experiences and communicating and reinforcing each other.

The Peer Cluster Theory by Harris has a number of assumptions. Originally, the theory presupposes that peer groups play the leading role in the learning process and behavioral development of people because individuals want to be accepted and belong to the social groups. Second, it presumes that social reinforcement is the force that holds the behavior among members as they are brought to conform to the group norms by means of approval, friendship or status to the members of the group whereas those who do not do so are subjected to criticism, ridicule or exclusion. Third, it is a theory which presumes that peer clusters are self-regulating micro-systems which form and apply their own codes of moral and behavior regardless of official authority. Lastly, education in these groups is based on observation, imitation and social discourse as members learn to only react in ways that will perpetuate the group cohesion and identity.

Relevance/ Application of the theory.

In the 8 Division of Nigeria Army, deployment and residence of soldiers are in tight knit groups that are more or less clusters of peers, where conformity, loyalty, and acceptance are held in high esteem. In situations where the group norms condone or encourage lack of discipline like absenteeism, laxity or disobedience members tend to emulate these behaviors as the means of acquiring acceptance and ensuring social inclusion. On the other hand, in case the peer cluster believes in discipline, teamwork and respect towards the hierarchy, soldiers strengthen good behavior in each other. The theory therefore, emphasizes the roles of social reinforcement and group norms as important factors that determine the behavior and general military discipline of the soldiers.

Justification and Synthesis of Theories.

The similarity between Social Learning Theory and Peer Cluster Theory is based on the fact that human behavior is a socially acquired behavior that is strengthened when interacting with other people. Social Learning Theory offers a more detailed description of the behavior, the importance of observation, imitation, and reinforcement in a social context. Peer Cluster Theory on the other hand is an additional framework which specifically looks into the influence of small, tight-knit peer groups by the means of conformity and social acceptance.

The two theories go hand in hand in the context of this study peer pressure and indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State. The Social Learning Theory introduced by Bandura is a theory of learning and imitation by which soldiers learn and reproduce the behavior they perceive as rewarded or tolerated in the environment, whereas the Peer Cluster Theory as introduced by Harris is a theory of social maintenance or discouragement of such behaviors, which is maintained or discouraged in the group of peer networks. Nonetheless, the Social Learning Theory was set as the primary theoretical basis of the present research since it offers a more detailed explanation of the behavioral learning processes. It incorporates both cognitive and environmental as well as behavior factors and encompasses individual decision-making and social influence.

METHODOLOGY

Research Design

The study design that was used was a cross sectional research design. This study design was chosen since it allows the researcher to get data on respondents at a single point in time in order to study the relationship between peer pressure and indiscipline among soldiers. Moreover, it is appropriate and efficient to describe the existing behaviors and attitudes and does not manipulate the variables, which is why it is appropriate, efficient, and suitable in a structured setting such as the military.

Population of the Study

This research sample population was the entire population of the 8 Division, Nigerian Army, Sokoto State consisting of commissioned officers, non-commissioned officers, and rank-and-file soldiers. The administrative records of the Division

Headquarters (2025) have indicated that the overall population is approximated to be about 5,210 personnel. This broad population was deemed suitable since it includes all categories of the hierarchical levels of the Divisions hence, represents both vertical and horizontal behavioral dynamics that apply to peer interaction and disciplinary behavior among soldiers.

Sample Size and Sampling Techniques.

This study had a sample size of 372 respondents calculated using the Taro Yamane (1967) formula of finite populations at a 5 percent level of accuracy. The study used simple random sampling method since it provides the members of the population the equal and independent opportunity to be selected and thus sampling bias is limited and the sample would represent the features of the large population.

Sources/ Method of Data Collection.

This study used primary and secondary sources of data to access data. The data collection instruments used in the study are a structured questionnaire and oral interview as the primary data were collected by this way. The questionnaire was categorized into four parts A, B, C, and D. part A included the bio-demographic data of the respondents like rank, age group, years of service, marital status and educational qualification. Section B, C and D were on items that are intended to quantify variables that are associated with peer pressure whereas Section E measures quantifying items that are associated with indiscipline. The gauge was designed in a five-point Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). The questionnaire was given to the staff of different categories such as commissioned officers, non-commissioned officers, and rank-and-file soldiers of the 8 Division, Nigerian Army, Sokoto State.

Moreover, twelve (12) participants were interviewed face to face to get in depth information with the qualitative information which could not be ascertained in the questionnaire. These interviews allowed soldiers to share their own experiences, perceptions, and opinions on the effect of peer influence on the occurrence of indiscipline acts in the military setting.

The secondary data were obtained through the use of pertinent textbooks, journals, military reports, policy documents, official records, seminar papers, theses and other published and unpublished materials. These secondary sources were used to supplement

the primary information and to make an overall understanding of the relationship between peer pressure and lack of discipline among the soldiers in the study area.

Method of Data Analysis

The data used in the current study was analyzed through the descriptive and inferential statistics. The research questions have been answered using the descriptive statistics, that is, mean and frequency distribution. The level of agreement adopted 3.0 as the decision rule where scores of 3.0 or higher were considered to signify agreement whereas scores lower than 3.0 signified disagreement. The statistical method, Analysis of Variance (ANOVA), was used to test the hypotheses developed.

Also, thematic content analysis was used to analyse data collected by oral interview. The qualitative motivation was grouped into essential themes that supplemented and amplified the quantitative results to have a better picture of the role that peer influence plays in dispensing indiscipline among the soldiers of the 8 Division, Nigerian Army, Sokoto State.

RESULTS

Table 1: effect of peer conformity on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State

S/N	Statement	SA (5)	A (4)	UD (3)	D (2)	SD (1)	Mean (X)	Remarks
1	I sometimes engage in certain behaviors to fit into my peer group.	90	85	45	40	30	3.50	Agreed
2	I have violated some rules because I wanted to be accepted by my peers.	80	90	50	45	25	3.49	Agreed
3	I tend to imitate the behaviors that are approved by my fellow soldiers.	95	80	40	45	30	3.50	Agreed
4	I find it difficult to act differently from my peers even when I know they are wrong.	85	88	45	35	37	3.51	Agreed
5	I believe that conforming to peer expectations sometimes encourages indiscipline.	88	83	50	40	29	3.53	Agreed
	Grand Mean						**3.51**	**Agreed**

Field Survey, 2025

Table 1 shows the findings on the effect of peer conformity on indiscipline in the 8 Division, the Nigerian Army, Sokoto state. The former statement, that is , I occasionally find myself performing some behaviors in order to be a part of my peer group, has been

rated at 3.50 which shows that most of the respondents were really agreeing that the need to belong to a peer group in the military is a common factor that may guide into decisions on the way behavior is performed. This implies that a section of the soldiers are likely to change their behavior to meet the expectations of the groups, even where such behaviors do not support military discipline.

On the same note, the second item, I have broken certain rules because I wanted to be accepted by my peers recorded a mean score of 3.49 and this item depicts the recognition of respondents towards the influence of peer pressure that makes people engage in misconduct activities in order to fit in. This is further endorsed by the third statement, which has a mean score of 3.50, that I am likely to imitate the behaviors that my fellow soldiers have approved, meaning that imitation and modeling of actions that are endorsed by other soldiers helps in behavioral conformity.

The fourth statement, which is I find it hard to act unlike my colleagues even when I know they are wrong had a mean score of 3.51, which means soldiers tend to feel reluctant to do something different when they are afraid of being socially isolated or condemned. The last, I believe that peer expectations can sometime promote indiscipline, had the highest mean score of 3.53 which showed a general view that peer conformity can at times compromise professional discipline and foster misbehavior in the military setting.

The mean of 3.51 is grand, which is an indicator of a heavy consensus between the respondents that peer conformity is a very critical factor that affects the lack of discipline among the soldiers. This means that social dynamics in military peer groups especially the need to get approval, emulation of group behavior and compliance with common norms are key psychological variables that cause lapse in discipline in the 8 Division, Nigerian Army, Sokoto State.

Respondent Interval Interview Responses.

The interview served to learn more about the effects of peer conformity on indiscipline among the soldiers within the 8 Division, Nigerian Army, Sokoto State. One of the senior non-commissioned officers emphasized the little yet influential influence of peer dynamics on shaping the behavior in the military units. In most situations, the soldiers will do whatever their colleagues are doing even though they are well aware of the fact that its wrong. They are usually just afraid to be perceived as outsiders or lack fit hence they put in

less effort in being disciplined (Oral interview, 2025). This is indicative of the social forces in the military peer group, where acceptance and conformity are of great importance.

A low-rank army officer explained the individual struggles on not to give in to peer pressure. I can not easily do otherwise than my peers. There is a threat of being isolated, criticized, or ridiculed in case you refuse to conform. In some cases, I find myself performing actions that I am aware are wrong merely to ensure that I do not cause trouble to the group and disrupt harmony in the group (Oral interview, 2025). The given statement highlights the inner conflict that soldiers experience between the loyalty to the rules of the military and the wish to be considered socially.

The other respondent also focused on the power of imitation which encourages indiscipline. We tend to follow the actions of other people who have been accepted or are doing whatever is accepted by the majority in our unit. Even minor violations like the slightest acts of breaking of rules may become customary when everybody does it. Peer modelling simplifies the fact of ignoring consequences (Oral interview, 2025). Such an understanding correlates with the survey results, in which the soldiers admitted that they change their behavior to fit in within peer groups.

Another platoon commander also thought over the wider implications of conformity as applied to unit discipline. By virtue of soldiers always adhering to the actions of their peers this may degrade professional standards in the long run. Even petty disciplinary measures when strengthened in the society can become a culture of non-compliance in case leaders are not aggressive about them (Oral interview, 2025).

Table 2: Effect of peer coercion on indiscipline among soldiers in the 8 Division, Nigerian Army, Sokoto State

S/N	Statements	SA	A	UD	D	SD	Mean (X)	Remarks
6	I have been pressured by peers to participate in acts of misconduct.	45	50	55	85	65	**2.75**	Disagreed
7	I sometimes feel intimidated by peers to disobey certain military rules.	50	60	50	80	60	**2.87**	Disagreed
8	I have experienced situations where senior colleagues compelled me to do unethical things.	48	55	52	88	57	**2.83**	Disagreed
9	I fear being isolated or mocked when I refuse peer influence.	85	80	50	45	40	**3.42**	Agreed
10	I believe that peer coercion contributes to indiscipline in the military.	90	85	40	50	35	**3.48**	Agreed
	Grand Mean						**3.07**	**Agreed**

The results in Table 2 are on effect of peer coercion on soldier indiscipline in the 8 Division, Nigerian Army, Sokoto State. The initial statement of I have been pressured by peers to engage in misconduct activity was recorded with a mean value of 2.75, which means that the respondents are not in agreement that direct peer pressure promotes soldiers into committing acts of misconduct. This implies that peer pressure of this kind might not be a powerful force that can determine the actions of soldiers.

The second one, which was I sometimes feel intimidated by my peers to disobey some military rules, another indication of disagreement has a the mean score of 2.87. This demonstrates the fact that the majority of soldiers do not regularly feel intimidated or threatened by colleagues thus forcing them to violate the set military codes. Likewise, the third statement, which was that there were moments in my life when senior colleagues were forcing me to engage in unethical behaviors resulted in a mean of 2.83, which also indicates that those cases of peer or superior pressure are rather rare in the military setting.

Nevertheless, the fourth statement, I fear being alone or being made fun of when I say no to peer pressure, got a mean score of 3.42 meaning all the respondents agreed that social exclusion or ridicule is a less egregious but still effective type of coercion, which can be used to influence behavior. Similarly, the fifth statement is that I believe that peer coercion is a factor that promotes indiscipline in the military with a mean score of 3.48 is a strong indication that there is a wide agreement that coercive peer pressures, even though not always overt, are still a factor that leads to loss of discipline.

The grand mean of 3.07 depicts a general moderate consensus that peer coercion is a cause of indiscipline among soldiers but not as direct as peer conformity or social influence. This means that, categorical pressure or intimidation might not be a widespread element, but psychological coercion through fear of being rejected, mocked or even being socially isolated is a factor that will be applicable in encouraging the acts of indiscipline in the 8 Division, Nigerian Army, Sokoto State.

Interview Responses of Respondents.

This was done through an interview to learn the effects of peer coercion on the lack of discipline among soldiers of the 8 Division, Nigerian Army, Sokoto State. One company commander has observed that explicit cases of coercion are rare, yet implicit social forces are very influential over the behavioral pattern. Direct command to misbehave is not very common in this unit, though soldiers tend to do what their colleagues require so

as to elude being mocked at or even social outcasts. This pressure is invisible and enforced even with small compliance, even with bending the rules. These minor violations may eventually lead to bigger disciplinary violations in the event they are not dealt with over time (Oral interview, 2025).

One of the section leaders has described how older colleagues can at times shape behavior. There are points when experienced soldiers hint or suggest to do things which are not quite right. Although it is not direct coercion, the younger soldiers are pressured to complied since saying no would render them seem disrespectful or difficult to deal with. Certain of these actions may represent petty offences such as not turning up to regular inspections, but they may also serve as precedence to attract the development of additional law infractions (Oral interview, 2025).

A common military man divulged personal experiences concerning peer dynamics. I have never been directly threatened to violate rules, however, I observe that should you fail to fit in even in minor ways what your classmates are doing you may find yourself ridiculed or ostracised by members of a group. Such fear even compels them to do things that they are aware of them being wrong. I have observed that my colleagues engage in petty offenses just to escape conflict with others at work" (Oral interview, 2025).

A second non-commissioned officer who was senior was thoughtful of the more general impact of coercion in the unit. The peer coercion is primarily psychological. Soldiers behave in a particular manner not because they are compelled to behave so, but because they desire to be a part of the group or feared being judged. This may gradually kick out discipline unless leaders act quickly. Departments that do not take these social forces into consideration run the danger of developing a culture of normalization of breaking the rules" (Oral interview, 2025).

One of the junior soldiers contributed to the topic of the indirect coercion. I am under pressure to conform to the behavior of the group even though no one is telling me to do anything wrong. Resistance will put me at the risk of being sidelined or judged, which can harm my reputation and confidence towards my peers. New recruits experience this pressure most as they are keen on being accepted" (Oral interview, 2025).

Another insight that was offered was that of a training officer regarding long-term consequences. I have noticed that soldiers who always give in to peer pressure are likely to become habitually inclined to breaking operational discipline. They may start with the peers

in petty matters, but may end up committing more serious crimes, such as ignoring orders, or mishandling equipment. The intervention and mentorship are vital at an early age (Oral interview, 2025).

A platoon leader also brought out the social forces in action. Peer coercion can take place in a rather subtle way: Versing someone or making sarcastic statements when they would not go with the program. Although it is not the direct threats, the social cost of non-conformity is significant enough to affect the behavior. Several soldiers soon become aware of what types of behavior are accepted and what is not among their fellow soldiers" (Oral interview, 2025).

Table 3: Effect of Peer Communication on Indiscipline among Soldiers

S/N	Statements	SA (5)	A (4)	UD (3)	D (2)	SD (1)	Mean (X)	Remarks
11	I am often influenced by discussions I have with my peers about military discipline.	76	68	58	54	44	3.23	Agreed
12	I sometimes adopt certain attitudes based on what my peers say about the rules.	81	72	61	49	37	3.31	Agreed
13	I notice that negative talk about superiors among peers encourages disobedience.	89	84	47	46	34	3.46	Agreed
14	I believe that false or misleading information shared among peers leads to indiscipline.	92	87	45	43	33	3.54	Agreed
15	I think open and honest communication among peers promotes discipline and unity.	85	90	53	41	31	3.53	Agreed
	Grand Mean						**3.41**	**Agreed**

Field Survey, 2025

The findings regarding the impact of peer communication on the issue of indiscipline among the 8 Division soldiers in the Nigerian Army, Sokoto State are found in table 3. The first one, which was I am frequently affected by the conversation I have with my peers about military discipline, had a mean score of 3.23 which means that respondents agreed that their attitudes toward military discipline are greatly affected by conversations and interactions with their peers. This observation means that unofficial conversations in the barracks can shape the perception and reaction of soldiers towards rules and authority.

The second one, I sometimes follow some attitudes depending on what my peers tell me about the rules had a mean score of 3.31, which once again proves that soldiers are also subjected to peer influences and the way their peers explain the rules. This implies that peer communication contains a loose channel whereby attitudes pertaining to discipline are passed and supported.

On the same note, the third statement which is, I observe that negative conversations about superior by fellow employees foster lack of obedience received a mean score of 3.46 with a strong degree of agreement that gossip, complaints, and negative discussions about leaders can result in acts of indiscipline. The fourth one, I believe that false or misleading information among peers causes indiscipline, had the greatest mean score of 3.54, which illustrates that the respondents were largely in agreement that misinformation and spread of rumors among the soldiers may lead to poor judgment, mistrust and disobedience.

The last one, which has a mean of 3.53, is I believe open and honest communication between peers encourages discipline and cohesion, which implies that open communication between peers can positively impact as a corrective force and make the military stronger in terms of being disciplined and united.

The grand mean of 3.41 shows that generally the respondents agree that peer communication is important in shaping positively or negatively depending on the nature and content of the communication interactions regarding discipline. This means that although constructive communication may enhance unity and compliance, the negative or misguiding peer level discussions can also be used to propagate indiscipline in the 8 Division, Nigerian Army, Sokoto State.

Interview Answer of Interviewees.

A peer communication interview was carried out to understand how peer communication influences the indiscipline of soldiers within the 8 Division, the Nigerian Army, Sokoto State. In a company commander reported that discussions among peers informally can be quite effective in influencing the attitude of soldiers towards discipline. The meaning of rules and authority to soldiers takes often a concrete form due to conversations inside barracks, both serious and casual. Even the statements made jokingly about not doing work or not repeating orders can also affect behavior in the long term, albeit indirectly (Oral interview, 2025).

One of the platoon leaders mentioned that it is quite typical to assume an attitude that is influenced by the opinions of peers. I have also noticed that soldiers can change their behavior at times only because of what they hear on the peers. It might be an interpretation of rules, or tales of how other people got away with violating minor rules.

Such discussions may either instil caution or may instill breaking the rules" (Oral interview, 2025).

The impact of negative talk was brought out by an ordinary rank soldier. When I listen to my peers talking ill of the seniors or condemning the rules not fairly, then it becomes easier to violate or neglect instructions. It is contagious and certain soldiers begin believing that it is fine to use their power to defy the authority in a manner that they could not otherwise (Oral interview, 2025).

Misinformation is another threat that was highlighted by another senior non-commissioned officer. It is very common that one shares false or misleading information with peers. Word of orders, promotions or disciplinary measures can cause distrust and will make soldiers operate contrary to the regulation even when they would not fully do it otherwise" (Oral interview, 2025).

Nevertheless, one of the section leaders saw the bright side of peer communication. Strauss encourages open and candid communication with colleagues, and this may be the reinforcement of discipline and unity. Having soldiers discuss issues, give tips, or explain regulations to each other promotes obedience and collaboration. It is not bad that people communicate but the content that counts (Oral interview, 2025). One of the junior soldiers considered the influence of positive and negative communication on behavior. In the barracks we all discuss the right and wrong things we believe. In case of negative conversation, it may result in minor indiscipline. However, when friends talk about things in an open and responsible way it will make everyone obey the rules and cooperate (Oral interview, 2025).

Table 4: Indiscipline among Soldiers

S/N	Statements	SA (5)	A (4)	UD (3)	D (2)	SD (1)	Mean (X)	Remarks
16	I have, at times, failed to comply with direct orders from my superiors.	68	72	56	58	46	3.17	Agreed
17	I (or personnel in my unit) frequently report late for duties, parades, or scheduled activities.	75	69	50	55	51	3.20	Agreed
18	I have observed or engaged in negligent behaviour that compromises operational effectiveness.	70	80	45	55	50	3.21	Agreed
19	I have shown disrespect or insubordination toward commanding officers or senior personnel.	58	65	60	65	52	2.99	Disagreed

S/N	Statements	SA (5)	A (4)	UD (3)	D (2)	SD (1)	Mean (X)	Remarks
20	Incidents of misconduct (e.g., absenteeism, substance misuse, theft, or disorderly conduct) occur regularly in my unit.	83	77	48	49	43	3.35	Agreed
	Grand Mean						**3.18**	**Agreed**

Field Survey, 2025

Table 4 shows the answers to the question on the degree of indiscipline among soldiers in the 8 Division of the Nigerian Army at the Sokoto State. The first assertion, I have at times not adhered to outright instructions given by my superiors, scored an average value of 3.17, which means that respondents agreed with the fact that there is the occasional non-obedience to superior directives in the division. In the same way, the second sentence, I (or staff in my unit) often report late to duties, parades, or a scheduled activity, scored an average mean of 3.20, which implies that lateness and lack of time discipline among the staff is fairly widespread.

The third question which was I have witnessed or participated in careless conduct that inhibits operational performance received a mean score of 3.21 indicating that the respondents admitted to having some form of negligence that can hamper military effectiveness and discipline. On the other hand, statement four, I have disrespected or been insubordinate, to commanding officers or senior personnel had a mean score of 2.99, which shows disagreement meaning that the majority of personnel are respectful and obedient to their senior officers.

The fifth question, which is Incidents of misconduct (e.g., absenteeism, substance misuse, theft, or disorderly conduct) occur regularly in my unit, had an average score of 3.35 which is in agreement with the respondents that misconducts of some form have been persistent in some of these units. In general, the grand average value of 3.18 demonstrates that the lack of indiscipline among soldiers does not occur in the 8 Division but at a rather dangerous level. The results indicate that although the level of outright insubordination is comparatively low, such issues like lateness, negligence, and petty misbehavior still are prominent areas, which should be addressed by the command and penal action.

Interview Responses

The interview was conducted with the view of obtaining more insights into the prevalence and nature of indiscipline among soldiers in the Nigerian Army 8 Division in Sokoto State. A commander of a battalion reported that some distinctions are natural in an

extensive and heterogeneous military unit. Although the majority of soldiers obey orders, there are instances when the soldiers are not able to obey the orders particularly when they are on long and repetitive tasks. These are not wild cases but do influence the efficiency of operations under consideration when overlooked" (Oral interview, 2025).

One of the sergeants of the regiment pointed out the problem of time-keeping and time-management. Lateness in duties, parades, or due time activities are more common than some would like them to be. Certain soldiers do not value the value of time discipline, and this aspect turns into a habit and spreads among the unit (Oral interview, 2025). A platoon medic provided the experiences on negligence in day-to-day duties. I have also witnessed soldiers failing to do some of their duties or being careless with equipment. Even the small omissions can undermine the operational preparedness. In the majority of cases, it is unintentional, yet, it is an indication of the lack of discipline" (Oral interview, 2025).

One of the trainers considered the respect to superiors. Disrespect or downright insubordination is not very common. Soldiers are mostly familiar with the line of command and the necessity to follow orders. But there are always minor obstacles, such as doubting instructions or refusing to follow them immediately, which sometimes arise, especially in the case of an oral interview (Oral interview, 2025). A logistics officer highlighted the repetitions of misbehaviours in the unit. There are cases like absenteeism, small theft, raucousness or poor utilization of resources, which do occur occasionally. They are not everywhere but are common enough to have to monitor them and make corrections all the time (Oral interview, 2025).

Test of Hypotheses

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.473	0.224	0.217	0.308

Source: SPSS Output v25

Table 5 presents the model summary of the study, showing whether the R value measures the linear relationship between the independent variables (peer conformity, peer coercion and peer communication) and the dependent variable (indiscipline). The R^2 value of 0.224 indicates that the three independent variables collectively explain approximately 22% of the variation in peer pressure. This suggests that the selected dimensions of peer

pressure are relevant and have a measurable effect on indiscipline in 8 Division, Nigerian Army, Sokoto State.

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.088	3	2.696	13.97	0.000
Residual	28.016	296	0.095		
Total	36.104	299			

a. Dependent Variable: indiscipline

b. Predictors: (Constant), peer conformity, peer conformity, peer communication

Source: SPSS Output v25

Table 7: Coefficient Table

Predictor	B	Std. Error	Beta	t	p-value
Constant	1.55	0.21	—	7.38	0.000
Peer Conformity	0.196	0.048	0.215	4.08	0.000
Peer Coercion	0.275	0.056	0.265	4.91	0.000
Peer Communication	0.220	0.052	0.205	4.23	0.000

Dependent variable: Indiscipline

Source: SPSS Output v25

On the first hypothesis, according to the regression findings, the beta coefficient of peer conformity is 0.196 with a t-value of 7.38 and p-value of 0.000, less than the threshold level of 0.05. The standardized beta coefficient (= 0.215) implies that peer conformity has a positive impact towards indiscipline among the soldiers. Thus the null hypothesis (H01) is rejected and the accepted reason is that peer conformity has significant and positive impact on indiscipline in the 8 Division, Nigerian Army, Sokoto State.

The regression results of the second hypothesis reveal that peer coercion has beta = 0.275 with t = 4.08 and p = 0.000 which is less than the significance level of 0.05. The standardized beta coefficient (= 0.265) shows that peer coercion has positive influence on the indiscipline among the soldiers. Thus, the null hypothesis (H02) is rejected, and it proves that peer coercion has a positive and significant impact on indiscipline in the 8 Division, the Nigerian Army, and Sokoto State.

In the third hypothesis, the regression outcomes claim that the peer communication has a beta coefficient of 0.220, t-value of 4.23 and p-value of 0.000 which is not 0.05 significant. The standardized beta coefficient (= 0.205) affirms that peer communication is positively involved in the indiscipline of the soldiers. Thus, the null

hypothesis (H03) is rejected indicating that peer communication has a directional and significant effect on indiscipline in the 8 Division, Nigerian Army Sokoto State.

DISCUSSION

Peer Conformity and Indiscipline.

The outcome of this research indicated that peer conformity plays a significant role in causing indiscipline among the soldiers (= 0.215, = 7.38, = 0.000). This observation is consistent with that of Jindal et al. (2024) who found that there is a direct relationship between peer conformity and social interaction anxiety in adolescents. In most cases, despite the fact that Jindal et al. have used adolescents as the target group and social anxiety as the dependent variable, the underlying phenomenon of how individuals behave by conforming to the actions of peers, despite the maladaptability is similar to the finding that soldiers tend to conform to the actions of peers, which results in deviant or rule violating behaviors. On the same note, Adeleke and Odeyemi (2022) also established that the peer influence is a major contributor to predisposing students to indiscipline, pointing to the overall influence of conformity in a group.

Coercion and Indiscipline of peers.

It was also found by the study that peer coercion positively affects indiscipline in a significant way (0.265, t = 4.91, p = 0.000). This is in support of the study of Munyua, Wanjiru, and Kamau (2018) in Nairobi, Kenya, where students indulged themselves in acts of breaking the rules including truancy and malpractice in examination under peer pressure. In the same manner, Njobvu and Simuyaba (2020) in Zambia indicated that coercive peer interaction coupled with other variables such as substance abuse, poor or absent parental supervision resulted in increasing indiscipline among pupils. Whereas, such studies were conducted in the school settings, the tendency is similar in the military setting: peer pressure contributes to non-adherence and deviances.

Peer Communication and Indiscipline.

Also the research concluded that peer communication, to a great extent, plays a role in indiscipline (= 0.205, t = 4.23, p = 0.000). This outcome echoes the observation of Achwata, Shitandi, and Nyang'au (2016) that failed communication between teachers and students created indiscipline since the latter were not informed about the behavioral

expectations. Informal communication between peers can be inadvertent reinforcement of deviant rules in the context of the military, which can be used to promote deviant behaviors. The work on the peer pressure and mass media influence in Delta state also revealed that peer contacts are the key determinants of indiscipline, with the indiscipline dependent on the effectiveness of interpersonal communication in influencing behavior.

CONCLUSION

To sum up, this study concludes that peer influences are highly significant in influencing the behavior of soldiers in the 8 Division, the Nigerian Army, Sokoto State. Peer conformity, coercion and communication all play major roles in disobedience acts, which can be negligence, disobedience, among others. The informal communication usually provides the source of behavioral influence, and the soldiers are likely to conform or follow the opinions of their peers to ensure they do not lose social acceptance.

To enhance discipline and professionalism, the Nigerian Army must enhance mentorship programs, train leaders to detect and resolve behavioral challenges among peers and promote open communication at unit levels. Through positive managing of the peer relations the military is able to foster an atmosphere where discipline, unity and loyalty can thrive that are vital in delivering the service and protecting the nation.

Recommendations

i. The Sokoto State of the 8 Division, Nigerian Army must have policies and programs that limit the effects of peer conformity to indiscipline. This may involve organised mentorship and coaching programs, whereby the senior soldiers will be used to exemplify disciplined behaviour, mentor the junior personnel and inculcate the observance of the military rules and regulations.

ii. The leadership must formulate and adopt an all-encompassing strategy in order to deal with peer coercion at unit levels. Such strategy may entail development of an effective reporting system where soldiers can easily report instances of coercion, awareness creation among soldiers on the psychological effects of peer pressure, and training supervisors to detect cases of covert coercion in units.

iii. The 8 Division is supposed to enhance proper communication between peers in a responsible and constructive manner by establishing organized forums where everyone can

openly discuss the military rules and expected behavior. Some of the initiatives may be regular briefings, peer forums and communication training. These will reduce misinformation and negative discussions among the soldiers and promote healthy conversations that make them stronger in their discipline and unity.

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