

**THE IMPACT OF SOCIETAL INFLUENCE ON THE BEHAVIOR OF  
SECONDARY SCHOOL STUDENTS IN EGOR LOCAL  
GOVERNMENT AREA OF EDO STATE**

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**BENIN CITY, EDO STATE**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL  
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**CERTIFICATION**

This is to certify that this research project was carried out by **Jennifer Muwahan OSAYANDE** with the matriculation number **EDU2001542**, being a research work submitted to the department of educational foundations in partial fulfillment of the award of bachelor degree of arts (B.A)(E.d) in English and literature, university of Benin , Benin city, Nigeria.

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### **DEDICATION**

This study is dedicated to God almighty for giving me the strength, understanding and wisdom to complete this work, my parents who laid the foundation for my education and giving it all it takes.

## **ACKNOWLEDGEMENTS**

The researcher's greatest gratitude goes to God Almighty who has helped her during the course of this journey. The researcher wouldn't have completed this research without him. The researcher is deeply grateful.

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## **ABSRTACT**

The main aim of this research is to investigate the impact of societal influence on the behavior of secondary school students in Egor local government area of Edo state . Descriptive survey research design was adopted for this study; 200 students selected through the simple random sampling techniques participated in the study by providing data which were sought through the use of questionnaires. The researcher's supervisor validated the questionnaire and descriptive statistics of frequency count and simple percentages were used for analyses.

The study revealed that the society influences the behavior of students either positively or negatively .Through the various agents of societal influence, a child becomes acquitted with his or environment. The role of parents as a social agent plays a prominent role in shaping a child's behavior toward his or her academics. The study reveals the impact of societal influence on the behavior of secondary school students, examining how external factors shape their attitudes, values and actions. The research highlights trends such as the growing role of social media in influencing values and socio economic differences on the decision making and aspiration of students. These influences can foster both constructive behaviors such as leadership and academic diligence invluding aggression, delinquency and low self-

esteem. Societal influences including peer pressure, cultural norms, family and media influences students' academic performances. This research analyses data by collecting data through questionnaires to identify the most impactful societal factor and their correlation with students' behavior. The study highlights the role of family in fostering positive behaviors while addressing challenges such as delinquency and academic unachievement. The study reveals that supportive social structure can help reduce negative pressures and promote students' positive behavior. .

## CHAPTER ONE

### INTRODUCTION

#### **Background Of The Study**

Education is the medium by which an individual achieves success in his or her life, in the society and in the world, and it lays foundation of personality (Kumar, 2017). According to Mauritian ministry of education and human resources (2014), the secondary school provides an education that enables the fulfillment of the four pillars of the Delors report, namely: learning to do, learning to know, learning to be and learning to live together. Secondary schooling should also provide adolescent students with the necessary skills that allow him or her to adjust easily and smoothly to rapid physical, mutual and social changes (Garcia & Santiago, 2017).students are sent to school to acquire knowledge, gain positive behavior so as to contribute positively to the society.in school, students learn good morals and build relationships with teachers and peers. This type of relationship can foster either positive or negative behaviors. Societal influence refers to the impact societal factors have on an individual. As soon as a child is born, he/she has entered into a social system which has more than ninety percent tendency of influencing the child's behavior and life decisions. The school which is a factor societal influence impacts and regulates students' behavior. Secondary school students are considered adolescents. This critical phase of their life may also affect the quality of their relationships with educators, the principals the school superintendent as well as with their school mates( Kumarri&kumar, 2017). Due to this transition phase of life, students in secondary schools change their behavior as a result of many social factors. Social influence encompasses influence from parents, teachers, peers, media and immediate society. Aside parents, peers and role models, the school have an important role in shaping the behavior of students. Secondary schools conform their students

to a particular behavior and then discipline them when they go against such conformed behaviors. Within secondary school in Edo state, there are many complaints from students, teachers, and the general public on the negative behavior of secondary school students like noisemaking, fighting, substance abuse and molesting fellow students. It is of no doubt that these behavior students exhibit can be traced to influence from the society. Student's behaviors are greatly influenced by social agents such as the school, family, peers, media and religion. These social agents either foster positive or negative behavior. For example, good parental support leads to students positively associating with behavioral school engagement. For an adolescent student to possess a positive behavior, it must be evident that the school, family, peers, media or community has provided suitable guidance. When in a group, adolescent students tend to adjust his/her behavior in order to have a sense of belonging.

Teachers most times serve as model to students. Teachers modify students' behavior through various activities and communication skills. A teacher who exhibit character of modesty, love and compassion will directly pass such behavior to the students. Teachers who support students in the learning environment can positively influence the social and academic outcome which is important for long term trajectory of school and society (Baker et al, 2008; O' conor, Dearing & Collins,(2011). When teacher and student tend to have positive relationship, there is positive behavior as a response from the students. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations ( Hamre& Planta, 2001). Positive student- teacher relationship plays a vital role in student's peer acceptance. Students' background in school links with their behavior in and outside the school environment. Individual actions and behavior are shaped by their social surroundings through social influence. Peer influence is a determinant of negative behavior such as smoking, drinking, drug use or criminal behavior. Such peer effects tend to have stronger influence on students than peer as determinant of positive behavior.

People have been shown to assimilate their views to real or perceived opinions of others, even if they privately disagree( e.g Kitts 2003; Willer. Kwabara&macy). When students hear the opinion of others , they may begin to consider such opinion by navigating the level of dissimilarity or disliking. Students behavior and decisions are altered by socially imposed norms. According to Lee(2018), children watch adults to learn behavior such as saying “please” and “thank you “ in conversations. However, there is a negative side of children imitating adult’s behavior which my include the use of insulting words, alcohol and drugs secondary school students have role models in their society which they most times imitate. Most models are conceptualized within individual cognitive space, the theory of planned behavior , considers social influence such as social norm and normative belief, based on collectivistic culture-related variables (Ajzen&Fishben , 2004) .Cobb(2001) identifies that from early age of development, when the learners see and hear about jobs done by other people who are prominent towards them such as parents, peers and other relative, their attitude and behaviors adopt towards such undertaking. Most times, adults model negative behaviors, children may think these behaviors are appropriate because their role model does it. Therefore, there is need for adults to model appropriate behavior which in turn impacts the behavior of students positively.

Secondary school students are usually within the age range of 11- 16 years. There may also be ranges beyond these age bracket. In the context of this study, students in secondary school are students from age 11- 16 and approaches secondary education of different schools in Egor local government area of Edo state. In the context of this research, social influence is identified from different societal groups which in the context of most societies involves parents, peers, adoptive/step parents and primary caregivers(e.g grandmother, aunt ,brother) elders , models and other influential people(Epstein, 1995).

The pivotal years of secondary school, starting from age 11 to 16, are engraved with important physical, emotional and social changes. During this critical stage, students are remarkably exposed to social influences that shape their behaviors. The social environments which consist of media, peer groups, community and family play a vital role in shaping student's behavior. Societal influence can affect students' sense of belonging, identity and self-concept (Wang & Degol, 2017) which in turn can impact their behavior. The decisions students make determine the values they adopt and behaviors they exhibit are all shaped by the interactions they have with various elements of the society. Comprehending the impact of these societal influences requires examining the complex interplay of individual, psychological, social dynamics and environmental factors. The Nigerian secondary school system is divided into two which includes: junior secondary school and senior secondary school which consist of three classes each. Secondary school students could be boarders or day school students, wherever the school environment is surrounded by markets, friends, and social media. Platforms, pharmaceutical stores, there is always a tendency for behavioral change (Oshodi, Aina & Onajole, 2010).

In Nigeria, secondary school students are mostly associated with many effects of negative behavior. The national drug law enforcement agency in the year 2000 carried out research on substance abuse on students. The outcome of the research showed that secondary school students constitute a large number of substance abusers. Peers account for 90 percent of sources of influence in student's behavior. Peers have a strong influence on the decision and behavior of students. Adolescents are easily influenced by societal norms, judgments and behaviors.

The pressure to conform to the society reaches its peak during the years of secondary schooling. Adolescents are unsure of their identity, maybe anxious about fitting into the social world. The presence of others in their social group can increase their conformity to social influence. They most times, fear the rejection of not being able to fit in. Students

majorly change their behavior because they want to be correct. They follow what others do because they believe it is right. In the society, secondary school students have their role to play. These roles supervise how they feel, think and also act in various situations. One factor that increases students conformity to social influence is deindividualisation, which involves when a student feels withheld as a result of things like wearing a uniform. Deindividualisation is seen to be associated with negative behaviors such as cruelty or abuse. It has also been associated with positive behaviors such as integrity and kindness. Thus societal influence comes about as a result of socialization. students conforming to social influence can be autonomous or agentic. In the autonomous state, the students' behavior depict his/her independent beliefs and they take responsibility for it. In the agentic state, they obey orders given by those in position of authority, acting as an 'agent' on their behalf. As noted by Lisa Rashotte(2007), conformity to societal influence occurs when an individual expresses a particular opinion or behavior in order to fit in to a given situation or to meet the expectations of a given other, though he does not necessarily hold that opinion or believe that the behavior is appropriate. This is evident that the tendency of secondary school students to be influenced by the society is overly more than fifty percent. Students in secondary school are adolescents and are at a critical stage of identity formation. The desire to fit in, to be accepted can make students adopt behaviors they may or may not personally agree with or feel appropriate.

The behavior of secondary school students have been influenced the society's expectations and norms since the 19<sup>th</sup> and 20<sup>th</sup> century where adolescence is recognized as a delicate life phase which requires detailed attention. The study of adolescence has long been dominated by psychologists beginning with G Stanley Hall(1904) who characterizes adolescence as a time of "storm and stress "showing the increased vulnerability to social influence during this period. Before the 19<sup>th</sup> and 20<sup>th</sup> century, the adolescent period was not

recognized by adults. However, the emergence of secondary schooling created a unique stage between childhood and adulthood, where students become more exposed to and influenced by societal norms .During the formative years of adolescence, the social environment shapes people's cognitive skills needed in adulthood (Lucas et al,2022).

As stated by Mehdi Moussaid(2013), social influence is the process by which individuals adapt their opinion, revise their beliefs or change their behavior as a result of social interaction with other people. He also posits that in every social system, individuals rely on the observation of others to adapt their behavior, revise their judgments and make decisions. Essentially, secondary school students will change their behavior to fit in the social situation at hand. When they are in a new situation or do not know how to behave, they will take cues from other people.

The students in secondary schools are adolescents from different social backgrounds. These backgrounds influence the observable and measurable actions, responses and activities portrayed by the students. According to Donald Lukeman(2023), a healthy social environment creates a perfect individual while a less healthy social environment will produce a problematic society. This posits that positive social environment influences student's behavior positively. Humans create a social system and learn from it which also includes negative elements that shape the behavior of youngsters.

According to kelman social influence theory (1958), there are three levels of depth of social influences that impacts students' behavior. They include internalization, identification and compliance. Compliance involves doing what is requested. Compliance also involves meeting a certain demand or instruction asked by those in authority. For example, students comply to the instruction of their teacher, who they see as holding a position of authority. Identification involves an individual identity with a group or persons because they like or want to belong to it. The level of identification is done mostly to gain favor and be accepted

by other members of the social group an individual belong to. In identification, the individual does not necessarily inculcate group norms. They assume their own beliefs and behaviors when they leave the group. For example, a student may be forced to perform a group presentation with his /her classmates but may privately dislike group work and prefer personal presentation. Internalization is an act of adopting behavior because it is construed as been construent with personal values and views such as deeply entrenched beliefs and attitudes about social conduct, norms and idealized images (Kelma, 1958; Relinka&suedfeld, 2017; o keefe, 2016). The internalization of new beliefs occurs mostly in religious groups where members adopt the teachings and spiritual ideas of their priest and other spiritual leaders as their belief.

Social influence and the behavior of students are interrelated and dependent on each other . These societal influences can have a positive or a negative impact on the behavior of secondary school students. According to Madison Goode(2023), in the positive side, social influence can lead to greater teamwork as well as the adoption of beneficial behavior and beliefs. He also posits that on the negative side, it can lead to harmful or dangerous behaviors and suppression to Individuality and critical thinking. For example, studies have shown that exposure to violent media can increase aggressive behavior in adolescents (Bushman &Huesman,2006). Furthermore, the pressure to conform to societal beauty standards can lead to dissatisfaction and eating disorders (Slater& Tigger 2019). Social influences are ways individuals change their ways, thoughts feelings or behavior or action of others (stanger et al 2022). A positive social environment bonds with students' behavior, motivation and academic achievement. Social influence has the power to manipulate the opinion of students and their behavior. As a result of social influence, students change their opinions or actions to meet the demand of a social group in which they belong. There is need to be updated, so, when students lack certainty in their own knowledge, they seek knowledge and information

from others. When these knowledge/information are accepted, it is accurate that the student is conformed by social influence. Every individual feel the need to be liked and respected by other members of their social group. This makes them adapt to the norms of their social group. When they adapt to these norms, they behave similar to the people of the social group. Sometimes students adopt this behavior just to meet expectations of their social group while they hold a different view privately. For example, a student may express a liking for a dance step because all of his classmates like it. While privately, he /she may dislike such dance steps but pretends in the presence of his classmate in order to gain acceptance. An advanced form of social influence is the 'societal role' in which individuals find themselves. Every role is associated with its distinct behavior. The role a person plays or is given can affect their actions and behaviors. For example, a student who is assigned the role of a class representative, with time will start developing leadership behaviors.

We are social beings and thus, our actions are made in the context of social connections, personal relationships and physical environments- all of which have been influenced by other people (Frances Baker, 2017). As social beings, the behaviors and decisions of secondary school students are shaped by their interaction with others and the environment they are part of.

### **Statement Of The Problem**

Most times, educators categories student's behavior to their extent of parental training. However, it is important to acknowledge the presence of a negative or positive society in influencing the behavior of secondary school students. Due to fast societal development, behavioral problems have become the order in the Nigerian secondary schools. The young generation no longer value role models since most of them are unemployed and under the influence of social groups. Secondary school students engagement in stealing, drug abuse,

dishonesty, lack of respect for adults, violation of school regulation and some other unacceptable behavior during school hours has become a problem to look into. Many secondary school students later become dropouts and a menace in the society. This is as a result of the societal influence they are exposed to. Thus, it is important to investigate the impact of societal influence on the behavior of secondary school students.

A lot of researchers like Stanger(2022), Frances Baker(2017) and RisaRashotte(2007), have done work on social influence especially how it impacts behavior . It has become necessary to conduct an investigation on the impact of societal influence on the behavior of secondary school students in Egor local government area of Edo state, Nigeria.

Students grapple with the pressure and expectations imposed by societal values that may priorities conformity over critical thinking, obedience over creativity and tradition over innovation.

### **Research Questions**

The objectives of this research were achieved based on the following research questions:

- What are the impacts of societal influence on the study habits of secondary school students in Egor local government area of Edo state?
- What are the societal factors that influence the behavior of secondary school students?
- How does societal influence shape the behavior of secondary school students?
- To what extent does societal influence affect the academic performance of students in secondary schools?
- How does societal influence contribute to positive or negative behavior of secondary school students?

## **Purpose Of The Study**

The aims of this study are as follows:

- To investigate the relationship between societal influence and the behavior of secondary school students.
- To examine the impact of societal influences
- To identify most societal factors shaping the actions and attitudes of secondary school students.
- To identify the available social influences that impacts behavior
- To state how social influences operate.

## **Significance Of The Study**

This study is significant for many reasons. The study contributes to the understanding of how societal influence shapes the positive and negative behavior of secondary school students. The dictates of this study informs strategies for parents, educators and policy makers to promote positive behaviors and mitigate negative influences among secondary school students. The findings in this study will be useful to curriculum planners as it enables them to use these findings to determine the relationship between social influence and student's behavior. The findings of this study will serve as a means to evaluate the positive and negative behavior of students .

This study will be useful to secondary school teachers as it will help them understand students' individual differences in behavior and how to cope with them. It will enable them effectively manage issues regarding students' behavior. The outcome of this study will also assist parents and guardians on how to counsel their children especially adolescents. The ministry of education will also benefit from this study as its findings will make sure that

negative behaviors among students is reduced in schools. Lastly, this study will be a source of reference to others who may carryout research on related issues.

### **Scope and Delimitation Of The Study**

This study was delimited to secondary school students in Egor local government area of Edo state, Nigeria. Specifically, this study also focuses on the concept of how societal influence impacts the behavior of secondary school students

### **Definition Of Terms**

1. Behavior: The actions and reactions of people.
2. Conformity: The ideology of adhering to one standard or social uniformity.
3. Habit: An action done on a regular basis
4. Peer Pressure: it is the pressure exerted by peers in encouraging a person to change behavior
5. Model: a person who serve as an art for imitation of whom people look up to.
6. Trajectory: a course of development especially in a carrier
7. Menace : a perceived threat or danger
8. Background : a part of a picture that depicts scenery
9. Cognitive: it relates to mental function and logic.it involves how students see things , how they think and understand situations around them.it depicts processing new information and applying such information.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter reviews the literature regarding the impact of societal influence on the behavior of secondary school students. This chapter reviews the literature under the following sub-headings:

- Concept of societal influence
- Types of societal influences
- Agents of societal influence
- Factors that contribute to societal influences
- Meaning of behavior
- Types of behavior
- Types of impact societal influence has on behavior
- Summary of related literature

#### **Concept Of Societal Influence**

Societal influence is the impact the society holds on shaping individuals thoughts, behaviors and attitudes. As people grows, they begin to understand what is considered right or wrong, normal or abnormal, desirable or undesirable within their society. Society influence operates through socialization –individuals adopt behaviors that are dominant in the society it encompasses the understanding of intergroup process and behaviors. These influences can intentional or non-intentional and may happen in various ways. The understanding of social

influence can help one understand behavior. It also helps develop a good relationship with others. Social influence is a constant force of social interaction. People modify their opinions and behaviors towards matching those of others they interact with. Social influence is important in our everyday life.

As highlighted by Venicatesh(2003), social influence is the degree to which an individual perceives that it is important for others to believe he or she should use the new system. According to social influence theory, social influence occurs when individuals internalize contextually salient group norms which set the stage of their self-development attitudes and behavioral regulation (Hogg & Reid(2006); Tajfel(1981); Tajfel& Turner,1979).

Social influence is a part of everyday life. Humans are, after all, social creatures who spend a good deal of their time trying to influence one another as well as resist each other's influence attempt (Robert, 2015). Prat Kanis(2007) further adds that societal influence is non-coercive in nature. It often operates via peripheral processing (Robert, 2015). Hence, the target may be unaware of the influence attempt. Individuals adapt their opinion, revise their beliefs or change their behavior as a result of their social interaction with other people (Mehdi Moussaid, 2013).

### **Types of societal influence**

- Conformity

Conformity involves aligning attitude, beliefs, and behaviors to group norms. It is the act of changing your behaviors to fit in or go along with the people around you (Kendra, 2024). It is something that occurs in our society. In most instances, students conform to group expectations to avoid looking weird or foolish. Conformity is fueled with the desire to be liked and accepted. In situations where students are less informed or not informed, they look up to others who are more informed and use them

as a guide for their own behavior. Conformity as a type of social influences grows from the intent of avoiding punishment. For example, going along with the rules in class even when one do not agree with it or taking part in a viral social media challenge. Conformity is most times not always a negative influence but makes us move along with things one agrees with or not. When conformity reflects normative influence, students become more concerned to attain social approval and avoid appearing deviant. Secondary school students conform because they want to be accurate.

- Compliance

Compliance refers to the behavior of a person who is required to agree to do something because he/she has been instructed to do so.. it is response to a request which might not involve any authority. For example, agree to answer a questionnaire while walking down the street because someone requested. According to Beckler, Olson and Wiggins (2006), compliance refers to a change in behavior that is requested by another person or group; the individual acted in some way because others asked him or her to do so (but it was possible to refuse or decline). It is a form of social influence in which an individual give in to expressed request from another person or other people( Vaughan & Hogg, 2011). Students mostly comply to social influence through the use of intimidation to make others look upon him or her as a being dangerous. Another factor of compliance as a type of social influence is exemplification, which entails an individual making others look upon him as a morally respectable person. The third factor is known as supplication in which a person make his or herself seem pitiful and needy to others. The fourth factor is self-promotion, where an individual attempts to generate respect by convincing others that

he is competent. Ingratiation is the last factor in which an individual attempts gain the likeness of others before making a request for others to comply with him or her.

- Obedience

Obedience entails following commands, directions or instructions from people in authority. It is a form of societal influence that refer to being acting in line with rules and regulations. It is most times an attribute which humans develop out of anxiety. Peer support affects level of obedience, if the person has social support of their friends who disobey the authority, this will reduce the level of obedience. Obedience can be seen as both a sin and a virtue. For example, when one is ordered to kill an innocent person and he or she does this willingly, it is a sin. But when asked to kill an enemy, it can be regarded as virtue.

### **Agents Of Societal Influences**

Social influences on behavior are widely categorized by the following factors:

- Family
- Peer pressure
- Culture
- Media
- Education
- Economic influence
- Religion

- Family

The family is the first social environment a person finds himself. The norms, values inculcated by parents or guardians play a fundamental role in shaping a student's behavior. Parents are the first guide and teacher of a child. The children see them as a role model. The behavior of students in school is as a result of the motivation they get from the people they interact with in their early stage of life. The family occupation and family earnings are core essentials for the behavior of secondary school students. Family functioning of secondary school students affects their problematic behavior. Parents have the responsibility of directing the behavioral development of their children towards desired socially valued goal. A child's behavior is strongly determined by how well his or her family functions. According to Sandip & JD (2014), the family provides emotional support to an individual as well as it plays a major role in the formation of one's personality. The organization of the family has direct influence on the child. The kind of care children receive at the early stage of life mirrors their behavior. A study of college students found that the more positive the family experiences, the more likely the students were to have a positive attitude and believed they were in control of their lives (Goldsmith, 2000). The behavioral development of the adolescent strictly rely on interpersonal relationships within the family. Research has shown that students who are raised with both parents exude more responsible behavior and perform better academically while those raised by divorced parents are at risk of behavior problems. Parental loss is a predetermining of delinquent behavior in adolescent. Children who are raised with love are likely to exhibit a lovely behavior towards others. According to family pediatrics report (2003), the risk of emotional, behavioral and educational problems is lower among children in two parents' household on average. Families affect children's learning behaviors in many ways. Children from families with poor adaptability exhibit more problematic behavior. The rate of immoral behavior in the society and school is blamed on the type of family in which

children are raised. The values of a family influence the behavior, attitude and interest of its members. The family gives to the child what the child presents to people outside the home. For example, child neglect, family problems and inconsistent parenting can trigger delinquent behavior in secondary school students. Child neglect and abuse from family members, exposure of the child to parental criminal activities and behavior, acts of violence, the availability and use of dangerous weapons and drugs at home, divorce and remarriage of either parents are some of the family situations that negatively impacts the adolescent behavior (Adigeb&Imbua, 2015; Magwa&Ngara,2014; seegopaul, 2016). Adegboyega, Sina& Jacob (2017) add that the attachment theory explains that parental attachment affects the behavior of the student; when the parent-child relationship is negative then the child exhibits a lack of positive behavior. It is evident that students may develop certain alienation to others at school depending on the restrictive-permissive parental behavior, dependence-independence, ascendance-submission and cooperation competition (Kumari& Kumar, 2017). Parental involvement in education improves student attendance, skills and behavior (Annie, 2022). The three types of parenting styles, namely flexible, permissive and authoritative styles have impact on the adolescents behavior ( Garcia & Santiago, 2017). According to Garcia & Santiago(2017), flexible parents offer warmth and control equally and therefore, the adolescent understands the necessity to obey the rules and they become self-disciplined; permissive parents are too kind to their children to such an extent that they accept their behavior decisions- they cannot discipline them and out of ignorance, they inculcate lawlessness and anti-social behavior in them (Mouton,2015); authoritarian parents rules on their children which are non-negotiable.

According to Dr Sunil(2021), a strong and positive family support system from a young age can lead to better mental health when we are adults. She further says that children need to feel loved and supported which gives them a sense of purpose in their lives. The family is the

first social group an individual is associated with. This makes it the most crucial source of influence. However, It is important to note that parental influences on a child begins to drop as the child matures and grows older especially When the child begins to get exposed to other agents of socialization beyond the watch of their immediate environment. The lack of parental supervision and care that becomes missing in the early stage of a child development leads children and teenagers to express their emotional and psychological deficiencies in several ways that becomes anti-social to other teenagers like them. Positive parental behavior can guide against anti-social behaviors. Darlington (2007), reported that parental style predicts a child's wellbeing, social competence and behavior.

- Peer Pressure

Whether it is pressure to conform to a group norm like wearing certain type of clothes or taking part in specific activities and clubs or pressure to act like having sex, trying drugs or alcohol or alienating another teen, peer pressure is something everyone has to deal with at some point in their lives (ogbe, 2013). Ryan (2010) sees peer pressure as a situation when people of your own age encourage or urge you to do something or to refrain from doing something else, no matter if you personally want to do it or not. It comprises a set of group dynamics whereby a group in which one feels comfortable may override personal habit, individual moral inhibitions and idiosyncratic desires to impose a group norm of attitudes or belief (Albert, 2015). The peer group may on one hand, serve as a model and influence behavior or attitudes while on the other hand, it may provide easy access, encouragement and appropriate social sittings for consumption (Glaser & Bree,2010). Peers may strongly determine preferences in dressing, speaking, using illicit substances, sexual behaviors, adopting and accepting violence, criminal, anti-social behaviors and in many areas of the adolescent life (Padila, Walter & Bean, 2009; Tome, Matos & Diniz ,2008). Adolescents are

more likely to give in to peer pressure and manifest unacceptable behavior that may have negative impact on themselves or on others (Gillani, 2005). Besides lukman and kamadi(2014) adds that the peer pressure influences what the adolescent values, knows, wears, eats and learns. They learn to portray acceptable or unacceptable behavior when they interact with other people. As a result of peer pressure, students may involve in anti-social behaviors. They also break school rules to show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in anti-social behavior (Johnson, 2012). The impact of peer influence can be both positive and negative. In the positive aspect, peer pressure can serve as motivation to students 'positive behavior towards their academic work. On the negative side, it can foster delinquent behavior among students. Thus, the value of peers can play a significant role in shaping students' behavior. Peer pressure refers to expectations exerted by a peer group to behave in a particular way irrespective of their member's inclination and desires ( Mahak&Dikar, 2006). Adolescents have growing desire to attain social status. Due to this growing desire, secondary school students depend on their peers for social support. Students who belong to peer groups that promote disrespect or bullying will definitely participate in such behavior. Peers play an important role in the character development of a student. It is natural and normal for adolescents to have and rely on their peers. Peers can influence what an adolescent chooses to hear, wear or like to whether or not will be involved in delinquent behavior. According to Jones(2010), peer pressure is the ability for people from the same social rank or age to influence another of same age bracket; peer pressure is usually associated with teens although its influence is not confined to things alone.

However, peers may have negative influence on one another like motivating each other to steal, cheat or involve in anti-social behaviors. Peer groups create and maintain values that may be different from that in homes in which adolescents were raised. Many young people

spend more time with peers than with parents or other family members (Gara,2016). The behaviors students' exhibit rarely occurs in isolation.

Aside peer pressure aiding negative behavior, it can also be advantageous in many ways. It creates a sense of motivation in a person. It can foster students' academic achievement.

- Culture

It is the impact that values, customs, beliefs and traditions of a society have on individuals' behavior or worldview. As noted by Sanchon(2023), culture shapes our norm and these norms are rules that govern our behavior. He gave the following examples: in some cultures, eye contact is seen as a sign of disrespect. This is a way in which culture can influence one's perception or behavior. Cultural values and beliefs influences how students think interact and behave. It shapes students' outlook on life and behavior. The cultural practices one engage in the everyday life can shape and constitute a particular behavior. For some students, home and school cultures may be different. so they need to behave same or different in these contexts. Cultural differences can make a student's behavior to be misunderstood. It also influences the way students' dress and relate to others.

- Media

According to pediatric child health (2003), the influence of the media on the psychosocial development of children is profound. The media involves television, movies, and advertisements which shapes perceptions, ideals and behaviors. Media is a main source of information. The kind of messages students see or get from the media affects their everyday behavior. Media transforms the way people think. Mass media has both positive and negative

effect in students. In the negative aspect, the violent contents that aired on television can make students develop a violent behavior. Children believe what they see in the media more than what happens in real life. Children who read or watch pornographic contents on the internet begin to develop certain behaviors which can affect them. Exposure to violent media can trigger adolescents into portraying delinquent behaviors. For example, a student beating his or classmates without feeling any kind of remorse. Through the media, adolescents find people who they want to be like. They begin to see a dancer, actress or musician as their role model. As a result of this, they imitate the style of their role models. According to studies by Eysenck & Nias (2008), of the roughly 14 000 references to sex a teen will see on television each year, only a small fraction of 165 will include any reference to abstinence or delay of sex, birth control, risk of pregnancy or sexually transmitted disease. Some studies show that repeated exposure to media with sexual content may influence teens to have sex earlier (Smith, v. 2004). A study of video games found that the few female characters in those games are often highly sexualized, wearing tight revealing clothing and having unrealistically large breasts and distorted small waists (Conway & Vartinian, 2000). When adolescents observe these through the media, they begin to try it.

- Education

Teachers, schools and academic environment shapes students behavior through the curriculum, role models and discipline structure. As stated by C J Rauch(2021) , one area in which students can be influenced is within the school. He also posits that it includes both individual factors like motivation and environmental factors like classroom routine. The candid impact education has on students behavior is the environment set by educators. Education has a pivotal role in influencing the behavior of a child. It teaches them what is appropriate from inappropriate and helps them understand the disparity between both.

Without education, it will be difficult to a child to get along with others or handle situations appropriately. Children who are educated on morality will behave appropriately.

- Community

The community which students find themselves shapes their behavior. The community in which students live may be disorganized. When there is poverty, low employment and educational opportunities, gang activities, drug activities and crimes and absence of cohesion among neighbors and community networking , the community is dysfunctional (Peterson & Morgan, 2011; Gambo&Muktar, 2017). Such situation causes adolescents to lack social competence such as pro social behavior and emotional regulation (Vijila et al , 2013). Community promotes social cohesion, resilience, coping mechanism, pro social behaviors such as volunteering is encouraged. However, community influence can be disadvantageous. Harmful social norms such as sexism and racism may surface.

- Economic Influence

The social economic status of an adolescent or secondary school student can affect access to opportunities, resources and life choices, influencing behavior and attitudes towards success. Also family financial practices including contributions towards school expenses and students earnings influence the behavior of students in secondary schools.

- Religion

This is a type of social influence that impacts student's behavior through religious teachings and community expectations that guides moral values, ethics and social interactions. As noted by Juhi Vajpayee(2016), religion is crucial system to thinking patterns and plays a very vital role in formation of self-identity and collective identity of a community which then

influences individual and group behavior. Most religion indicts moral behavior through positive and negative reinforcements. For example, karma and reincarnation in Hinduism, heaven-hell and salvation in Christianity, paradise and hell in Islamism. Individuals are likely to behave in a moral way when they believe in fearsome spiritual agents.

### **Factors That Contribute To Societal Influence**

Different factors contribute to societal influence and determine the extent to which secondary school students are affected. These factors help shape how societal influences impacts behavior:

- **Age**

Younger individuals who include secondary school students are classified as adolescents in respect to their age groups are more vulnerable to societal influence due to their developmental stage and desire social acceptance. Secondary school students are classified into two groups according to their age. The junior secondary school students who are from age 12- 15 and the senior secondary school students from age 15 – 17(ogbuji, 2003). Students from these ages tend to learn patterns of behavior from people in the society. Age is a factor for which secondary school students succumb to societal influence. They are in the adolescent stage of their life which is categorized with peer pressure, identity formation and social comparison. Adolescents' brains are still developing, influencing impulse control and decision making. As a result of this, they may feel left out when they can't do what their mates do. This triggers the urge to conform to influences of the society which may include peer pressure. During the age of 11-16, they become more vulnerable to external influences, particularly peer pressure, celebrity culture and social media.

- Gender

The society has distinct expectations for male and female. These gender norms can influence behavior. For instance, boys may be encouraged to pursue more leadership roles while girls are encouraged to pursue supportive goals. These stereotypes on gender in the society can influence the behavior of secondary school students. Men have greater behavioral flexibility than women do as influence agents (Linda, 2014). Gender ignites the kind of role model adolescents want to imitate. Boys may look up to athletes or business leaders while girls may be influenced by female celebrities, caregivers or teachers reflecting societal values related to gender roles. Adolescents conform to behaviors associated with their gender to fit in. boys might be pressured to engage in tedious or risky behaviors while girls might be pressured to focus more on their beauty. The representation of gender roles on the media can affect how students behave and see themselves.

Gender roles play a significant role in shaping social influence. The expectations and norms involved with being a male or female can be profoundly influence a person's attitude or behavior. Traditionally, masculinity is symbolized with assertiveness, power and competitiveness while femininity is associated weakness, emotional expressiveness and submissiveness. These stereotypes are strengthened through agents of societal influence like peer pressure, media, family and so on. Adolescents are exposed to these influences as they plan identity formation. For the males, succumbing to the societal masculine norms can lead to doing away with emotions and vulnerability to aggressive behaviors. This can lead to risky behaviors like substance abuse.

On the other hand, female face pressure to conform to beauty standards and limit career choices or future aspiration because of their gender. This influence result to behaviors which will stem from low self-esteem, objectification and gender based violence. Students may

exhibit an unexplainable, aggressive or timid behavior and perpetuate dangerous gender stereotype.

### **Meaning of Behavior**

Behavior is the observable measurable actions, response and pattern of activities exhibited by individuals or group. The behavior of secondary school students can be shaped by their observation of role models around them. These behaviors can lead to academic motivation. The change in behavior of secondary school students are a normal part of adolescent development, though some of these behavior may require guidance or intervention to ensure healthy social and emotional growth. Students display certain actions and attitudes during their learning process.

### **Types Of Behavior**

In the context of this study, there are two types of behavior;

- **Positive Behavior**

Positive behavior involves all the observable skills that increase the likelihood of success and personal satisfaction in normative academic, work, social, recreational, community and family settings (Ben, Andrew & Daniel, 2012). These researchers posit that positive behavior in adolescents focuses on physical health, participation in healthy social activities and academic pursuit. The best way to elicit positive behavior is through development of positive self-beliefs, long term behavior change can only be established once negative self-beliefs are changed (Arthur et al, 2023). Good behavior in school does not only make students focus on learning but also make teachers focus on teaching. Examples of positive behavior includes: kindness, respect, patience, obedience and responsibility.

- **Negative Behavior**

Negative behaviors are actions, attitudes or habits that have detrimental impact on individuals and relationships. It is a kind of behavior that is not acceptable by society. They are behaviors that can hinder the productivity of students. Negative behavior in students involves immature, irritating or thoughtless behaviors students engage in like disrespect, bullying, cheating and inappropriate cellphone usage in class. Negative behaviors can be disruptive and concerning; if left unaddressed, it can lead to more tragic experience.

### **Types of Impact societal Influence Has on Behavior**

- **Positive Impact**

The society impacts the behavior of students positively the behavior of secondary school students through mediums like role models and mentors. Students who are exposed to positive role models in their immediate environment or through the media are more likely to adopt constructive behaviors. Positive social environment has been linked to enhancing students' behavior ( Donalk, 2023).

- **Negative Impact**

According to Madison(2023), societal influence on the negative side, can lead to the spread of harmful or dangerous behaviors and the suppression of individuality and critical thinking. The influences of the society can lead to detrimental outcome in student's behavior development..

## **Summary Of Reviewed Literature**

This chapter starts by foregrounding the concept of societal influence, citing definitions and also references from different authors. The review of related literature associated with the present research accentuates the key areas that are important to the present study and help to situate it within social influence and the behavior of students. The study posits significant contribution of societal influence to the physical, psychomotor, social and emotional development of a child. In relation to the independent variables, societal influence is seen as the education prior to formal compulsory education.

On the other hand, behavior is a term that describes the general conduct exhibited by individuals in a society. The review further focused on two types of behavior which includes the positive and negative behavior. The positive behavior entails all observable skills that increase the likelihood of success while the negative behavior which have detrimental impacts on individuals and relationships. This research indicates that family structure and parenting styles are associated with either positive or negative behavioral outcomes in children and adolescents. Supportive family foster stable emotions and help cope with academic challenges. However, family instability can lead to behavioral issues. The review further focused on peer relationship as crucial in the behavioral development of secondary school students. When peers are socially and academically motivated, students are likely to mirror these attitudes which can enhance their behavior. Studies indicate that students who feel accepted by their peers tend to have better behavioral outcomes.

Afterwards, the types of impact the societal influence have on behavior is discussed this chapter also explored the factors that give rise to impact of societal influence

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter contains the description of the procedure that will be employed for the collection of data for this study. It shall be discussed under the following sub- headings:

- Research design
- Population of the study
- Sample and sampling technique
- Research instrument
- Validity of instrument
- Reliability of instrument
- Method of data collection
- Method of data analysis

#### **Research Design**

Descriptive survey design will be used in the building of this study. This design will be suitable for this study as a result of its interest in describing a certain variable in relation to a certain phenomenon. According to Johnson & Christensen (2010), descriptive research aims to investigate the attitudes, behaviors and demographics of individuals such as age, gender, ethnicity and education.

#### **Population Of The Study**

The population of this study comprises of fifty secondary schools in Egor local government area of Edo state with a population of twenty five thousand, seven hundred and eighty five (24, 785).

### **Sample And Sampling Techniques**

Sampling is a process in statistical analyses where researchers take a predetermined number of observations from a larger population ( Alicia, 2024). Simple random sampling technique will be adopted in this research. A sample of 25 students will be drawn from the selected secondary schools in Egor local government area of Edo state.

### **Research Instrument**

The research instrument to be used in this study will be a structured questionnaire. The questionnaire will be divided into section A and B. The section A will contain the demographic data of respondents while the section B will focus on the research questions raised for the study.

### **Validity Of Instrument**

The instrument that will be used for data collection will be subjected to content validation by the supervisor of this project work and two other experts in the department of Educational Foundations, after which their corrections and suggestions will be incorporated in the final draft.

### **Reliability Of Instrument**

The test retest reliability will be used for this study in order to ascertain its reliability. It will be administered to 15 students with the interval of two weeks selected from the population. Data collected will be analyzed using Pearson correlation moment to obtain coefficient value of 0.77.

### **Method Of Data Collection**

The researcher will administer the research instrument personally and collect the responses instantly from the respondents. The researcher will first explain to the respondents in the school on the purpose of the study and how to respond to the items in the questionnaire. Also, the researcher will ensure the collection of the entire questionnaire administered

### **Method Of Data Analysis**

The data gathered for this study will be analyzed using simple percentage and frequency. The results will be presented in a tabular form. Items having 50% will be regarded as positive responses while below 50% will be regarded as negative responses.

## **CHAPTER FOUR**

## PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

### Introduction

This chapter presents the results and discussion of this study in three sections under the following sub-headings:

- Presentation of Demographic Data
- Analysis of Research Question
- Discussion of Findings

### SECTION A: presentation of Demographic Data

**Table 1: schools of Respondents**

S/N	Name of school	Frequency(number of respondents)	Percentage (%)
1	Asoro grammar school	25	12.5
2	Iyoba secondary school	25	12.5
3	Egor secondary school	25	12.5
4	Kings and queens college	25	12.5
5	Evbotubu grammar school	25	12.5
6	Evbereke secondary school	25	12.5
7	Sunny comprehensive college	25	12.5

From the above table1, it reveals that 25(12.5%) of the respondents are from Asoro grammar school, 25(12.5%) of the respondents are from Iyoba secondary school, 25(12.5%) of the respondents are from Egor secondary school, 25(12.5%) of the respondents are from kings and queens college, 25(12.5%) of the respondents are

from Evbutubu grammar school, 25(12.5%) of the respondents are from Evberekessecondary school and 25(12.5%) of the respondents are from sunny comprehensive school.

**Table 2: Class Of Respondents**

Class of respondents	Number of respondents	Percentage (%)
SS1	90	45
SS2	80	40
SS3	30	15

**Source: researchers Field Survey 2024**

The table above shows that 90 respondents which represents 45% of the population are in senior secondary class 1 while 80 respondents which represents 40% of the population are in senior secondary class 2 and 30 respondents which represents 15% of the population are in senior secondary class 3.

**Table 3: Gender Of Respondents**

Sex of respondents	Number of respondents	Percentage
Male	80	40%
Female	120	60%

**Source: researchers field survey 2024**

From the table 3 above, 80 respondents which represent 40% of the population are male while 120 respondents which represent 60% of the population are female.

**Table 4: Age Of Respondents**

Age	Number of respondents	Percentage
10-13	78	39
13-16	122	61

**Source: researchers field survey 2024**

The table above shows the age range of 200 respondents, out of which 78 respondents are between the ages of 10-13 and represented 39% while range 13-16 has 122 respondents represented by 61%.

## **Section B: Analysis Of Research Question**

**Rsearch Question 1:** what are the impact of societal influence on the study habits of secondary school students?

**Table 5:**

S/N	ITEM/STATEMENTS	SA	A	D	SD	Total
1	My family provides a quiet place for study at home	52 (26%)	94 (47%)	44 (22%)	10 (5%)	200 (100%)
2	My parents reward me when I get good grades	36 (18%)	42 (21%)	80 (40%)	42 (21%)	200 (100%)
3.	House chores often take away my study time	52 (26%)	94 (42%)	24 (12%)	30 (15%)	200 (100%)

4	My family encourages me to study harder	108 (54%)	52 (26%)	30 (15%)	10 (5%)	200 (100%)
<b>Total</b>		248	282	178	92	800
<b>Percentage %</b>		(31%)	(35%)	(22%)	(12%)	(100%)

**Source: researcher's field survey 2024**

Table 5 shows that 248(31%) of the respondents strongly agree to the effect of societal influence on study habits, 282(35% )agree, 178(22%) disagrees while 92(12%) strongly disagree.

**Research Question 2:** what are the societal factprs that influence the behavior of secondary school students?

**Table 6:**

S/N	STATEMENT /ITEMS	SA	A	D	SD	Total
1.	My friends encourage me o do well in school	24 (12%)	40 (20%)	48 (24%)	88 (44%)	200 (100%)
2.	I feel accepted by my friends in school	92 (46%)	60 (30%)	22 (11%)	26 (13%)	200 (100%)
3.	I always compare my self to others based on what I see on social media	80 (40%)	68 (34%)	24 (12%)	28 (14%)	200 (100%)
4.	my school provides a safe environment for learning	80 (40%)	60 (30%)	24 (12%)	36 (18%)	200 (100%)
Total		276	228	118	178	800
Percentage %		(35%)	(29%)	(15%)	(22%)	(100%)

Source: researcher's field source 2024

Table 6 shows that 276(35%) of the respondents strongly agrees on the societal factors that influences the behavior of secondary school students, 228(29%) agrees, 118(15%)disagrees while 178(22%) strongly disagrees.

**Research Question 3:** how does societal influence shape the behavior of secondary school students?

**Table 7:**

S/N	STATEMENT / ITEMS	SA	A	D	SD	Total
1.	i feel pressured by my friends to act in a certain way	104 (52%)	72 (36%)	16 (8%)	8 (4%)	200 (100%)
2.	I make choices so my classmates can like me	80 (40%)	76 (38%)	20 (10%)	24 (12%)	200 (100%)
3.	I change my behavior after comparing it to what I see on television.	80 (40%)	40 (20%)	40 (20%)	40 (20%)	200 (100)
4.	My school rules and regulations dictate how I behave in school	88 (44%)	24 (12%)	40 (20%)	48 (24%)	200 (100%)
<b>Total</b>		<b>352</b>	<b>212</b>	<b>116</b>	<b>120</b>	<b>800</b>
<b>Percentage%</b>		<b>(44%)</b>	<b>(26.5%)</b>	<b>(14.5%)</b>	<b>(15%)</b>	<b>(100%)</b>

**Source: researchers' field survey 2024**

Table 7 shows that 352(44%) of the respondents strongly agrees on how societal influence shapes the behavior of students, 212(26.5%) of the respondents agree, 116(14.5%) disagrees while 120(15%)strongly disagrees.

**Research Question 4:** to what extent does societal influence affect academic performance of secondary school students?

**Table 8:**

S/N	ITEMS / STATEMENT	SA	A	D	SD	Total
1.	Education is important in my family	94 (47%)	52 (26%)	44 (22%)	10 (5%)	200 (100%)
2.	I wish to use the language of social media to communicate	80 (40%)	42 (21%)	42 (21%)	36 (18%)	200 (100%)
3.	I skip school because of house chores	94 (42%)	52 (26%)	30 (15%)	24 (12%)	200 (100%)
4.	My addiction to social media influences my performance in examination	108 (54%)	52 (26%)	30 (15%)	10 (5%)	200 (100%)
<b>Total</b>		<b>376</b>	<b>198</b>	<b>146</b>	<b>80</b>	<b>800</b>
<b>Percentage %</b>		<b>(47%)</b>	<b>(25%)</b>	<b>(18%)</b>	<b>(10%)</b>	<b>(100%)</b>

**Source: researchers' field survey 2024**

Table 8 shows that 376(47%) of the respondents strongly agree on the extent to which societal influence affects the academic performances of students, 198(18%) agrees, 146(18%) disagrees while 80(10%) strongly disagrees.

**Research Question 5:** how does societal influence contribute to positive or negative behavior of secondary school student?

**Table 9:**

S/N	STATEMENT /ITEMS	SA	A	D	SD	Total
1.	I have engaged in negative behaviors (e.g skipping class) because my friends do so	72 (36%)	48 (24%)	48 (24%)	32 (16%)	200 (100%)
2.	I am motivated to behave positively to achieve my goal	64 (32%)	72 (36%)	20 (10%)	44 (22%)	200 (100%)
3.	I desire to be like my role model	56 (28%)	40 (20%)	56 (28%)	48 (24%)	200 (100%)
4	I look up to celebrities I see on social media and I desire to be like them	10 (5%)	50 (25%)	76 (38%)	20 (10%)	200 (100%)
total		202	210	200	144	800
		25.25%	26%	25%	18%	100%

**Source: researchers' field survey 2024**

Table 9 shows that, 202(25.5) respondents strongly agree to how societal influence contribute to positive and negative behavior in secondary school students, 210(26%) agree, 200(25%) disagree while 144(18%) strongly disagrees.

### **Discussion Of Findings**

The findings of table 5 shows the effect of societal influence in the on the study habits of secondary school students, hours spent in doing home chores and how the society as a societal agent affects their study habits.

In table 6, the findings show that societal factors affect the behavior of students. It shows that various societal factors like social media, peer pressure come together to shape students' attitudes. Most students become motivated towards their academics because of their friends and also though the influence of the media.

Table 7 addresses how societal influence shape the behavior of secondary school students. The findings show that societal influence gains its power through the age grades of the

students. Students often mimic the attitudes and behaviors of influencers which can range from adopting new fashion sense or engaging in harmful behaviors.

Table 8 addresses the extent to which societal influence affects the academic performance of secondary school students. This highlights that students from families where education is held in high esteem and parents are actively present in their education tend to perform better academically. It also addresses how social media as a societal agent can influence students' academic performance in terms of communication or writing.

Table 9 shows how societal influences contribute to positive or negative behavior in students. Students are often motivated to keep or embrace a certain behavior as they are exposed to several societal agents. Students are exposed to social media and television where they see celebrities and influencers who they will love to be like. They see these behaviors from their role models as a trend and so they may or may not adapt to it.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter has to do with the summary of the entire work done on the impact of societal influence on the behavior of secondary school students in Egor local government area of Edo

state, Nigeria. The conclusions drawn from the recommendation and research are made based on the findings.

## **Summary**

The main purpose of this study was to investigate the impact of societal influence on the behavior of secondary school students in Egor local government area of Edo state, Nigeria. To address this objective, five research questions were formulated. A questionnaire was used to collect data 25 students from each secondary school in egor local government area. And it was face validated to ensure clarity, relevance and suitability of the items. The study adopted a survey research design. A total number of 200 samples were administered, all of which were retrieved and analyzed. The reliability of the study was established using the test-retest technique. Data collected were analyzed using descriptive statistics, including frequency counts and simple percentages.

The results obtained showed that students' interaction with the society changes their behavior. The society through various agents of societal influence inculcates positive or negative behavior towards their academics. Adolescents are exposed to various content from the society which can lead to a behavioral change based on social and cultural norms. These behavioral change is however, a concern from every parents, teaching a child to differentiate right from wrong and to behave accordingly.

## **Findings**

The following is a summary of findings from the study:

- Societal influence not only impacts students' behavior but also the academic performance.
- There are societal factors that influences behaviors
- The age of secondary school students makes them more vulnerable to societal influence
- The family where a child is born shapes the behavior of the child and his/her outlook on life.
- Most students succumb to certain behaviors based on what the society has accepted as gender roles.

## **Conclusion**

Education begins at a very young age . However, catching children young with quality education remains a veritable tool for lifelong development. Therefore, students' motivation and attitude towards their educational journey is mostly influenced by the various agents of societal influence such as parents, schools, peers, social media and so on. Many students in senior secondary schools complete various levels with poor grades as a result of the kind of peers they keep, lack of motivation from family or addiction to social media.

The results from the findings of the study shows that the family as an agent of social influence has an upper hand in impacting students behavior as it is the first institution in which children find themselves. For example, students may engage in deviant behaviors as a result of been raised in an abusive home.

## **Recommendations**

Based on the findings and conclusions drawn, the following recommendations are drawn:

- Motivate parents to be actively involved in their children's lives and motivate them to take their academics seriously. The goal is to shape student's moral development and help them make ethical decisions.
- Create an enabling environment where students feel comfortable discussing their challenges and societal pressures with parents, teachers or counselors. This ensures that students receive consistent guidance and reinforcement both inside and outside school.
- Implement and enhance anti-bullying measures to foster a safe and supportive environment for all students.
- Showcase positive role models which will promote a positive and supportive environment for all students.
- Filter media contents for teenagers so they don't get involved with negative contents. This will help promote more positive behaviors.
- Ensure that schools have active counseling services to help students deal with societal challenges.
- Introduce programs that equip students with critical thinking, decision making and problem solving skills to help navigate societal challenges.
- Train teachers to identify signs of societal influence and effectively guide students in addressing these challenges.
- Enable character education into the school curriculum to instill values, respect and responsibilities in students.
- The school should promote collaboration between students, parents and teachers to create a supportive network for students.

- The school should enable to engage students in constructive activities such as arts, club, sports to develop their skills and self-esteem.

#### **Suggestion For Further Studies**

- This study serves as a basis for research for further study on the impact of societal influence on the behavior of secondary school students.
- The present study was carried out in Egor local government area of Edo state, Nigeria. Therefore, studies should be carried out in other regions of the country so as to bring about positive behaviors among secondary school students
- Other forms of research instrument should be used for data collection to find out the impact of societal influence on the behavior of secondary school students.

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## **APPENDIX**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**FACULTY OF EDUCATION**

UNIVERSITY OF BENIN

**QUESTIONNAIRE ON THE IMPACT OF SOCIETAL INFLUENCE ON THE BEHAVIOR OF  
SECONDARY SCHOOL STUDENTS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE.**

Dear Respondents,

I am an undergraduate student of the Department of Educational Foundations, university of Benin, Edo state. I am currently carrying out a research on” **The impact of societal influence on the behavior of secondary school students in Egor local government area of Edo state**”.

Therefore, your sincere response to this questionnaire will be highly appreciated as they will help the research work to a great extent. Be assured that all information given will be specially used for academic purpose and treated with confidentiality.

Thank you for your co-operation.

Yours Faithfully,

Osayande Jennifer Muwahren

Researcher

**Instruction:** please indicate your answers by ticking (✓) in the appropriate space or gap provided.

**SECTION A ( personal data)**

**Gender:** Male ( ) female ( )

**Age distribution of respondents** (a) 10-13 (b) 13-16

**Class of respondents:** (a) ss1 (B) ss2 (c) ss3

**Keys: strongly Agree-SA, Agree – A, Disagree – D, Strongly Disagree –SD**

**Section B:**

1

S/N	Research Questions	SA	A	D	SD
	<b>What are the impact of societal influence on the study habits of secondary school students?</b>				
1.	My family provides a quiet place for study at home				
2.	My parents reward me when I get good grades				
3.	House chores often take away my study time				
4.	My family encourages me to study harder				
	<b>What are the societal factors that influence the behavior of secondary school students?</b>				
5.	my friends encourage me to do well in school				
6.	I feel accepted by my friends at school				
7.	I always compare myself to others based on what I see on social media				
8.	My school provides a safe and positive environment for learning				
	<b>How does societal influence shape the behavior of secondary school student?</b>				
9.	I feel pressured by my friends to act in certain ways				
10.	I make choices so that my classmates can like me				
11.	I change my behavior after comparing myself to what I see on the television				
12.	My school rules and regulations dictates the way I behave In school				
	<b>To what extent does societal influence affect the academic performanceof students in secondary schools?</b>				
13.	Education is important to my family				
14.	I wish to use the language of social media to communicate				
15.	I skip school because of house chores				
16.	Do you think that addiction to social media influence performance in your Examination				
	<b>How does societal influence contribute to positive or negative behavior of secondary school students?</b>				
17.	I have engaged in negative behavior (e.g skipping classes) because my friends do so				
18.	I am motivated to behave positively to achieve my goal				
19.	I desire to be like my role model				
20.	I look up to role models I see on social media and I will love to be like them				

