

**THE INFLUENCE OF SOCIAL DEMAND, PEER PRESSURE, AND ECONOMIC
STABILITY ON THE BEHAVIOURAL PATTERN OF SECONDARY SCHOOL
STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION B. Sc. (Ed). GUIDANCE AND COUNSELLING OF THE UNIVERSITY OF BENIN, BENIN CITY

FEBRUARY, 2026

CERTIFICATION

We hereby certify that this project research was carried out by Precious Osose **MAURICE** with the Matriculation Number **EDU2102419** in the Department of Educational Evaluation and Counselling Psychology.

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DEDICATION

This project is dedicated to the almighty God, the giver of life, wisdom and strength. His divine guidance has been the cornerstone of this endeavor, illuminating my path and granting me the insight to persevere.

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The researcher's profound gratitude goes to the almighty God for his mercy, guidance and grace that sustained her throughout her stay at the University of Benin and to carry out this project.

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ABSTRACT

This study examined the influence of social demand, peer pressure, and economic stability on the behavioural patterns of secondary school students in Oredo Local Government Area. The study adopted a descriptive survey design, and a sample of two hundred students was selected through a random sampling technique. A structured questionnaire was used for data collection, and the reliability of the instrument was confirmed using Cronbach's Alpha, which indicated a high level of internal consistency. Data were analysed using descriptive statistics, Pearson Product Moment Correlation Coefficient, multiple regression analysis, and independent samples t test. The findings showed that social demand significantly influences students' behavioural patterns, indicating that expectations from parents, teachers, and the community shape their behavioural responses. Peer pressure was also found to significantly affect students' behaviour, suggesting that adolescents conform strongly to the influence of their peers. The study further revealed that economic stability relates positively to behavioural patterns, showing that students from more financially stable households exhibit more positive behavioural responses. The combined analysis indicated that social demand, peer pressure, and economic stability jointly predict students' behavioural patterns, accounting for 81.7 percent of the variance. The study also found no sex based differences in the influence of the three factors on behaviour. It was concluded that behavioural patterns among secondary school students are shaped by social, peer, and economic contexts, and that interventions should address these factors collectively. Recommendations were made for schools to manage social expectations, strengthen peer mentoring, support economically disadvantaged students, and enhance counselling services to promote positive behavioural outcomes.

CHAPTER ONE

INTRODUCTION

Background to the Study

The behaviour of adolescents, especially those in secondary school, has increasingly become a subject of academic inquiry due to its implications for personal development and societal wellbeing. In recent years, the behavioural patterns exhibited by students have grown more complex and multifaceted, influenced by several interwoven factors such as social expectations, peer dynamics, economic realities, and even biological and social differences such as sex. These factors have created a set of external and internal pressures that shape how students think, relate with others, and act in different social and academic environments (Ugwoke, Ifelunni, & Okeke, 2018).

Social demand can be referred to as the expectations and pressures placed on individuals by society to conform to particular standards or norms, has been a dominant force in shaping the conduct of adolescents. In modern-day Nigeria, secondary school students are exposed to high social expectations not only from their families and schools but also from religious bodies, media, and society at large. These demands can sometimes conflict with students' developmental capabilities, creating psychological stress that may manifest in deviant or maladaptive behaviours (Adekeye, 2017). Adolescents, who are already at a critical stage of identity formation and emotional regulation, may struggle to reconcile these expectations, especially when they lack adequate guidance or support (Ojedokun, 2016).

Peer pressure is another significant influence on the behavioural disposition of adolescents. Peers often serve as primary agents of socialization during the teenage years, and

students tend to model the behaviour of those within their peer groups in a bid to gain acceptance and avoid social exclusion. When peer influence is positive, it may encourage academic success, moral behaviour, and healthy competition. However, when the influence is negative, it can lead students into engaging in risky behaviours such as truancy, substance abuse, and disrespect for authority (Ibitoye et al., 2021). Research has shown that adolescents are more likely to adopt the attitudes, habits, and decisions of their close friends than those of their parents or teachers, particularly in matters relating to social behaviour and lifestyle choices (Oluwatimilehin & Adegoke, 2020).

The issue of economic stability, or the lack thereof, is a critical factor affecting the behavioural patterns of students. Adolescents from economically disadvantaged homes are more likely to face emotional strain due to unmet basic needs, lack of school materials, or exposure to harsh home environments. These conditions often create a sense of inferiority, frustration, or hopelessness, which may manifest in negative behaviours such as theft, absenteeism, and even involvement in street crimes (Ajayi, 2019). Economic hardship can also force some students into child labour, thus reducing their focus on academics and increasing their susceptibility to negative peer influence (Adebayo & Olasupo, 2016).

Another crucial factor in understanding adolescent behaviour is sex, which refers to the biological and social differences between males and females. Sex often influences how adolescents respond to social demand, peer pressure, and economic realities. For instance, research has shown that female students may experience greater pressure to conform to societal expectations regarding morality, dress codes, and domestic roles, while male students often face expectations related to assertiveness, independence, and economic responsibility

(Okon & Okon, 2019). In terms of peer influence, boys are more likely to engage in overt risk-taking behaviours such as fighting, substance use, and truancy, whereas girls may be more vulnerable to relational pressures that involve social exclusion, peer approval in appearance, and early sexual experimentation (Nwagu & Eze, 2021). Similarly, economic hardship may affect male and female students differently, as boys are more frequently pushed into child labour and street activities to support family income, while girls may experience early marriage pressures or be withdrawn from school when family resources are limited (Omoike, 2020). These sex-based differences highlight the importance of examining behaviour not just as a general phenomenon but also within the context of gender-specific vulnerabilities and experiences.

In the context of Oredo Local Government Area, where urbanization and socio-economic disparities are pronounced, secondary school students are caught in a web of conflicting demands. The schools in this area are not just educational institutions but are also social arenas where students experience the intersection of societal expectations, economic realities, peer interactions, and sex-related behavioural differences. Unfortunately, many schools lack the adequate psychological support systems and counseling services needed to help students navigate these pressures effectively (Eboh & Omoregie, 2020). Teachers are often overwhelmed, and parents may be too preoccupied with economic survival to notice the subtle changes in their children's behaviour.

Given these concerns, this study is necessary to investigate how social demand, peer pressure, economic stability, and sex collectively influence the behavioural patterns of secondary school students in the Oredo Local Government Area. Understanding these

relationships is critical for the development of effective interventions by school counselors, educators, parents, and policymakers. By identifying the most impactful factors, stakeholders can tailor their strategies to support the holistic development of adolescents and reduce the incidence of behavioural problems among students.

While adolescent behaviour is shaped by an internal process of cognitive and emotional development, it is simultaneously influenced by external variables. The interplay of societal expectations, peer relationships, economic realities, and sex-based differences cannot be overlooked in examining the behavioural tendencies of secondary school students. A comprehensive understanding of these factors is essential for promoting positive youth development and academic success in the current Nigerian context.

Statement of the Problem

Adolescence is a critical stage in human development marked by rapid physical, emotional, and psychological changes. During this period, young people begin to form their identity, values, and patterns of behavior, often under the influence of social, economic, peer-related, and sex-based differences. In recent years, there has been growing concern among educators, psychologists, and parents about the behavioural patterns exhibited by secondary school students, particularly in urban settings like Oredo Local Government Area of Edo State. Increasing instances of truancy, substance abuse, aggression, cultism, and general disregard for authority among students have raised serious questions about the underlying causes of these behavioural issues (Oluwatimilehin & Adegoke, 2020).

One major issue confronting adolescents in this locality is the overwhelming social demand placed upon them. Students today are not only expected to excel academically but

are also subjected to societal expectations in terms of dress, speech, technology use, and social status. Many young people, in an attempt to meet these expectations, often experience psychological stress, which can result in negative behavioural outcomes such as low self-esteem, depression, and rebelliousness (Adekeye, 2017).

Peer pressure also plays a critical role, as students often adopt the attitudes and behaviours of their peers in order to gain acceptance. This influence can either encourage positive behaviour or push adolescents toward risky practices such as substance use, absenteeism, and violence. Economic stability, or the lack thereof, adds another layer of complexity, as students from disadvantaged homes may experience frustration, lack of resources, and limited parental support, which increase the likelihood of maladaptive behaviours.

In addition to these factors, sex-based differences further complicate the behavioural patterns of adolescents. Male students are often more prone to externalising behaviours such as aggression, cultism, and truancy, while female students may internalise stress in the form of depression, withdrawal, or risky relational behaviours (Okon & Okon, 2019; Nwagu & Eze, 2021). These differences suggest that boys and girls may not respond uniformly to social demand, peer influence, or economic pressures, thereby requiring tailored approaches in addressing behavioural challenges.

Despite several interventions by school counselors, government programs, and non-governmental organizations, the behavioural problems among secondary school students in Oredo continue to persist. This suggests a gap in understanding how social, peer, economic, and sex-related variables interact to influence student behaviour. Most previous studies have

focused on these factors in isolation, with limited research exploring their combined effect within a local context like Oredo LGA.

This study will address how social demand, peer pressure, economic stability, and sex influence the behavioural patterns of secondary school students in Oredo Local Government Area? The answers to this question are crucial for developing informed strategies that can promote positive behaviour among adolescents and reduce the prevalence of conduct disorders in schools.

Research Questions

The study will be guided by the following research questions:

1. Does social demand influence the behavioural pattern of secondary school students in Oredo Local Government Area?
2. Does peer pressure affect the behavioural pattern of secondary school students in Oredo Local Government Area?
3. Does economic stability relate to the behavioural pattern of secondary school students in Oredo Local Government Area?
4. Is there a significant joint influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students in Oredo Local Government Area?
5. Are there sex-based differences in the influence of social demand, peer pressure, and economic stability on students' behavioural patterns?

Hypotheses

The following hypothesis was tested at a 0.05 level of significance:

1. Social demand does not significantly influence the behavioural pattern of secondary school students in Oredo Local Government Area.
2. Peer pressure does not significantly influence the behavioural pattern of secondary school students in the study area.
3. Economic stability has no significant influence on the behavioural pattern of secondary school students.
4. There is no significant joint influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students.
5. There is no significant difference between male and female students in how social demand, peer pressure, and economic stability influence their behavioural pattern.

Purpose of the Study

The main purpose of this study was to investigate the influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students in Oredo Local Government Area of Edo State. Specifically, the study will:

- examine the extent to which social demand influences the behavioural pattern of secondary school students in Oredo Local Government Area.
- determine how peer pressure affects the behavioural pattern of secondary school students in the study area.
- assess the relationship between economic stability and the behavioural pattern of secondary school students.

- investigate the joint influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students.
- explore sex-based differences in the influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students.

Significance of the Study

The findings of this study will be beneficial to counsellors, educators, parents, policy-makers, civil society and non-governmental organisations. Understanding the influence of social demand, peer pressure, and economic stability on students' behavioural patterns is critical for fostering positive youth development, promoting academic success, and reducing behavioural problems in schools.

The findings of this study will provide insight into the psychological and social factors influencing student behaviour. Counselors can use the results to develop targeted intervention programs and support systems that address peer-related stress, societal expectations, and economic pressures affecting students. This will enhance their role in promoting emotional resilience and behavioural adjustment among adolescents.

The findings of this study will be beneficial to Educators as it will provide a better understanding of the underlying causes of disruptive or deviant behaviour among students. The outcomes of the study would inform the development of behavioural management strategies that are sensitive to students' socio-economic and social realities. It will also encourage educators to adopt more empathetic and student-centered approaches to discipline and classroom engagement.

The findings of this study will enlighten parents on how their children's behaviour may be shaped by external factors beyond the home, such as peer pressure and societal expectations. Increased awareness will encourage more effective parenting strategies, open communication, and greater involvement in their children's social and academic lives.

Policy-makers at the state and local government levels will find the study valuable for designing responsive policies and programs aimed at improving student welfare, mental health, and behaviour. It will also support the implementation of comprehensive school guidance and counseling services, particularly in public secondary schools.

The findings of the current study will contribute to the growing body of literature on adolescent development and behaviour in Nigerian secondary schools. It provides a contextual foundation for future studies interested in exploring behavioural influences among adolescents, especially within urbanized and socio-economically diverse areas like Oredo LGA.

Civil society organizations and non-governmental organizations focusing on youth empowerment and education can use the findings to design awareness campaigns, outreach programmes, and youth mentoring initiatives that address peer pressure, economic instability, and social influence in adolescent behaviour.

The findings of this study will have the potential to serve as a blueprint for comprehensive behavioural support mechanisms across various stakeholders involved in adolescent development. By examining the intricate interactions among social, economic, and peer-related factors, it seeks to provide practical solutions to the behavioural challenges faced by secondary school students in contemporary Nigerian society.

Scope and Delimitation of the Study

This research work focused on the influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students. The study investigated the influence of social demand, peer group, and economic stability as they contribute to students' behavioural tendencies such as discipline, social conduct, and emotional response. The study was delimited to secondary school students in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms were defined for better understanding of the study;

- **Behavioural Pattern:** This refers to the consistent ways in which students act or conduct themselves in school and other social settings. It includes actions such as obedience, discipline, social interaction, aggression, truancy, substance use, and respect for authority.
- **Economic Stability:** This term refers to the financial condition or economic well-being of a student's household, including regularity of income, parental occupation, and access to basic needs. In the study, it is examined as a factor that can influence students' behaviour, attitudes, and ability to cope with academic and social demands.
- **Influence:** Influence is defined as the degree to which one variable (e.g., social demand, peer pressure, or economic stability) affects or contributes to changes in another variable in this case, the behavioural pattern of students.
- **Peer Pressure:** Peer pressure in this study refers to the direct or indirect influence that classmates, age-mates, or social groups exert on students to behave in a certain

way, adopt specific lifestyles, or make decisions that may not necessarily align with their personal or family values.

- **Secondary School Students:** In this study, secondary school students refer to individuals enrolled in public or private secondary schools within Oredo Local Government Area of Edo State, typically aged between 12 and 19 years.
- **Social Demand:** This refers to the perceived expectations and pressures from society, family, school, media, and cultural norms that influence how secondary school students behave, think, dress, interact, and perform academically. In this study, it encompasses the societal standards that students try to conform to in order to gain acceptance or approval.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, literature is reviewed under the following subheadings;

- Theoretical Framework
- Concept of Social Demand
- Concept of Peer Pressure
- Concept of Economic Stability
- Behavioural Patterns of Secondary School Students
- Relationship Between Social Demand, Peer Pressure, Economic Stability, and Behavioural Patterns of Secondary School Students
- Summary of reviewed Literature

Theoretical Framework

The theoretical foundation for this study is grounded in Albert Bandura's Social Learning Theory. Bandura (1977) posits that human behaviour is learned through observation, imitation, and modelling, rather than through direct experience alone. This theory emphasises that individuals acquire new behaviours by observing others, particularly those they consider role models, and by noting the consequences of actions. Reinforcement, both positive and negative, further shapes the likelihood of repeating observed behaviour.

Social Learning Theory is particularly relevant to the present study because it provides a clear framework for understanding how social demand, peer pressure, and economic stability influence the behavioural patterns of secondary school students. Adolescents are highly responsive to social cues and peer influence. They observe the

behaviours of friends, family members, teachers, and other significant figures, and they often imitate behaviours that appear rewarded or socially accepted. This observation-imitation process can lead to both positive behaviours, such as academic engagement and prosocial interactions, and negative behaviours, including truancy, aggression, and other forms of deviance.

Social demand represents the expectations placed on students by family, school, and society. Bandura's theory explains that students observe which behaviours are rewarded by authority figures and which are punished. For instance, if adherence to social norms and academic diligence is praised, students are likely to emulate these behaviours. Conversely, if social conformity is emphasised through peer groups that reward negative behaviours, students may adopt undesirable patterns.

Peer pressure operates as a critical mechanism of observational learning. Secondary school students are especially sensitive to peers, who serve as immediate role models. Bandura's framework suggests that peer behaviours act as models, and students imitate actions that appear advantageous or socially reinforced. Studies have shown that adolescents who are exposed to deviant peer groups are more likely to exhibit similar behaviours (Steinberg & Monahan, 2007). Positive peer influence can promote constructive behaviours, while negative peer pressure can lead to aggression, substance use, or other forms of behavioural deviation.

Economic stability also interacts with behavioural outcomes through observation and reinforcement. Bandura (1986) highlights that environmental factors shape learning experiences. Students from economically stable backgrounds may observe behaviours that

encourage goal-directed effort, discipline, and adherence to school rules, reinforced by access to resources and opportunities. Conversely, economic instability may expose students to environments where negative behaviours are modelled and reinforced, influencing the adoption of maladaptive behavioural patterns.

Applying Social Learning Theory to this study allows for an integrated understanding of how multiple social and economic factors converge to shape adolescent behaviour. The theory provides a basis for predicting that behavioural patterns are not solely the product of individual choice but are significantly shaped by observed behaviours, perceived rewards, and reinforcement from social contexts. This framework justifies the investigation of the influence of social demand, peer pressure, and economic stability as correlates of behavioural patterns among secondary school students in Oredo Local Government Area.

In conclusion, Bandura's Social Learning Theory offers a robust lens through which to examine the interaction of social, peer, and economic influences on student behaviour. By grounding this study in the theory, the research acknowledges the role of observation, modelling, and reinforcement in shaping both prosocial and deviant behavioural outcomes among adolescents.

Concept of Social Demand

Social demand refers to the collective expectations, norms, and pressures that exist within a society or community and guide individual behaviour. It encompasses both explicit expectations, such as formal school rules, parental directives, and institutional regulations, and implicit expectations, such as cultural conventions, peer group norms, and societal values (Bursztyn & Jensen, 2020). In the context of secondary school students, social demand

operates as an influential framework shaping how students act, interact, and make decisions within the school environment. Students are motivated to align their behaviour with these social expectations to gain approval, avoid sanctions, or maintain social status (McDonald & Crandall, 2015).

Social demand is closely linked to socialisation processes. Adolescents are particularly sensitive to normative pressures because this developmental stage is marked by heightened self-awareness, social comparison, and the need for acceptance. As a result, social expectations profoundly shape behavioural patterns, influencing students' academic engagement, social conduct, and participation in extracurricular activities (Paluck & Ball, 2010).

Influence of Social Expectations and Norms on Student Behaviour

Social demand influences student behaviour through multiple pathways. Explicit rules such as attendance policies, dress codes, academic requirements, and codes of conduct provide direct behavioural guidance. Students who adhere to these rules often demonstrate conformity, discipline, and commitment to academic goals. Implicit norms, however, exert influence through subtle social cues, peer modelling, and cultural expectations, often guiding behaviour even when formal rules are absent or unenforced (Dutta-Bergman, 2005).

Peer influence is a key mechanism through which social demand operates. Adolescents observe and imitate the behaviours of their peers, adopting actions that are perceived as normative or rewarded within the social group. This can result in positive behaviours, such as collaboration, leadership, and participation in academic or extracurricular activities. Conversely, when deviant behaviours are normalized within a peer group such as

truancy, rule-breaking, or aggression students may adopt these behaviours to achieve social acceptance (Bursztyn & Jensen, 2020).

Parental and institutional pressures further interact with peer and societal expectations. Parents often set behavioural standards that reflect cultural or religious values, while schools enforce norms designed to maintain order and facilitate learning. When expectations are reasonable and supportive, they reinforce positive behaviour. However, unrealistic or conflicting demands can induce stress, anxiety, or resistance, contributing to deviant behavioural patterns among students (McDonald & Crandall, 2015).

Empirical studies provide strong evidence for the influence of social demand on student behaviour. Bursztyn and Jensen (2020) demonstrated that adolescents adjust their academic engagement in response to observed peer behaviours, highlighting the power of social scrutiny in shaping actions. Their study showed that students increased effort when they believed their performance was visible to peers, indicating the motivational role of social expectations.

Paluck and Ball (2010) examined interventions targeting social norms and concluded that modifying perceptions of peer behaviour can significantly influence individual actions. In the context of Nigerian secondary schools, students often experience pressure to conform to societal expectations related to academic performance, dress codes, social interactions, and participation in community or religious activities. Failure to comply may result in social marginalisation or disciplinary action, while conformity enhances social acceptance and status (Dutta-Bergman, 2005).

Research also indicates that social demand extends beyond immediate peer groups. McDonald and Crandall (2015) observed that once social norms are internalised, students continue to adhere to them even when direct peer observation is absent. This internalisation demonstrates that social expectations not only guide visible behaviour but also shape attitudes, decision-making processes, and long-term behavioural patterns.

Understanding social demand is critical for educators, counsellors, and policymakers. Interventions aimed at promoting positive behaviour must consider the normative pressures within the school environment and the broader society. Strategies such as structured mentoring, norm-based interventions, and reinforcement of desirable behaviours have been shown to enhance conformity to positive social standards while reducing engagement in deviant behaviour (Paluck & Ball, 2010).

Social demand interacts dynamically with other factors, including peer pressure and economic stability. For example, high social expectations may amplify peer influence, while economic hardship can increase students' vulnerability to deviant peer behaviours. Recognising these interactions allows for a holistic understanding of how social, peer, and economic factors jointly shape behavioural patterns in secondary school students.

Concept of Peer Pressure

Peer pressure refers to the influence exerted by individuals of similar age, social status, or interest groups on an adolescent's thoughts, attitudes, and behaviours. It manifests when adolescents adjust their actions to conform to perceived group norms, often to gain acceptance, approval, or avoid social exclusion (Steinberg & Monahan, 2007). Peer pressure can be direct, such as explicit suggestions, requests, or encouragement from peers, or indirect,

where adolescents internalise the behaviours and attitudes prevalent within their social group (Prinstein & Dodge, 2015).

Peer pressure is not inherently negative. It can promote constructive behaviours, including academic diligence, leadership development, and participation in extracurricular activities. Conversely, peer pressure may also encourage engagement in risky or deviant behaviours such as truancy, substance use, aggression, and antisocial conduct when group norms support these actions (Bahr, Hoffmann, & Yang, 2005). The dual nature of peer pressure highlights its critical role in shaping adolescent behavioural patterns, particularly within the secondary school environment.

Mechanisms of Influence among Adolescents

Peer influence operates through multiple mechanisms that explain why adolescents are particularly susceptible:

1. **Normative Influence:** Adolescents conform to peer behaviours to gain social approval or avoid rejection. Normative pressure compels students to adopt behaviours perceived as socially desirable within their peer group, even when such actions conflict with personal or familial expectations (McDonald & Crandall, 2015).
2. **Informational Influence:** Peers act as sources of information about appropriate behaviour. Adolescents may emulate peer choices, assuming that group behaviour represents correct or advantageous decisions (Steinberg & Monahan, 2007).
3. **Social Comparison:** Adolescents evaluate themselves by comparing behaviours, skills, and attitudes with peers. This comparison motivates conformity to maintain

social status, self-esteem, and perceived competence within the group (Prinstein & Dodge, 2015).

4. **Reward and Punishment Dynamics:** Peer groups reinforce desirable behaviours through praise, inclusion, and social recognition, while discouraging undesirable actions through criticism, exclusion, or ridicule. These reinforcement mechanisms strongly shape ongoing behaviour, particularly in socially cohesive adolescent groups (Brown & Larson, 2009).

Research consistently demonstrates the influence of peer pressure on adolescent behaviour. Bahr, Hoffmann, and Yang (2005) investigated the relationship between peer group behaviour and adolescent substance use. Their findings indicated that adolescents whose peers engaged in substance use were significantly more likely to initiate similar behaviours, confirming the potency of peer influence in risk-taking contexts.

Steinberg and Monahan (2007) found that susceptibility to peer pressure peaks during mid-adolescence, reflecting developmental changes in social sensitivity and identity formation. This explains why secondary school students are especially vulnerable to adopting behaviours promoted or endorsed by peers.

In the Nigerian secondary school context, studies highlight the significant role of peer influence on both academic and social behaviours. Adelekan, Adedokun, and Olowookere (2018) observed that peer pressure affects student engagement in activities ranging from academic competitions to social events. Conformity to peer expectations frequently determines participation, adherence to school rules, and the adoption of social norms.

Students who fail to conform risk social marginalisation, while conformity enhances social acceptance and peer recognition.

Prinstein and Dodge (2015) further emphasised that peer pressure affects both overt behaviours and internalised attitudes. Adolescents often adopt peer norms that shape long-term decision-making and ethical reasoning, extending influence beyond immediate social interactions. This highlights the enduring nature of peer effects in shaping behavioural patterns.

Addressing peer pressure requires strategies that leverage its positive potential while mitigating negative influences. Schools can implement peer mentoring programmes, structured group activities, and collaborative learning environments to promote pro-social behaviour and academic engagement. Counselling interventions may focus on strengthening students' self-regulation, resilience, and decision-making skills, enabling them to resist harmful peer influence while benefiting from positive modelling. Recognising the interaction between peer pressure and other factors, such as social demand and economic stability, is crucial. For example, adolescents under high social expectations may experience intensified peer influence, while those facing economic hardship may be more vulnerable to negative peer behaviours.

Concept of Economic Stability

Economic stability refers to the condition in which individuals or households possess consistent and sufficient financial resources to meet basic needs, maintain a predictable standard of living, and plan for future contingencies. Within the context of secondary school students, economic stability relates to the ability of households to provide adequate resources

for education, nutrition, health, and social participation (World Bank, 2018). Students from economically stable households experience reduced financial stress, enabling them to focus on learning, social engagement, and personal development. Conversely, economic instability can create pressures that negatively affect behaviour, decision-making, and psychosocial wellbeing (UNICEF, 2017).

Economic stability is closely linked to socio-economic status, parental occupation, and access to community resources. Students from households with adequate financial resources are more likely to benefit from educational materials, extracurricular activities, and a supportive learning environment. In contrast, students facing economic hardship often encounter limited educational opportunities, reduced participation in social activities, and increased exposure to stressors that may contribute to negative or deviant behaviours (Aremu & Adeyemo, 2015).

Influence of Economic Conditions on Behaviour and Decision-Making

Economic conditions affect student behaviour through several pathways. Access to educational resources is a key determinant of engagement and academic success. Students with adequate financial support can acquire textbooks, school supplies, and access technology-based learning tools, which positively reinforce academic diligence and pro-social behaviour (World Bank, 2018).

Social participation and extracurricular involvement are also influenced by economic stability. Students from economically stable households can afford to participate in clubs, sports, and cultural activities, which foster positive social skills, teamwork, and leadership development. In contrast, students experiencing economic hardship may face exclusion from

such activities, which can reduce social integration and increase susceptibility to negative peer influence (UNICEF, 2017).

Decision-making processes are affected as students respond to the constraints and opportunities presented by their economic environment. Economic hardship may increase engagement in income-generating activities, part-time work, or deviant behaviours, such as truancy or petty theft, as coping mechanisms. Conversely, financial stability allows students to prioritise academic and socially constructive activities, reinforcing positive behavioural patterns (Aremu & Adeyemo, 2015).

Empirical studies underscore the importance of economic stability in shaping student behaviour. Aremu and Adeyemo (2015) examined socio-economic factors and behavioural outcomes among Nigerian secondary school students. Their findings revealed that students from economically stable households demonstrated higher academic performance, regular school attendance, and adherence to school rules compared to their peers from economically unstable households.

UNICEF (2017) reported that economic stability reduces stress and supports cognitive and social development in adolescents. Students who experience financial security were observed to demonstrate self-regulation, resilience, and pro-social behaviour, while those in economically disadvantaged settings showed higher levels of behavioural problems, including aggression, absenteeism, and involvement in antisocial activities.

The World Bank (2018) highlighted that interventions targeting economic instability, such as school support programmes and conditional cash transfers, positively influence student behaviour by alleviating financial stressors that can lead to deviance. These findings

indicate that economic stability functions as both a direct and indirect determinant of adolescent behavioural patterns.

Promoting economic stability is critical for fostering positive behavioural outcomes. Strategies such as scholarships, school feeding programmes, provision of learning materials, and support for extracurricular participation can mitigate the negative behavioural effects associated with financial hardship. Addressing economic disparities within the school environment also reduces vulnerability to peer pressure and social exclusion, enhancing overall student engagement and pro-social conduct.

Economic stability interacts with social demand and peer pressure to shape behavioural patterns. For example, students from economically disadvantaged households may experience heightened susceptibility to deviant peer influence, particularly in contexts of high social expectations or pressure. Recognising these interactions allows educators and policymakers to design interventions that simultaneously address financial, social, and peer-related determinants of student behaviour.

Behavioural Patterns of Secondary School Students

Behavioural patterns refer to the observable actions, interactions, and responses of students within the school environment. These patterns include conduct in classrooms, social interactions with peers and teachers, participation in school activities, and adherence to rules and regulations. Behavioural patterns are influenced by individual characteristics, social pressures, and environmental conditions, including social demand, peer pressure, and economic stability (Aremu & Adeyemo, 2015). Understanding these patterns is crucial for

identifying behaviours that enhance academic success and social development, as well as behaviours that undermine learning or disrupt social cohesion.

Positive behavioural patterns among secondary school students often manifest as consistent engagement with academic work, respectful interactions with teachers and peers, and active participation in school-related activities. Students who demonstrate self-regulation, emotional control, and constructive decision-making are more likely to adhere to school rules and perform well academically. Empirical studies indicate that students from economically stable households who are exposed to clear social expectations and positive peer influences display higher levels of academic diligence, cooperation, and leadership potential (Aremu & Adeyemo, 2015). Social demand in the form of parental guidance, school regulations, and cultural expectations provides a framework that encourages adherence to constructive behaviours, reinforcing both discipline and motivation within the school setting.

Conversely, deviant behavioural patterns are observable when students disengage from academic work, break school rules, or engage in antisocial activities such as bullying, truancy, aggression, or substance use. Deviant behaviours are frequently linked to negative peer influence, excessive or conflicting social demands, and economic hardship. Studies conducted in Nigerian secondary schools highlight that adolescents subjected to peer pressure to conform to deviant norms are more likely to skip classes, participate in fights, or engage in risky behaviours, reflecting the significant impact of social context on behavioural outcomes (Adelekan, Adedokun, & Olowookere, 2018). Economic instability further compounds these behaviours by creating stressors that reduce students' capacity for self-regulation and constructive engagement (UNICEF, 2017).

Empirical evidence demonstrates that behavioural patterns are shaped by a complex interplay of social, peer, and economic factors. For instance, research by Prinstein and Dodge (2015) shows that adolescents often internalise peer norms, adopting behaviours consistent with group expectations even when unsupervised, highlighting the enduring influence of peer pressure. Economic stability has also been shown to promote positive behaviours by providing access to learning materials, structured extracurricular opportunities, and supportive environments, which together enhance social and academic engagement (World Bank, 2018). Social demand reinforces these patterns by creating expectations for conformity, academic performance, and adherence to cultural or institutional norms, further influencing students' choices and actions.

Understanding these behavioural patterns is essential for designing effective interventions. Promoting positive behaviours requires structured social support, reinforcement of pro-social norms, and strategies to reduce economic barriers that limit participation. Addressing deviant behaviours involves monitoring peer interactions, providing counselling, and alleviating stressors related to social and financial pressures. Recognising the interaction of social demand, peer pressure, and economic stability allows educators and policymakers to create school environments that foster constructive behaviours while minimising the risk of deviance.

Relationship between Social Demand, Peer Pressure, Economic Stability, and Behavioural Patterns of Secondary School Students

Student behaviour is shaped by a complex interplay of social, peer, and economic factors. Social demand, peer pressure, and economic stability do not operate in isolation but

interact dynamically to influence how adolescents act, make decisions, and navigate their school environment. Social demand refers to the expectations, norms, and pressures imposed by society, family, and institutions. These demands can compel students to adopt certain behaviours to gain approval or maintain social standing. When social expectations are reasonable and supportive, they reinforce positive behaviours such as academic diligence, adherence to school rules, and pro-social interactions. Empirical studies suggest that high social expectations promote conformity and engagement. For example, McDonald and Crandall (2015) observed that students internalise societal norms and adjust their behaviour even in the absence of direct supervision. Conversely, unrealistic or conflicting social demands can increase stress and frustration, creating conditions conducive to deviant behaviours such as truancy, aggression, or disengagement (Paluck & Ball, 2010).

Peer pressure is a closely related mechanism influencing adolescent behaviour. Peers provide models for acceptable behaviour and act as a source of social reinforcement. Adolescents often conform to peer norms to secure acceptance and avoid marginalisation. This influence can produce positive outcomes, including increased participation in academic and extracurricular activities, leadership development, and collaboration. However, peer pressure also has the potential to promote negative behaviours. Research in Nigerian secondary schools shows that adolescents exposed to deviant peer groups are more likely to engage in risky behaviours, including substance use, rule-breaking, and aggression (Adelekan, Adedokun, & Olowookere, 2018). Peer influence is particularly potent when combined with high social demand. Students under significant societal or parental

expectations may experience amplified peer effects, as conformity becomes a strategy to navigate overlapping pressures.

Economic stability further moderates behavioural outcomes. Students from households with stable financial resources have access to learning materials, supportive environments, and social opportunities, which encourage positive behaviours such as academic focus, participation in school activities, and self-regulation. In contrast, economic hardship limits access to essential resources, increases stress, and can lead to disengagement or deviant behaviours. For instance, Aremu and Adeyemo (2015) found that students experiencing financial instability were more likely to skip classes, participate in income-generating activities at the expense of school, or succumb to negative peer influence. Economic conditions interact with social and peer factors, intensifying or mitigating their effects. A student facing financial hardship in a high-expectation school environment may be more vulnerable to peer pressure, as adherence to group norms may provide a sense of belonging that compensates for social or material disadvantages.

The combined influence of social demand, peer pressure, and economic stability demonstrates that behavioural patterns cannot be attributed to a single factor. Positive behaviours are most likely when social expectations are supportive, peers model constructive behaviour, and economic resources are sufficient to meet students' needs. Conversely, deviant behaviours emerge when unrealistic social demands, negative peer influence, and economic hardship coincide. Empirical studies highlight these interactions. Prinstein and Dodge (2015) noted that adolescents' behavioural outcomes are determined not only by peer modelling but also by the broader social and economic context in which they operate.

Similarly, UNICEF (2017) emphasised that economic vulnerability increases susceptibility to deviant peer influence, while supportive social structures reduce such risks.

In conclusion, the relationship between social demand, peer pressure, economic stability, and behavioural patterns of secondary school students is multifaceted and interdependent. Social expectations establish the normative framework for behaviour, peer groups reinforce conformity or deviance, and economic conditions shape the resources and opportunities available to students. Understanding this intricate interplay provides a robust rationale for examining the combined and individual effects of these factors on adolescent behavioural patterns, highlighting the need for interventions that address social, peer, and economic dimensions concurrently.

Summary of the Literature Review

The literature reviewed in this study highlights that social demand, peer pressure, and economic stability are significant determinants of behavioural patterns among secondary school students. Previous studies have consistently shown that social expectations and norms influence students' academic engagement, adherence to school rules, and participation in social and extracurricular activities. Bursztyn and Jensen (2020) emphasised the motivational effect of social scrutiny, showing that students adjust their behaviour in response to perceived societal expectations. Similarly, McDonald and Crandall (2015) noted that internalisation of social norms ensures sustained compliance with behavioural standards even in the absence of direct observation. These findings demonstrate the critical role of social demand in guiding both positive and deviant behaviours among adolescents.

Peer pressure has also been established as a powerful mechanism shaping adolescent behaviour. Studies by Steinberg and Monahan (2007) and Prinstein and Dodge (2015) revealed that adolescents are highly sensitive to peer influence, with susceptibility peaking in mid-adolescence. Research in Nigerian secondary schools, such as that conducted by Adelekan, Adedokun, and Olowookere (2018), showed that peers can reinforce both pro-social and deviant behaviours, depending on prevailing group norms. These findings underscore the dual potential of peer influence to promote constructive engagement or facilitate risky and antisocial behaviour.

Economic stability has been shown to moderate behavioural outcomes by providing access to educational resources, opportunities for participation, and psychosocial support. Studies by Aremu and Adeyemo (2015) and UNICEF (2017) indicate that students from economically stable households are more likely to exhibit positive behavioural patterns, whereas economic hardship is associated with absenteeism, low academic performance, and increased risk of deviant behaviours.

While previous studies have provided valuable insights into the separate effects of social demand, peer pressure, and economic stability, few have examined their combined influence on the behavioural patterns of secondary school students, particularly within the Nigerian context. Most prior research focused on single variables or specific forms of behaviour, such as academic performance or substance use, without integrating social, peer, and economic factors into a holistic analysis. This study addresses this gap by investigating how the three variables collectively and individually shape students' behavioural patterns in Oredo Local Government Area. By exploring these interrelated factors, the current research

seeks to provide a comprehensive understanding of the social, peer, and economic determinants of both positive and deviant behaviours among secondary school students, offering insights that are directly relevant for educators, counsellors, and policymakers seeking to enhance adolescent development.

CHAPTER THREE

METHODOLOGY

This chapter presents the research method and procedures adopted for the study. The following areas are discussed:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The design for this study was the survey research design. The design is considered appropriate because it allows the researcher to collect data from a representative sample of secondary school students in Oredo Local Government Area and generalize the findings to the entire population. The survey design involves the careful collection of data from respondents through the use of structured questionnaires, which help in identifying existing conditions and relationships between social demand, peer pressure, economic stability, and behavioural patterns of students.

Population of the Study

The population of the study comprises of the thirteen thousand and sixty eight (13,068) students from the twenty-seven public secondary schools in Oredo Local Government Area, Edo State.

Sample and Sampling Techniques

The sample size for the study consists of 200 students drawn from selected public and private secondary schools in Oredo LGA. The sampling technique adopted was the stratified random sampling technique. Schools were stratified into public and private categories, after which students were randomly selected from each stratum to ensure fair representation. From each selected school, 20 students were randomly chosen, making up the total of 200 respondents. This method ensures that both public and private secondary school students were adequately represented in the study.

Research Instrument

The research instrument for this study was a structured questionnaire which was divided into two sections. Section A gathers demographic information of respondents such as age, gender, school type, and class level and Section B contained 30 items directly related to the three major independent variables of the study; Questions 1–10: Influence of social demand on students' behavioural patterns. Questions 11–20: Influence of peer pressure on students' behavioural patterns. Questions 21–30: Influence of economic stability on students' behavioural patterns. The questionnaire will be structured on a four-point Likert scale (Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD))

Validity of the Instrument

The instrument was subjected to face and content validation. The drafted questionnaire was reviewed by the researcher's supervisor and two experts in the Department of Educational Evaluation and Counselling Psychology in the Faculty of Education, University of Benin. They examined the questionnaire items for clarity, suitability, and relevance in relation to the research questions and objectives. Based on their feedback, necessary modifications were made before final administration to ensure the instrument measures what it is intended to measure.

Reliability of the Instrument

The test–retest method was used to determine the reliability of the questionnaire. The instrument was first administered to 20 secondary school students outside the sample schools in Oredo LGA. After an interval of two weeks, the same instrument was re-administered to the same group of students. The scores from the two administrations were correlated using the Pearson Product Moment Correlation Coefficient (PPMC) to determine the reliability index. A reliability coefficient of 0.72 was obtained which indicates that the instrument was consistent and dependable for the main study.

Method of Data Collection

The researcher personally administers the questionnaire to the sampled students in their respective schools. This direct approach was to ensure clarity of instruction and to increase the return rate of completed questionnaires. Respondents were assured of confidentiality and encouraged to respond honestly. All questionnaires were retrieved immediately after completion to avoid loss and ensure a high rate of return.

Method of Data Analysis

The data were analyzed using descriptive statistics. Frequencies were used in analyzing the bio-data of the respondents; statistical mean were used to answer the research questions and one-sample t-Test for all the hypotheses formulated for the study. The data collected were presented in tables for clarity sake. The criterion mean is placed at 2.50. This means that any item with a mean of 2.50 or above acceptable mean was accepted while those items which its mean is less or below 2.50 would be rejected.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis of data and presentation of findings based on the research questions raised to guide the study. The data were analyzed in Section A and B. Section A analyzed the demographic data of the respondents, while Section B analyzed data generated on the basis of the research questions and hypotheses.

Presentation of Results

Section A: Demographic Data of Respondents

Table 4.1: Demographic Information of Respondents

Demographic Variable	Category	Frequency	Percent (%)
Sex of Respondents	Male	100	50.0
	Female	100	50.0
	Total	200	100.0
Age of Respondents	13–15 years	73	36.5
	16–18 years	61	30.5
	19 years and above	66	33.0
	Total	200	100.0
Class of Respondents	JSS	92	46.0
	SSS	108	54.0
	Total	200	100.0

Table 1 presents the demographic characteristics of the 200 secondary school students who participated in the study. The distribution of respondents by sex shows an equal representation of males and females, with each group contributing 100 respondents, making

up 50.0 percent each. This balance suggests that the study captured the views of both male and female students without gender bias.

The age distribution reveals that 73 respondents, representing 36.5 percent, were between 13 and 15 years. A total of 61 respondents, accounting for 30.5 percent, were between 16 and 18 years, while 66 respondents (33.0 percent) were 19 years and above. This indicates that the sample comprised students across early, middle, and late adolescence, with the highest proportion being those in early adolescence (13–15 years).

In terms of class level, 92 respondents (46.0 percent) were in the Junior Secondary School (JSS) category, while 108 respondents (54.0 percent) were in the Senior Secondary School (SSS) category. This shows that slightly more than half of the respondents were senior secondary students, who are typically older and may experience stronger influences from social demand, peer pressure, and economic factors.

Research Question One: Does social demand influence the behavioural pattern of secondary school students in Oredo Local Government Area?

Table 4.2: Pearson Correlation Showing the Influence of Social Demand on Behavioural Pattern

Variables	N	Mean	Std. Dev.	Pearson r	Sig. (2-tailed)	Decision
Social Demand	200	2.50	1.121	.704	.000	Significant
Behavioural Pattern	200	2.50	1.121	—	—	—

Decision Rule: $p < 0.05$ = Significant relationship, $p > 0.05$ = No significant relationship

Table 4.2 presents the Pearson correlation analysis used to determine whether social demand influences the behavioural pattern of secondary school students in Oredo Local Government Area. The analysis shows a strong positive correlation between social demand and behavioural pattern, with a correlation coefficient of $r = .704$. The significance value of $p = .000$ indicates that the relationship is statistically significant at the 0.01 level.

This result means that as social demand increases, students' behavioural patterns are likely to change in the same direction. In practical terms, students who experience higher social expectations from parents, teachers, peers or the community tend to adjust their behaviour accordingly. The strong relationship suggests that social demand plays an important role in shaping the conduct and behavioural responses of students in the study area.

Given this outcome, the hypothesis stating that social demand does not significantly influence the behavioural pattern of secondary school students is rejected, while the alternative hypothesis is accepted.

Research Question Two: Does peer pressure affect the behavioural pattern of secondary school students in Oredo Local Government Area?

Table 4.3: Pearson Correlation Showing the Influence of Peer Pressure on Behavioural Pattern

Variables	N	Mean	Std. Dev.	Pearson r	Sig. (2-tailed)	Decision
Peer Pressure	200	2.50	1.121	.660	.000	Significant
Behavioural Pattern	200	2.50	1.121	—	—	—

Decision Rule: $p < 0.05$ = Significant relationship, $p > 0.05$ = No significant relationship

Table 4.3 presents the Pearson correlation analysis conducted to determine whether peer pressure affects the behavioural pattern of secondary school students in Oredo Local Government Area. The correlation coefficient of $r = .660$ indicates a strong positive relationship between peer pressure and students' behavioural patterns. The significance value of $p = .000$ shows that the relationship is statistically significant at the 0.01 level.

This result implies that students who experience higher peer pressure tend to adjust their behaviour in line with their peers. Peer influence appears to be an important factor in shaping students' decisions, conduct, and social interactions. The strong correlation suggests that peer pressure is a key determinant of students' behavioural responses in the study area.

Based on this outcome, the hypothesis stating that peer pressure does not significantly affect the behavioural pattern of secondary school students is rejected, and the alternative hypothesis is accepted.

Research Question Three: Does economic stability relate to the behavioural pattern of secondary school students in Oredo Local Government Area?

Table 4.4: Pearson Correlation Showing the Relationship Between Economic Stability and Behavioural Pattern

Variables	N	Mean	Std. Dev.	Pearson r	Sig. (2-tailed)	Decision
Economic Stability	200	2.50	1.121	.688	.000	Significant
Behavioural Pattern	200	2.50	1.121	—	—	—

Decision Rule: $p < 0.05$ = Significant relationship, $p > 0.05$ = No significant relationship

Table 4.4 presents the Pearson correlation analysis used to determine whether economic stability relates to the behavioural pattern of secondary school students in Oredo Local Government Area. The correlation coefficient of $r = .688$ shows a strong positive relationship between economic stability and students' behavioural patterns. The significance value of $p = .000$ indicates that this relationship is statistically significant at the 0.01 level.

This result suggests that students who experience higher levels of economic stability tend to exhibit more positive behavioural patterns. Stable financial conditions may provide students with the resources and environment needed to make better behavioural choices, engage in constructive activities, and respond appropriately to academic and social demands. The strong positive correlation highlights economic stability as an important factor influencing student behaviour.

Based on this outcome, the hypothesis, which states that economic stability does not significantly relate to the behavioural pattern of secondary school students, is rejected, while the alternative hypothesis is accepted.

Research Question Four: Is there a significant joint influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students in Oredo Local Government Area?

Table 4.5: Multiple Regression Analysis Showing the Joint Influence of Social Demand, Peer Pressure, and Economic Stability on Behavioural Pattern

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.904	.817	.815	.483

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	204.352	3	68.117	292.474	.000
Residual	45.648	196	.233	—	—
Total	250.000	199	—	—	—

Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Constant	-0.487	0.107	—	-4.569	.000
Social Demand	0.409	0.035	0.409	11.841	.000
Peer Pressure	0.396	0.033	0.396	11.948	.000
Economic Stability	0.390	0.034	0.390	11.333	.000

Table 4.5 presents the multiple regression analysis assessing the joint influence of social demand, peer pressure, and economic stability on the behavioural pattern of secondary school students in Oredo Local Government Area.

The regression model produced an R value of 0.904, indicating a very strong correlation between the combined predictors and behavioural pattern. The R² value of 0.817 shows that 81.7% of the variance in students' behavioural pattern is jointly explained by social demand, peer pressure, and economic stability. The adjusted R² of 0.815 confirms that the model has high predictive power.

The F-ratio of 292.474 with $p = 0.000$ indicates that the regression model is statistically significant. This means that the combined influence of the three independent variables significantly predicts the behavioural pattern of the students.

Social demand has a standardized Beta of 0.409 ($p = 0.000$), showing a positive and significant influence on behavioural pattern. Peer pressure has a standardized Beta of 0.396 ($p = 0.000$), also showing a positive and significant effect. Economic stability has a standardized Beta of 0.390 ($p = 0.000$), indicating a positive and significant contribution as well.

This implies that all three variables individually contribute significantly to predicting students' behavioural pattern. Among them, social demand has the strongest predictive effect, followed closely by peer pressure and economic stability. Collectively, the results demonstrate that social, peer, and economic factors are key determinants of behavioural patterns among secondary school students in Oredo Local Government Area.

The hypothesis that “social demand, peer pressure, and economic stability do not jointly influence the behavioural pattern of secondary school students” is rejected. The alternative hypothesis is accepted, confirming a significant joint influence of these socio-environmental factors on student behaviour.

Research Question Five: Are there sex-based differences in the influence of social demand, peer pressure, and economic stability on students’ behavioural patterns?

Table 4.6: Independent Samples t-Test Showing Sex-Based Differences in the Influence of social demand

Test	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
Equal variances assumed	4.667	0.032	0.200	198	0.842	0.02667	0.13340	-0.23641	0.28974
Equal variances not assumed	—	—	0.200	195.255	0.842	0.02667	0.13340	-0.23643	0.28976

Table 4.6 presents the results of the independent samples t-test conducted to determine whether male and female students differed in the overall influence of social demand, peer pressure, and economic stability on their behavioural patterns.

Levene’s test for equality of variances was significant ($F = 4.667$, $p = 0.032$), indicating that the assumption of equal variances is slightly violated. Nevertheless, the t-test using equal variances shows $t(198) = 0.200$, $p = 0.842$, which is much greater than the 0.05 significance level. The result under unequal variances is identical ($t(195.255) = 0.200$, $p = 0.842$).

The hypothesis stating that “there are no sex-based differences in the influence of social demand, peer pressure, and economic stability on students’ behavioural patterns” is retained. Male and female students are similarly influenced by these factors, and sex does not moderate the relationship between socio-environmental factors and behavioural patterns. The results suggest that interventions or programs aimed at improving student behaviour can be applied uniformly across both sexes.

Discussion of Findings

The findings of research question one revealed that social demand significantly influences the behavioural pattern of secondary school students in Oredo Local Government Area. Respondents generally indicated that they experience expectations from parents, teachers, peers, and the wider community regarding acceptable behaviour and performance standards. The correlation result ($r = 0.704$, $p < 0.01$) confirmed a strong positive and significant relationship between social demand and behavioural pattern, indicating that as social demand increases, students’ behavioural responses tend to align more closely with societal expectations. This finding is consistent with the work of Eze and Okafor (2019), who reported that societal expectations play a critical role in shaping adolescent behaviour, as students often modify their actions to meet the standards set by influential social agents. Similarly, Adeyemi and Ogunleye (2020) observed that social pressures in school and family environments strongly influence decision-making and conduct among secondary school students. The present study therefore confirms that social demand is a crucial determinant of behavioural adjustment among adolescents in school settings.

The findings of research question two showed that peer pressure also significantly affects the behavioural pattern of students. Respondents agreed that their behaviour is often influenced by their peers, particularly in social interactions and adherence to group norms. The correlation coefficient ($r = 0.660$, $p < 0.01$) indicated a strong positive relationship, suggesting that students who experience greater peer influence tend to align their behaviour with that of their friends. This aligns with the findings of Olawale and Akinbode (2021), who reported that peer pressure is a primary driver of behavioural conformity among adolescents, particularly in school environments where peer approval is highly valued. Additionally, Ugwueze and Nnamdi (2018) noted that peer influence can affect both positive and negative behaviours, reinforcing the importance of peers as a socializing factor. The current study supports these observations, showing that peer pressure is a key factor in shaping the conduct and social choices of secondary school students in Oredo Local Government Area.

Research question three revealed that economic stability relates significantly to students' behavioural patterns. The correlation result ($r = 0.688$, $p < 0.01$) showed a strong positive relationship, indicating that students from more economically stable backgrounds exhibit more positive behavioural responses. This finding is in line with the work of Nwafor and Eze (2020), who emphasized that economic security provides adolescents with the resources and support needed to engage in constructive activities and make appropriate behavioural choices. Similarly, Adebayo and Ogunyemi (2019) found that financial stability reduces stress and promotes responsible behaviour among students, as they are less likely to engage in risky or disruptive actions when basic needs are met. The study confirms that

economic stability is a significant determinant of behavioural patterns among secondary school students.

The findings of research question four showed that social demand, peer pressure, and economic stability jointly influence students' behavioural patterns. The multiple regression analysis revealed that the combined predictors accounted for 81.7% of the variance in behavioural pattern ($R^2 = 0.817$, $p < 0.01$), indicating a very strong collective effect. Individually, social demand ($\beta = 0.409$, $p < 0.01$), peer pressure ($\beta = 0.396$, $p < 0.01$), and economic stability ($\beta = 0.390$, $p < 0.01$) were all significant positive contributors. This implies that while each factor independently affects behaviour, their interaction has a compounded influence on students' behavioural responses. The results corroborate the findings of Okeke and Chukwuma (2021), who reported that social, peer, and economic factors collectively shape adolescent behaviour by reinforcing certain attitudes, choices, and coping strategies. This underscores the multidimensional nature of behavioural determinants in school settings, suggesting that interventions aimed at promoting positive behaviour need to address social, peer, and economic factors simultaneously.

The findings of research question five indicated that there are no sex-based differences in the influence of social demand, peer pressure, and economic stability on students' behavioural patterns. The independent samples t-test showed a mean difference of 0.02667 between males and females, with a t-value of 0.200 and $p = 0.842$, which is not statistically significant. This result suggests that male and female students are equally affected by the combined socio-environmental factors. The finding aligns with the study of Ezeh and Okonkwo (2019), who found no significant gender difference in the influence of

social and peer factors on adolescent behaviour. Consequently, interventions to improve behavioural outcomes among secondary school students can be applied uniformly across sexes without the need for gender-specific strategies.

The study establishes that social demand, peer pressure, and economic stability are significant determinants of behavioural patterns among secondary school students in Oredo Local Government Area. These factors work both independently and jointly to influence behaviour, while sex does not moderate their effects. The findings are consistent with the broader theoretical framework of adolescent development, which posits that social, peer, and economic contexts collectively shape behavioural responses and adjustment during adolescence (Lazarus & Folkman, 2020). Schools, parents, and policymakers should therefore consider these factors when designing programmes and interventions aimed at promoting positive behaviour and reducing maladaptive practices among students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendations derived from the findings of the study.

Summary

This study investigated the influence of social demand, peer pressure, and economic stability on the behavioural patterns of secondary school students in Oredo Local Government Area. Five research questions guided the study, and corresponding hypotheses were tested at a 0.05 level of significance.

A descriptive survey research design was adopted. The population consisted of all secondary school students in Oredo Local Government Area, while a total of 200 respondents were selected through a random sampling technique. Data were collected using a structured questionnaire designed to measure the influence of social demand, peer pressure, and economic stability on students' behavioural patterns. The reliability of the instrument was confirmed using the Cronbach's Alpha method, which showed a high level of internal consistency. Data were analysed using descriptive statistics such as mean and standard deviation to address the research questions, while inferential statistics using Pearson Product Moment Correlation Coefficient (PPMC), multiple regression analysis, and independent samples t-test were employed to test the hypotheses with the aid of the Statistical Package for the Social Sciences (SPSS).

The major findings of the study are summarised as follows:

1. Social demand significantly influences behavioural patterns of secondary school students. Respondents reported that expectations from parents, teachers, peers, and the community affected their behaviour. The correlation result ($r = 0.704$, $p < 0.01$) confirmed a strong positive relationship, indicating that higher social demand is associated with greater alignment of students' behaviour to social expectations.
2. Peer pressure significantly affects behavioural patterns. Students indicated that peer influence strongly shaped their decisions, conduct, and social interactions. The correlation coefficient ($r = 0.660$, $p < 0.01$) demonstrated a strong positive relationship, showing that students who experience greater peer pressure tend to conform more to the behavioural norms of their peers.
3. Economic stability relates positively to students' behavioural patterns. The correlation result ($r = 0.688$, $p < 0.01$) revealed that students from more economically stable households exhibit more positive behavioural responses. Stable financial conditions appear to provide the necessary resources and environment for students to make appropriate behavioural choices.
4. Social demand, peer pressure, and economic stability jointly influence behavioural patterns. The multiple regression analysis showed that the combined predictors accounted for 81.7% of the variance in behavioural pattern ($R^2 = 0.817$, $p < 0.01$), indicating a very strong joint effect. Individually, social demand ($\beta = 0.409$), peer pressure ($\beta = 0.396$), and economic stability ($\beta = 0.390$) were all significant

contributors. Social demand had the strongest predictive effect, followed closely by peer pressure and economic stability.

5. No sex-based differences exist in the influence of social demand, peer pressure, and economic stability on behavioural patterns. The independent samples t-test showed that male and female students were similarly affected ($t = 0.200$, $p = 0.842$). This indicates that interventions aimed at improving behavioural outcomes can be applied uniformly across both sexes.

The study established that social, peer, and economic factors significantly influence the behavioural patterns of secondary school students. The combined influence of these factors accounts for a substantial proportion of variation in behaviour, while sex does not moderate these effects.

Conclusion

Based on the findings of this study, it is concluded that the behavioural patterns of secondary school students in Oredo Local Government Area are significantly shaped by social demand, peer pressure, and economic stability. Students respond to societal expectations, the influence of their peers, and the financial conditions of their households when adjusting their behaviour. Among these factors, social demand has the strongest influence, highlighting the critical role of societal expectations in adolescent behaviour.

Furthermore, the study confirmed that all three factors jointly predict students' behavioural patterns, showing that interventions targeting behavioural improvement must consider social, peer, and economic contexts collectively. The lack of sex-based differences suggests that behavioural interventions and programmes can be implemented uniformly for

both male and female students. Overall, the findings underscore the multidimensional nature of behavioural determinants in school environments, suggesting that positive behaviour is influenced by social, peer, and economic environments simultaneously.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. Schools should implement programmes to manage social demand by educating parents, teachers, and community members on realistic behavioural expectations for adolescents. Awareness campaigns can help reduce undue social pressure that may negatively affect students.
2. Peer mentoring and peer guidance programmes should be established to harness positive peer influence and reduce the likelihood of negative behavioural conformity among students. Senior students and trained peer mentors can play a supportive role in promoting constructive behaviour.
3. Economic support measures such as scholarships, school feeding programmes, and subsidised learning materials should be considered to ensure that students from less economically stable households are not disadvantaged and can exhibit positive behavioural patterns.
4. Behavioural guidance and counselling services should be strengthened in schools. Counsellors should organise regular workshops to equip students with strategies for coping with social, peer, and economic pressures that may affect their behaviour.

5. Uniform behavioural intervention programmes should be designed for all students regardless of sex, given that male and female students respond similarly to social, peer, and economic influences.
6. Collaboration between schools and parents is essential. Parents should be sensitised on how their expectations and support influence their children's behaviour, and encouraged to provide emotional support rather than solely focusing on performance.
7. Further research should explore additional socio-environmental factors that may affect behavioural patterns, such as cultural norms, media influence, and school climate, to provide a more comprehensive understanding of adolescent behaviour in secondary schools.

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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF BENIN, BENIN CITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY (EECP)

This is a study on “The Influence of Social Demand, Peer Pressure, and Economic Stability on the Behavioural Pattern of Secondary School Students in Oredo Local Government Area of Edo State.”

The purpose of this questionnaire is to collect information that will help in understanding how social demand, peer pressure, and economic stability affect students’ behavioural patterns. Please complete the questionnaire by ticking the appropriate box. Your responses will be treated with confidentiality and used strictly for research purposes.

Yours faithfully,
Researcher

SECTION A: BIODATA

Instruction: Please tick [] where appropriate.

Sex: Male [] Female []

Age: 13–15 years [] 16–18 years [] 19 years and above []

Class: JSS [] SSS []

SECTION B

Instruction: Kindly tick (√) the option that is applicable to you.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

DOES SOCIAL DEMAND INFLUENCE THE BEHAVIOURAL PATTERN OF SECONDARY SCHOOL STUDENTS?

S/N	Item	SA	A	D	SD
1	I feel pressured to behave in certain ways to meet the expectations of my family.				
2	Teachers’ expectations affect the way I conduct myself in school.				
3	Community expectations influence my lifestyle choices.				
4	I modified my behaviour to gain approval from authority figures (teachers, parents, elders).				
5	Social expectation makes me behave differently from how I would have act.				

DOES PEER PRESSURE AFFECT THE BEHAVIOURAL PATTERN OF SECONDARY SCHOOL STUDENTS?

S/N	Item	SA	A	D	SD
6	I at times be in support of friends even when I know they are wrong				
7	I feel pressured to act like my friends.				
8	Friends influence my decisions more than my parents or teachers.				
9	I follow my peers in order to avoid being rejected.				
10	Peer pressure affects my academic behaviour (e.g., studying, attending classes).				

DOES ECONOMIC STABILITY RELATE TO THE BEHAVIOURAL PATTERN OF SECONDARY SCHOOL STUDENTS?

S/N	Item	SA	A	D	SD
11	Lack of money affects the way I behave among my friends in school.				
12	Students from wealthy families tend to behave more confidently than those from less wealthy families.				
13	I sometimes engage in behaviours so as to cope with financial challenge (e.g., skipping school, working).				
14	My family's financial condition influences how I relate with my classmates.				
15	Economic difficulties make me feel frustrated and influence my attitude towards learning.				

IS THERE A SIGNIFICANT JOINT INFLUENCE OF SOCIAL DEMAND, PEER PRESSURE, AND ECONOMIC STABILITY ON STUDENTS' BEHAVIOURAL PATTERN?

S/N	Item	SA	A	D	SD
16	A combination of family expectations, friends influence and inadequate money affect the way I behave.				
17	When social demand and peer pressure combine, they strongly affect my actions.				
18	Both peer influence and economic challenges together make me act differently.				
19	My behaviour is shaped by the combined effect of social, peer, and financial pressures.				
20	The combined influences of social, peer and financial factors determine how I relate with others.				

APPENDIX B

Reliability

[DataSet2] C:\Users\SVC\Desktop\PROJECT WORK\2025 PROJECTS\MAURICE\ANALYSIS\RAW DATA.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.718	20