

Socio-Cultural Variables and Externalizing Behaviour of Secondary School Students in Akwa Ibom North-West Senatorial District, Nigeria

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ABSTRACT

The study investigated how socio-cultural variables influence externalizing behaviour in secondary schools in Akwa Ibom North-West senatorial District. Two specific purposes and two null hypotheses were stated to guide the study. The Ex-post facto research design was used in carrying out the study, which had a population of 19,227 senior secondary II students in Akwa Ibom North-West Senatorial District. The sample of the study was 755 Senior Secondary II students selected using stratified random sampling technique. A researcher-developed questionnaire titled Socio-Cultural Variables and Externalizing Behaviour of Secondary School Students Questionnaire was used for data collection. The reliability was established using Cronbach's Alpha with a coefficient of .882. A total of 755 copies of questionnaires were sent out and 753 copies were correctly filled and returned. Data were analyzed using independent t-test. All the hypotheses were tested at 0.05 level of significance. Results of the study revealed that parent-child interaction, religious orientation and peer group association significantly influence students' externalizing behaviour. It was concluded that socio-cultural variables are strong predictors of externalizing behaviour among secondary school students. The study recommended among others that, non-governmental organizations, churches and schools should make use of social media platforms for sensitization and reorientation for parents to encourage them to be good role models to their children, teach them effective communication, building healthy relationships with others and ways to navigate different social situations.

Keywords: Socio-Cultural, Variables and Externalizing, Behaviour.

INTRODUCTION

Education is a tool for behaviour modification. It is believed that education is meant to make a positive change in an individual's life. Thus, this positive change should be exhibited in everyday life and social relationships. When students display good manners and conform to set down rules and regulations, the school systems is applauded, but when they behave otherwise, school system is questioned. Observably, secondary schools students currently are found to engage in fighting, lying, cheating, stealing, vandalizing of school properties, verbal abuse and alcohol use. These are negative behaviours that are directed towards others and the external environment. These types of behaviours are generally regarded as externalizing behaviour. Through interactions in school, children struggle for independence and supremacy which tend to elicit certain patterns of behaviour that could be termed as externalizing behaviour. Such anti-social behaviour negates the school's rules and value systems. Externalizing behaviour is described as the kind of behaviour which is targeted at others or the external environment. This type of behaviour is directed outwardly at others. Externalizing behaviour has been defined by many authors to imply one thing which is, the behaviour that affect or cause harm to others, object and the social environment.

Beyond this, the negative dispositions of secondary schools students are seen as less severe types of antisocial behaviour particularly among secondary school students (Liu 2018). Behavioural problems in students and

adolescents generally could be described or viewed as either internalizing or externalizing depending on who the behaviour is targeted on. When it is towards self, it is referred to as internalizing behaviour but towards others or objects, is referred to as externalizing behaviours. A child is said to exhibit externalizing behaviour if the child often lies, steal, vandalize school property, fight or verbally abuse others or break school rules. It is not uncommon to find student who exhibit one or two if not all the stated behaviour in the school environment or at home. Students with externalizing behaviour direct their uncontrolled emotions and feelings towards other people or objects rather than responding to life pressure in a healthy or productive manner. For instance, a student who has challenges with comprehending school work may choose to vent anger on a fellow classmate that is doing well academically. For students, directing their frustrations towards other people may be a way to ease off the tension they may be experiencing at the moment.

From the sociological perspective, externalizing behaviour is one of the social forces which affect students in the learning environment. This force is often not recognized by those who are unaware of the implications of social forces in an individual's life, particularly teachers who are yet to be familiar with some concepts in sociology of education. It appears students as well as instructors with limited knowledge of sociology of education would be tempted to accept externalizing behaviour as a norm or a special school value. In an attempt to investigate externalizing behaviour, the researcher conceives socio-cultural variables as the possible option to tackle externalizing behaviour. In other words, can socio-cultural variables influence students externalizing behaviour in schools? This is the thrust of the study in focus. Socio-cultural variables are factors related to customs, beliefs and behaviours followed by a certain population (Yolando, 2020). This implies that variables involving a combination of social and cultural factors are referred to as socio-cultural variables. Some of the examples of socio-cultural variables perceived to influence behaviour include parent-child interaction, religious orientation and peer group association. Recent studies in the area only focus on social variables, school values and abusive tendencies, as well as personal variables with no recent studies on socio-cultural and behaviour externalizing, hence, the current study would contribute by helping to fill the gap.

Socio-cultural variables are social cum cultural indices that commonly used by social experts to analyse social and cultural phenomena. Sociocultural variables could be environmental conditions that influence how people think and behave. Socio-cultural could be described as those social cum cultural factors which have the potency of building or altering social actors interacting pattern in the social system. It may include individual social standing or position in the society, belief system, cultural practice and language. Social well-being is the ability to perform social roles effectively and efficiently, monitoring and evaluation of how they operate in the community and the quality of relationships with other people, relatives, and social groups (Sharbatian, 2012). According to Thompson (2017), cultural variables are differences in behavior, outlook and values between people from different societies. This may include body language, styles of humor and attitudes toward family, authority figures, religion, gender roles and time can all be very different in different cultures.

Parent-child interaction involves the way and manner in which parents interact with their children socially, emotionally and physically (Herschell et.al 2017). One major role of parents is to adequately shape their children's understanding of the social and natural world. Through parent-child interaction, parents are able to understand and interpret their children's behaviour, facial expression, speech and general body language. Social learning theory states that children learn through observation and imitation. It is from the family that a student first learns morals and social interaction with people and situations. Apparently, parents are children's first teachers. The family is a primary group and its members interact in a personal, intimate and face-to-face milieu (Okeke 2012). This implies that before students leave home to school they must have had interactions with their parents, caregiver and relatives, which can influence their behaviour positively or negatively.

Wu et al. (2016), investigated parent-child interactions and pro-social behaviour among fifth-and-sixth grade students in Koahsiung. The authors created a model that treat parent-child interaction as an exogenous variable, gratitude as a mediating variable and pro-social behaviours as an endogenous variables. The scale was administered to a total of 987 fifth-and sixth-grade students. In regard of gender, there were 521 males, making 52.8%, 466 females making 47.2%. In respect with grade level, 482 grade –5 students occupying 48.8%, 505 grade – 6 students occupying 51.2%. The findings indicated that there was a significant positive correlation

between father-child and mother-child interaction. There was a positive correlation between parent-child interaction, gratitude and pro-social behaviour.

In another study, Chivanon et al. (2013) investigated the influence of parent/grand-parent child interactions on child development in Eastern Thailand. Participants were parents and grandparents from twenty-two families who had children 13 to 36 months of age. Data were collected through participant observation, interviews, audio-video tape recordings, field note, and one other secondary source. The entire data gathering process took 2-3 months per family unit. Analysis of data involved descriptive statistics, and Roper and Shapira's strategies of ethnographic analysis. Demographic data were analyzed using descriptive statistics while observational and interview data were examined using Roper and Shapira strategies for ethnographic analysis. Roper and Shapira's ethnographic analysis is a process of discovering patterns and themes, searching for relationships among categories, developing explanations through use of coding. Finding of the study revealed that positive interactions occur within two categories which are encouraging and supporting. These were found to occur when parent/grandparent engage in persuading, talking in a positive manner, answering and asking questions, touching, hugging as well as making eye contact, praising, introducing and reinforcing behaviours within children. Supporting interactions were revealed through assisting, helping, talking as well as answering questions and orientating. Negative interactions also were shown to occur within two categories that is, ignoring and threatening. The result also revealed that children responded to their parents and grand-parents interactions by using either cooperative or non-cooperative behaviour.

Religious orientation is one of the factors perceived to influence a student's behaviour. Somefun (2019) opined that policy makers can use religious institutions as a tool for youth's behavioural change in Nigeria. Religion tends to provide an individual with a purpose for life as well as promoting self-worth. It is imperative to note that religion have rules such as, do not get drunk/no alcohol, do unto others what you wish them to do unto you, respect your elders as well as no sex before marriage. These kinds of rules provide guidelines for an individual's expected pattern of behaviour in society. Albursan et al. (2016) explored the relationship between religious orientation and spiritual intelligence in Saudi Arabia. The study examined the differences in spiritual intelligence by grade, type of school and students achievement level. A total of 142 students were selected from the 7th and 10th grades. The sample was randomly selected, a correlational and comparative design was used as it was deemed to be the most suitable for the study. The study employed the use of religious orientation and spiritual intelligent scale for data collection. The data collected were scored and fed into SPSS program. Descriptive statistics, independent t-test as well as one way analysis of variance (ANOVA) and multiple regression analysis were used as the statistical tools for the study. The findings of the study revealed a significant difference in spiritual intelligence (SI) by type of school in favour to religious schools but there was no significant difference by students' grade. The finding of this study also revealed that social extrinsic religious orientation is foreshown with spiritual intelligence. Whereas, intrinsic, extrinsic and quest religious orientation does not.

Goodman and Dyer (2023), investigated how religious faith impact positive youth outcome in Utah. The authors investigated the impact of three measures of religiosity which are intrinsic religiosity, religious salience and daily religious experiences on delinquency and anxiety. The study sample was made up of 636 families. The study explored nine delinquency-related items adapted from child behaviour checklist youth self-report to examine externalizing behaviours. The findings of the study revealed that out of the three religious constructs, only daily religious experiences influence externalizing behaviours which happened through connection. The finding of the study is related to the present study as it reveals the effect of intrinsic religiosity on youth behavioural outcomes and also established a link on the impact of religious teaching and students' behavioural development.

Peer group association constitute social and primary group of people with similarities like age, social status as well as background. These groups are observed to be common in schools, they are usually friends of almost the same age and mostly numbered from three to about ten members with a common interest. As students grow, they naturally divert their attention to friends and form peer group association. When it comes to social situations and choices, peers take advice from each other as well as imitate the behaviours of their friends be it good or bad. Okeke (2012) posited that peer group is an important agent of socialization which teaches certain roles and social expectation by influencing the attitude and conditions of its members.

Filade et al. (2019) investigated peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. The researcher adopted a mixed method design which incorporated descriptive survey and ex-post facto research designs. The instrument for data collection was a researcher-developed questionnaire administered to 116 students. The population of the study comprised a total of 300 level students of each department of the school. Stratified random sampling technique was used to select 116 students of 300 level students from five departments in the school of education and humanities. The data collected from the study was analyzed using Pearson Product Moment Correlation Coefficient and linear regression analysis to test the null hypotheses. The findings of the study revealed that peer group has significant influence on academic performance as well as a significant relationship with students' academic performance.

Abiodun (2018) investigated the Relationship between peer grouping and juvenile delinquency among secondary school students in Shomolu local government of Lagos state. The study employed a descriptive survey research design. The population of the study comprised all adolescents in the study area. A sample of 100 students was selected using stratified sampling technique from three schools in Somolu local government area. A self-constructed questionnaire was used for data collection. The data collected was analyzed using one way analysis of variance (ANOVA). The results of the findings showed that there is a significant relationship between peer-grouping and juvenile delinquency, the findings also revealed that peer affinity significantly relate with juvenile delinquency because peers exhibits juvenile behaviour irrespective of their family background. This affirmed that interaction should not be overlooked, parents and relevant stakeholders should pay close attention to peers activities in order to encourage positive peer perhaps discourage negative influences.

The above socio-cultural variables seem to explain the reasons behind the growing number of externalizing behaviours displayed by students in the school environment. A great number of students who are exhibiting these externalizing behaviours may not even be aware of how their behaviour affects other people around them, neither are they aware of the factors that evokes these behaviours in them. Externalizing behaviour when left unchecked could bring about violence in adulthood. Interestingly, violence prevention is gradually becoming a major challenge in the society in recent time. To analyze the construct of externalizing behaviour, other terms such as antisocial behaviour and negative behaviour shall be used to describe externalizing behaviour interchangeably. Some researches clearly support a direct link between cultural behaviour background and children's development and behaviour (Chen 2015). Furthermore, some aggressive behaviour researches have examined the link between family background and aggressive behaviour in secondary schools. However, no study has investigated the influence of socio-cultural variables on externalizing behaviour of secondary school students in Akwa Ibom North-West Senatorial District, Nigeria. Therefore, in recognition of the growing number of externalizing behaviour in secondary schools, this study seeks to investigate the influence of socio-cultural variables on externalizing behaviour of secondary school students in Akwa Ibom North-West Senatorial District, Nigeria.

Statement of the Problem

One of the functions of education is to prepare learners to be citizens who would contribute positively to the society. Similarly, secondary school students are expected to behave differently from those not privileged enough to be in school by exhibiting the type of behaviour regarded as cooperative, positive as well as mutually acceptable in the society. Unfortunately, with evidence of publicly available video content on social media platforms as well as the researcher's preliminary observations, some students exhibit negative-type of behaviour which are not expected from students who are supposed to show examples of good and reformed behaviour constantly encouraged at schools. Particularly, the researcher observed that when students are on their way back from school, some of the students engage in group fight, cursing, swearing, stealing, vandalism which are some of the examples of externalizing behaviours. This warranted the researcher to suggest a potential prevalence of externalizing behaviour among secondary school students in Akwa Ibom North-West Senatorial District. The existence of externalizing behaviour in schools posit a significant problem in the school environment because it disrupt classroom instruction, inhibit the learning process for all students impede social- emotional development and overall well-being of the students exhibiting these behaviours.

Interestingly, every school have existing rules and regulations, which are supposed to be devotedly followed by all students. Despite that, some of the students still find in difficult to keep to these rules and regulations. Therefore, the management of behaviour problems in schools seems to be a major concern to researchers. On account of the aforementioned, it is essential to investigate the socio-cultural background of students in order to examine its influence on students' behaviour. Socio-cultural factors could play a critical role in a student's development and functioning. This implies that it can evoke both positive and negative influence on people. Thus, this study therefore aims to address these issues by attempting to investigate the influence of socio-cultural variables on externalizing behaviour of secondary school students in Akwa Ibom North-West senatorial District, Nigeria.

Purpose of the Study

The main purpose of the study was to determine the influence of socio-cultural variables on externalizing behaviour of secondary school students in Akwa Ibom North-west Senatorial District, Nigeria. Specifically, the purpose of the study sought to;

- i. Assess the influence of parent-child interaction on eternalizing behaviour of secondary schools students in Akwa Ibom North-west Senatorial District.
- ii. Examine the influence of religious orientation on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.
- iii. Assess the influence of peer group association on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.

Hypotheses

The following null hypotheses guided the study

- i. There is no significant influence of parent-child interaction on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.
- ii. There is no significant influence of religious orientation on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.
- iii. There is no significant influence of peer group association on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.

Research Method

The ex-post facto research design was used for the study. The design is considered most appropriate for the study because socio-cultural variables and externalizing behaviour of students had already occurred and as such the variables cannot be manipulated or altered. The study design enabled the researcher to determine how socio-cultural variables influence externalizing behaviour of secondary school student in Akwa Ibom North-West Senatorial District. The target population for the study comprised all 19,227 senior secondary school II students in all the 92 public schools in Akwa Ibom North-West Senatorial District during the 2024/2025 academic year (Ministry of Education, Akwa Ibom State, 2025). The sample size for the study was 755 Senior Secondary II students selected randomly stratified random sampling technique. This procedure helped the researcher to select 20 public schools out of 92 public secondary schools in Akwa Ibom North-West Senatorial District. A total of 3,825 Senior Secondary II students were in the 20 schools sampled. In each sampled school, 20% of the students were randomly selected using toss of coin. Vermor (2020) affirmed that 20% of students are adequate in having valid data for the study. At the end of the selection exercise, 755 students were selected for the study.

A researcher-developed instrument titled "Socio-cultural Variables and Externalizing Behaviour of Secondary School Students Questionnaire" was used for data collection for the study. The instrument has 15 items, which

elicited information on parent-child interaction, religious orientation, peer group association, and 20 items which contained information on externalizing behaviour making it 25 items. The questionnaire was on a scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The subjects were required to tick from a list of options that is best suited to their opinions as individuals. To ensure face validity of the instrument, copies of the questionnaire were given to three experts, one in measurement and evaluation and two in sociology of Education for their independent validation. Based on their inputs, corrections were effected and incorporated into the final copies of the questionnaire.

To determine the reliability of the instrument, socio-cultural variables and externalizing behaviour of secondary school student's questionnaire (SCVEBSSQ), the instrument were given to 30 secondary school II students who were drawn from the population of the study but did not participate in the final study. To examine the internal consistency of the instrument, data obtained were subjected to Cronbach's Alpha Statistics. A reliability coefficient of .882 was obtained for the instrument. The instrument was therefore regarded as reliable and good for the study since the coefficient was high. The instruments were administered by the researcher personally to the respondents with the help of a research assistant. The procedure involved the researcher visiting students in their various classrooms, seeking permission from their teachers and principals before administering the instruments to the students. Explanations were made to the respondents where necessary. The cutoff point of 2.5 was used in determining influence (that is, 2.5 and above for high category and below 2.5 for low category). The hypotheses were tested using independent. The hypotheses were tested at 0.05 level of significant where P is less than 0.05, the null hypothesis was rejected and where it was above 0.05, the null hypothesis was accepted. The students were informed by their teachers that they are requested to fill and return the questionnaire for research purposes. The researcher took time to give a verbal brief on what the research is about. The students were allowed to participate through their own free will without being forced or pressured to fill or return the instrument. The students were also assured of privacy hence they where not allowed to write their names in the questionnaire in order to ensure their privacy. The information gathered was carefully handled in order to ensure confidentiality.

RESULTS

Hypotheses 1

There is no significant influence of parent-child interaction on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.

Table 1: Independent t-test Analysis of the Influence of Parent-Child Interaction on Externalizing Behaviour Among Secondary School Students

Parent-Child Interaction	N	Mean	SD	t-cal.	df	p-value
High	338	60.37	6.72			
				8.53	751	.000
Low	415	56.12	6.87			

The result in Table 1 indicated that the calculated t-value of 8.53 for the influence of parent-child interaction on externalizing behaviour of secondary school students in Akwa Ibom North-west Senatorial District is significant. This is because the p-value of .000 is less than .05 level of significance at 751 degrees of freedom. Therefore, the null hypotheses which stated that there is no significant influence of parent-child interaction on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District, Nigeria is rejected. Hence, there is significant influence of parent-child interaction on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District, Nigeria.

Hypothesis 2

There is no significant influence of religious orientation on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.

Table 2: Independent t-test Analysis of the Influence of Religious Orientation on Externalizing Behaviour Among Secondary School Students

Religious Orientation	N	Mean	SD	t-cal.	df	p-value
High	302	60.14	7.44			
				6.87	751	.000
Low	451	56.61	6.53			

The result in Table 2 indicated that the calculated t-value of 6.87 for the influence of religious orientation on externalizing behaviour of secondary school students in Akwa Ibom North-west Senatorial District is significant. This is because the p-value of .000 is less than .05 level of significance at 751 degrees of freedom. Therefore, the null hypotheses which stated that there is no significant influence of religious orientation on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District, Nigeria is rejected. Hence, there is significant influence of parent-child interaction on religious orientation of Secondary School Students in Akwa Ibom North-west Senatorial District, Nigeria.

Hypothesis 3

There is no significant influence of peer group association on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District.

Table 3: Independent t-test Analysis of the Influence of Peer Group Association on Externalizing Behaviour Among Secondary School Students

Peer Group Association	N	Mean	SD	t-cal.	df	p-value
High	311	60.39	7.27			
				7.97	751	.000
Low	442	56.36	6.52			

The result in Table 3 indicated the calculated t-value of 7.97 for the influence of peer group association on externalizing behaviour of secondary school students in Akwa Ibom North-west Senatorial District is significant.

This is because the p-value of .000 is less than .05 level of significance at 751 degrees of freedom. Therefore, the null hypotheses which stated that there is no significant influence of peer group association on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District, Nigeria is rejected. Hence, there is significant influence of peer group association on externalizing behaviour of Secondary School Students in Akwa Ibom North-west Senatorial District, Nigeria.

DISCUSSION OF FINDINGS

The findings on hypothesis one revealed a significant influence of parent-child interaction and externalizing behaviour of Secondary School Students. The findings revealed that parent-child interaction is the most important factor in a student's behaviour and overall development due to its ability to regulate externalizing behaviour. The finding is in line with that of Chivanon et al. (2014) who found out that parent-child interactions are fundamental to the child's development because it encourages motivation of self and foster the development

of positive social relationships. Also Wu et al. (2016) found that parent-child interaction promotes pro-social behaviour among students. When student feel love and affection from home, it creates a positive impression on their young mind, which they transfer to others. It implies that students seem to learn externalizing behaviour from home, which happens to be the training ground for all forms of behaviour, be it, good or bad. It means that, poor parental bonds are the leading cause of physical aggression in adolescent, which involved hitting, punching, threatening, biting and shoving. Parents and other caregivers should be models worthy of emulation in all ramifications because the younger generations look up to them as examples of moral standards. Before students leave the home to school, they must have already learned some habits, attitudes, behaviour which shapes their personality to a certain degree. Hence, student's interaction with important adults present in their lives has a great influence on his or her early development and behaviour.

The findings on hypotheses two revealed that religious orientation significantly influences students' externalizing behaviour. Religious teachings build student's moral foundation and motivate individual's intuitive judgment of the feeling of others, tapping into virtues such as kindness, respect for other people or properties. A student with such moral standing cannot engage in externalizing behaviour. This align with previous research which suggested that religion teaches moral codes which is designed to instill values such as self-control and social competence. The observed influence of religious orientations on students externalizing behaviour suggests that a student religious orientation is responsible for the student's positive or negative behaviour. The general knowledge an individual has about God is what determines moral standing and also influence positive social behaviour. This is in line with the findings in the work of Shariff and Norenzayan (2013), which found that individuals are likely to behave in an honest manner when they believe in being punished by a fearsome supernatural agent, people act in an ethical manner due to the concept of hell, while the concept of heaven or paradise influence people by giving them a direct and positive relation with happiness. Daily religious experiences influence externalizing behaviour which happens through the connection that individuals have with their religious rules and teachings. Regular religious service attendance established to act as a protective means for deterring students from engaging in externalizing behaviour. When students' religion teaches them respect, kindness and self-control, it protects students from inflicting pain or discomfort on others. This can also deter students from engaging in externalizing behaviour such as lying, cheating and pick pocketing. Therefore, religious orientation tends to develop more awareness in young people about the development of pro-social behaviours, like Charity, respect and the need to help people in need.

The findings on hypothesis three revealed that peer group association significantly influences externalizing behaviour of students. Students' quest for identity drives them to form groups and relate with one another in groups. Members of these groups share similar social status such as age, sex and wealth and can influence each other's behaviour both positively and negatively. This finding is in line with earlier study of Akpan, et al. (2020), which confirmed that peer group has a significant influence on students' juvenile behaviour irrespective of their family background and can also impact on how member of such groups manage and resolve conflict. Students adjust their behaviour as they grow to suit the culture and norms of their individual groups. It means peer group influence can be positive, negative peer influence makes students to engage in externalizing behaviour. Peers reinforce deviancy by modeling deviant behaviour and normalizing deviant expectations in the peer group. As such students' peer interactions may provide an environment which enables the acquisition of particular behaviour and attitudes. Students exhibit externalizing behaviour due to conformity to group rules and norms. This is because of the special power in which peer group possess. This implies that peer group can exert social pressure whereby a student is pressured to conform to the group's norms and values either positive or negative. When students associate with anti-social peer group, the group provides opportunities for externalizing behaviour. This implies that, students who associate with peers who are involved in positive activities, the student is more likely to adopt similar behaviour. The nature of the influence depends on the characteristics of the peer group with both positive and negative outcome being possible.

CONCLUSION

Based on the findings of the study, there is a statistical significant influence of sociocultural variables such as parent-child interaction, religious orientation and peer group association on externalizing behaviour of secondary school student in Akwa Ibom North-West Senatorial District. The family, school and religious institutions are

all social sectors of society, from the functionalist point of view, each of these sectors are saddled with the responsibility of inculcating morals, values and behaviour that are acceptable in the society. When one or all the sectors fail in their responsibility of adequately exposing students to social norms and values accepted for proper functioning of society, students' disposition to adjust to existing school norms and values, which ensure good behaviour may be hindered.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

- i. Non-governmental organizations, churches and schools should make use of social platforms for sensitization and reorientation for parents to encourage them to be good role models to their children by teaching them effective communication and how to build healthy relationships with others as well as navigate different social situations.
- ii. Religious organizations should collaborate with parents and schools to provide counselling services which encourages respect for other people's religious orientation by emphasizing the common values shared by different faiths such as empathy, love, peace and justice to foster peaceful co-existence.
- iii. Parent, teachers and school counsellors should create environments that foster positive peer group association and relationship by setting values that empower students to make informed decisions and choices.

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