

Original Research

Socio-Cultural Factors and Students' Disposition to Behaviour Modification in Akinyele Local Government Area of Oyo State

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ABSTRACT

Behaviour modification is essential to students' social and academic adjustment during adolescence, a period marked by identity formation and emotional instability. However, many students struggle to maintain consistent behaviour in school due to conflicting socio-familial expectations, peer influence, and communication challenges. While previous studies have emphasized external interventions, school environment, and psychological factors, limited attention has been given to the socio-cultural determinants of students' willingness to modify behaviour. This study investigated socio-familial factors (intergenerational influence and social expectation), communicative factors (communication style), gender role, and cultural adaptation as predictors of students' disposition toward behavioural modification. Anchored on Social Norms Theory and Parental Socialisation Theory, the study employed a descriptive survey design. Using multistage sampling, 300 secondary school students were selected from schools within the study area. Data were collected using six validated instruments and analysed with descriptive statistics, Pearson Product-Moment Correlation, and Multiple Regression at the 0.05 significance level. Findings showed that students had a generally positive disposition toward behavioural modification ($\bar{x} = 2.55$). Intergenerational influence ($r = .976$), social expectation ($r = .988$), communication style ($r = .990$), and gender role ($r = .988$) had strong, positive, and significant relationships with behavioural disposition, whereas cultural adaptation ($r = .095$) was not significant. The combined contribution of the predictors was significant ($F(5,294) = 4101.347$; Adj. $R^2 = .986$), explaining 99% of the variance. Communication style ($\beta = .344$) was the strongest predictor, followed by social expectation ($\beta = .253$), gender role ($\beta = .211$), and intergenerational influence ($\beta = .191$), while cultural adaptation ($\beta = .002$) had no significant effect. The study concludes that intergenerational guidance, perceived social expectations, communication patterns, and gender role norms strongly shape students' willingness to modify behaviour, whereas broader cultural adaptation has limited direct influence. Schools should therefore strengthen parent-teacher communication, provide gender-sensitive behavioural guidance, and promote positive peer-supported behavioural norms.

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1. INTRODUCTION

Adolescence is widely recognised as a critical yet volatile developmental stage, often characterised by conflict, instability, and intense identity negotiation (Ifeoma et al., 2023). During this period, individuals experience accelerated biological, cognitive, and psychosocial transitions that frequently disrupt previously established behaviour patterns. As adolescents navigate shifting expectations from family, school, and

society, they may oscillate between compliance and resistance, resulting in behavioural inconsistency or experimentation (Omoniyi, 2023). This stage is marked by heightened emotional intensity, increased sensitivity to peer influence, and a strong desire for autonomy, all of which may contribute to behavioural challenges such as defiance, impulsivity, or withdrawal. It is discovered that cognitive restructuring also occurs; this implies a situation where adolescents transition from concrete to abstract reasoning, prompting them to question authority, societal norms, and previously unquestioned values (Effiom & Vivian, 2024).

While such questioning is developmentally appropriate and necessary for identity formation, it may manifest as behavioural conflict when not properly guided. If behavioural tendencies emerging during adolescence are not effectively monitored, supported, or channelled, they may solidify into maladaptive patterns that persist in adulthood (Omoniyi & Matthew, 2023). Poorly managed behavioural tendencies may result in academic disengagement, social maladjustment, or risky decision-making, demonstrating the potential for negative outcomes when developmental needs are unmet (Ofodile et al., 2025). In the same vein, adequate support systems, including positive communication, mentoring, and structured behavioural expectations, can transform this period of instability into one of strength, resilience, and self-determination (Omoniyi, 2024). Thus, adolescence should be understood not merely as a period of turbulence, but as a formative phase with high developmental stakes, where behavioural disposition is highly malleable yet equally vulnerable to crisis (Rabiu et al., 2024). Effective intervention at this stage is therefore essential to prevent negative behavioural trajectories and ensure a healthy transition into adulthood.

Behavioural modification refers to the willingness and ability of individuals to adjust, refine, or change their behaviour in response to internal motivations, external expectations, or environmental reinforcements (Girardini et al., 2023). It encompasses both the cognitive recognition of the need for change and the behavioural capacity to enact such change through sustained effort and self-regulation. As a psychological and educational construct, behavioural modification draws from behaviourist, cognitive, and socio-ecological perspectives, emphasising that change occurs through a complex interaction of personal agency, social norms, reinforcement mechanisms, and contextual influences (Ajitoni & Omoniyi, 2024; Obiefuna & Kalu, 2024). From a behavioural perspective, modification is driven by reinforcement, where desirable actions are strengthened through rewards, praise, or positive outcomes, and undesirable behaviours are reduced through corrective feedback, consequences, or lack of reinforcement. This aligns with classical and operant conditioning principles, which suggest that individuals are more likely to repeat behaviours that yield favourable responses.

Cognitively, behavioural modification involves intentional decision-making, self-reflection, and metacognitive processes (Omoniyi, 2024; Yin et al., 2025). Individuals evaluate their actions against personal values, goals, and perceived expectations, leading to conscious adjustments in behaviour. This suggests that motivation, whether intrinsic (self-driven) or extrinsic (externally imposed) plays a central role in shaping an individual's readiness to change. Socially, behaviour is influenced by cultural norms, peer dynamics, family expectations, and institutional structures. Individuals modify behaviour not only to meet formal rules or standards but also to maintain social acceptance, avoid sanctions, or align with the values of significant others (Omoniyi, 2024; Ullman et al., 2023). Thus, behavioural modification is not a one-time event, but a continuous process of adaptation shaped by reinforcement, cognition, and social interaction (Rabiu et al., 2024). When effectively supported, it promotes self-discipline, emotional maturity, and positive social functioning, particularly during developmental stages such as adolescence, where behavioural patterns are most malleable and responsive to guidance.

A student's disposition to behavioural modification reflects their openness to feedback, readiness for personal growth, self-regulation capacity, and responsiveness to social cues (Girardini et al., 2023). For instance, in school settings, this disposition is essential for fostering discipline, enhancing social functioning, improving academic engagement, and facilitating emotional resilience. It is believed that students vary in their readiness to modify behaviour due to factors such as upbringing, cultural and socialization processes, personality traits, self-concept, peer influence, and educational experiences (Effiom & Vivian, 2024). It is discovered that a positive disposition to behavioural modification is evidenced when students demonstrate adaptive coping strategies, respect rules, adjust inappropriate behaviours, and learn from consequences or guidance. Conversely, a negative disposition manifests in resistance to change, defiance, habitual behavioural challenges, or an unwillingness to acknowledge behavioural feedback.

In school environments, where values, discipline, and civic skills are transmitted, understanding what shapes students' behavioural responses becomes significant for policy formulation, classroom management, curriculum design, and psychosocial support systems. Students learn, adopt, and modify their behaviours based on observed models, reinforcement systems, societal expectations, cultural scripts, and intergenerational teachings (Rabiu et al., 2024). Thus, their disposition to behavioural modification cannot be isolated from the social environment in which they live. In the same vein, schools, families, and cultural institutions often attempt to correct, redirect, or reinforce students' behaviour, yet the degree of success depends largely on the student's

willingness to internalize behavioural expectations. This willingness, or resistance, is influenced by various sociocultural variables such as cultural adaptation, intergenerational influence, social expectations, communication style, and gender role norms. These variables interact to form the framework within which students interpret behavioural expectations and negotiate behavioural change.

Thus, understanding how these sociocultural variables shape behavioural modification is crucial in multicultural, socially stratified, or value-diverse societies where students may experience conflicting norms from home, school, peer groups, and digital environments. For instance, a student raised in a collectivist cultural environment may demonstrate obedience and conformity to expected behaviour, while another raised in an individualistic social environment may prioritize personal autonomy and self-expression. These variations are critical in understanding behavioural disposition and designing strategies for effective behavioural intervention. In contemporary school environments, behavioural challenges have become increasingly difficult to ascertain due to globalization, technological exposure, breakdown of traditional social structures, and shifting value systems (Martínez et al., 2019). According to Adeusi (2015), students now navigate conflicting behavioural expectations influenced by modern media, peer affiliation, evolving gender roles, and parental value orientations. Consequently, it is believed that teachers must understand behavioural modification not merely as compliance with school rules but as a negotiated outcome shaped by deeply embedded cultural and social systems.

Cultural adaptation refers to the process through which individuals adjust their attitudes, values, communication patterns, and behaviour to align with the dominant or surrounding cultural environment (Yin et al., 2025). In situations of multicultural schooling, cultural transition, or shifting societal values, students must negotiate multiple cultural expectations. This adaptive process influences how they perceive acceptable behaviour, authority, discipline practices, social feedback, and behavioural expectations. Studies such as Ersoy & Öztürk Akçaoğlu (2025) has shown that students exposed to cultural diversity often encounter differences in moral reasoning, interpersonal norms, behavioural boundaries, and disciplinary expectations. For example, a student transitioning from a culture where verbal assertiveness is considered disrespectful may struggle in environments where assertiveness is encouraged as communication competence. Similarly, students who migrate or grow up in hybrid cultural environments, such as indigenous children attending Western-structured schools, may exhibit hesitation, resistance, or confusion when behavioural norms differ across cultural contexts (Yin et al., 2025).

Cultural adaptation shapes behavioural modification by influencing how students interpret correction, authority, boundaries, and emotional expression (Jukes et al., 2021). It is said that culturally aligned behaviour is often internalized as morally and socially “right,” while unfamiliar behavioural expectations may be perceived as unnecessary, threatening, or culturally inappropriate. Therefore, behavioural willingness is mediated by cultural compatibility and perceived cultural relevance. Cultural adaptation also determines behavioural reinforcement. In some cultures, behaviour is regulated predominantly through social approval and community honour; in others, behavioural reinforcement relies on individual responsibility and personal accountability (Ullman et al., 2023). The degree to which a student has adapted to school culture affects how they respond to behavioural rules, expectations, and correction mechanisms. Another variable of concern in this study is intergenerational influence.

Intergenerational influence refers to the transmission of values, behavioural norms, beliefs, communication patterns, and role expectations across generations, which is typically from parents, guardians, or elders to children (Kazdin, 2013). This influence forms the foundation of behavioural reference frameworks students bring into the school environment. Parental modelling, family discipline practices, intergenerational narratives, and cultural traditions significantly shape a student's worldview, behavioural expectations, and their interpretation of authority and self-regulation (Bicchieri et al., 2021). No doubt, families serve as the primary agents of socialization, and therefore, children often internalize behavioural patterns demonstrated by caregivers. For example, students who grow up in authoritarian households may develop compliance-oriented behavioural patterns, whereas those from permissive households may struggle with behavioural boundaries (Omoniyi, 2023; Adeusi, 2015). Moreover, intergenerational transmission of beliefs about discipline, gender expectations, obedience, emotional expression, and social hierarchy affects students' behavioural modification readiness.

Intergenerational influence may also create behavioural tension when family expectations contradict school expectations. In such cases, students often experience psychological conflict as they attempt to balance loyalty to family traditions with the behavioural standards demanded by formal education settings. When expectations clash, behavioural modification becomes more complex, and students may resist change if it is perceived as betraying cultural values, family honour, or collective identity (Adeusi, 2015). This resistance may manifest as passive non-compliance, assertive defiance, or selective adaptation, depending on the strength of familial attachment and cultural socialization. However, when home and school values align—reinforcing similar expectations around respect, discipline, responsibility, and social conduct—behavioural adjustment

tends to occur more naturally and with less resistance. In such circumstances, students are more likely to internalise behavioural standards because they are repeatedly validated across multiple social environments. Alignment also strengthens predictability and coherence in behavioural expectations, reducing confusion and behavioural inconsistency (Ajitoni, & Omoniyi, 2024). Ultimately, the level of harmony or dissonance between family cultural norms and institutional expectations plays a significant role in shaping whether students adopt, negotiate, or reject behavioural modification efforts.

Another variable of interest in this study is social expectation. It refers to the shared norms, rules, and behavioural standards accepted within a social group or society (Kazdin, 2013). For students, these expectations emerge through peer networks, school institutions, cultural groups, and digital platforms. Social expectations act as behavioural boundaries that signal what is socially acceptable, desirable, or valued (Omoniyi, & Matthew, 2023). Students navigate multiple expectation systems simultaneously: family expectations, school expectations, peer culture expectations, and societal expectations. When these expectations align, students are more likely to adopt behavioural norms successfully. However, conflicting expectations, such as when peer culture rewards rebellion, but school culture demands compliance, may lead to behavioural confusion or selective behaviour modification (Mastorci, et al 2024). Social expectations operate through mechanisms such as social reinforcement, sanctions, approval, rejection, and reputation management.

Students who place high value on social belonging may readily adjust their behaviour to maintain peer acceptance and avoid social exclusion. For such students, behavioural modification becomes a strategy for sustaining group identity, harmony, and affiliation. In contrast, students with strong individual autonomy or personal conviction may prioritise self-expression over compliance, choosing behaviours that reflect internal values rather than external pressures. These individuals may selectively adopt or reject behavioural expectations depending on whether they align with their personal beliefs and identity goals. Thus, behavioural disposition is shaped by the interplay of perceived social pressure, the desirability of conformity, and the personal meaning attached to belonging. When conformity is associated with positive recognition and identity reinforcement, behaviour change is more likely. However, when external expectations threaten individuality or self-concept, resistance, negotiation, or behavioural conflict may emerge. Ultimately, students' willingness to modify behaviour reflects not only external influences but also how they position themselves within social hierarchies, relationships, and identity pathways.

Communication style refers to how individuals express thoughts, emotions, intentions, and responses within interpersonal relationships. Communication style influences how students understand behavioural expectations, respond to correction, negotiate conflict, and internalize feedback. Thus, different cultural and familial communication styles, such as direct vs. indirect communication, high-context vs. low-context communication, or emotional expressiveness vs. emotional restraint, shape how students interpret behavioural messages (Mbachu et al., 2025). A mismatch between student communication style and school disciplinary communication can lead to misinterpretation, resistance, or withdrawal. Effective behavioural modification relies on communication strategies that affirm identity, clarify expectations, and encourage self-reflection. Students accustomed to dialogic communication may respond well to counselling-based behaviour correction, while those from authority-driven environments may respond better to structured instruction. Communication style therefore, plays a mediating role between behavioural expectations and behavioural response.

Gender roles encompass culturally prescribed expectations, responsibilities, behavioural scripts, and identity markers assigned to individuals based on their gender (Ersoy & Öztürk Akçaoğlu, 2025). These roles influence how students regulate behaviour, express emotions, relate socially, and perceive disciplinary interventions. In many societies, boys may be socialized to be assertive, competitive, or emotionally restrained, while girls may be expected to demonstrate compliance, politeness, or emotional sensitivity (Jukes et al., 2021). Such gendered behavioural expectations influence classroom interactions, peer relationships, and students' responses to behavioural modification. Gender norms can either reinforce positive behavioural development or limit behavioural flexibility. Students who internalize rigid gender roles may resist behavioural modification perceived as gender-inappropriate, for example, boys resisting emotional regulation training or girls resisting assertiveness skills (Kazdin, 2013). Therefore, gender role expectations shape behavioural adaptability and influence how behavioural interventions are received and internalized.

Literature is replete with evidence from global perspective which supports the argument that sociocultural factors significantly influence students' behavioural development and their willingness to modify behaviour. Studies such as Scott et al., (2023) and Ajitoni and Omoniyi, (2024) have shown that cultural adaptation affects disciplinary responsiveness among immigrant and indigenous students, as behaviours appropriate in cultural contexts sometimes conflict with school norms. For example, research in multicultural education, which was conducted by Scott et al., (2023) demonstrates that misinterpretation of cultural behaviours, such as avoiding eye contact as a sign of respect, can result in unnecessary disciplinary action, leading to behavioural disengagement rather than modification. In the same vein, intergenerational influence has also been found to predict behavioural dispositions. Ef-fiom & Vivian (2024) explains that students whose

parents model behaviours such as empathy, discipline, punctuality, and emotional regulation tend to demonstrate higher behavioural adaptability. Conversely, children from households where aggression, permissiveness, or inconsistent discipline are normalized often struggle with behavioural modification and self-control.

Social expectations similarly shape behavioural outcomes. Study such as Bicchieri et al., (2021) show that adolescents are highly influenced by peer approval. Behaviour perceived as socially rewarding is more likely to be adopted, whereas behaviour that threatens belonging may be resisted, even if beneficial. With the rise of digital media communities, social expectations now extend beyond physical space, influencing behaviour formation in complex ways. Communication style research reveals that supportive, respectful, and dialogical communication fosters behavioural reflection and willingness to adjust behaviour. Harsh, authoritarian, or emotionally distant communication may trigger defensiveness or behavioural resistance. Cultural communication norms thus either reinforce behavioural adaptability or hinder modification. Gender role research indicates behavioural differences in aggression, emotional display, leadership roles, and rule compliance among students (Mbachu et al., 2025). Boys may resist behavioural modification that appears to challenge “masculine” identity, while girls may modify behaviour more readily when aligned with social expectations of compliance or sociability.

However, shifts in gender norms mean some behaviours once gendered are increasingly contested in contemporary schooling environments. In African societies, including Nigeria, behavioural development is deeply embedded in communal values, respect for authority, cultural hierarchies, age-based influence structures, and gender expectations (Ezeh & Samson, 2024). Family systems are often patriarchal, intergenerational linkages are strong, and cultural norms shape behavioural expectations. The cultural significance of respect, silence in the presence of elders, gendered behavioural expectations, and communal identity affects how students view behavioural change (Ajitoni & Omoniyi, 2024). However, globalization, modernization, technology exposure, and changing family structures have disrupted traditional behavioural socialization patterns. Increasingly, students negotiate between traditional cultural expectations and contemporary social influences. In such contexts, behavioural modification becomes a negotiated process rather than a passive acceptance of norms.

Schools in Nigeria and similar settings face rising behavioural challenges including low discipline, disrespect for authority, bullying, aggression, substance use, and resistance to correction. Educators now recognize that reactive punishments such as corporal punishment, suspension, and public shaming do not yield lasting behavioural change. Instead, understanding sociocultural influences can lead to more effective guidance, value-based education, and culturally responsive behaviour management. Despite growing research interest in sociocultural factors and student behaviour, several gaps exist. Some of which are several studies examine behavioural modification in relation to one or two sociocultural variables rather than a holistic model incorporating cultural adaptation, intergenerational influence, social expectations, communication style, and gender role. Most behavioural research originates from Western contexts; there is limited empirical focus on African sociocultural conditions influencing adolescents’ behavioural modification. Existing research often measures behavioural outcomes, disciplinary records, or observable behaviour rather than the psychological disposition toward behavioural change. Few studies explore how culture-responsive behavioural strategies may support student growth. The intersection between gender role expectations and behavioural modification remains under-researched in school-based behaviour studies. These gaps justify the need for a study examining sociocultural predictors of students’ disposition to behavioural modification in an integrated framework.

These gaps justify the need for a study examining sociocultural predictors of students’ disposition to behavioural modification in an integrated framework. Hence, it seeks to;

1. Assess the Level of Students’ Disposition to Behavioural Modification
2. Examine the relationship that exists between the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students’ disposition to behavioural modification
3. ascertain the composite contribution of the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students’ disposition to behavioural modification
4. Deduce the relative contribution of the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students’ disposition to behavioural modification

2. METHODOLOGY

The study adopted a descriptive survey research design of the correlational type to examine the relationships among the selected variables without manipulation. The population comprised secondary school students within the study area, from which a sample of 300 respondents was drawn using a multistage sampling

technique involving stratification by school type and random selection of participants. Data were collected using six standardized instruments: Behavioural Disposition Scale ($r = 0.89$), Intergenerational Influence Scale ($r = 0.84$), Social Expectation Scale ($r = 0.88$), Communication Style Inventory ($r = 0.92$), Gender Role Orientation Scale ($r = 0.86$), and Cultural Adaptation Scale ($r = 0.81$). The reliability coefficients indicate high internal consistency. Face and content validity were ensured through expert review. Data were analysed using descriptive statistics (mean and standard deviation), Pearson Product-Moment Correlation to test relationships, and Multiple Regression analysis to determine the predictive contributions of the independent variables at a 0.05 level of significance.

3. RESULTS

3.1 Demographic characteristics of respondents

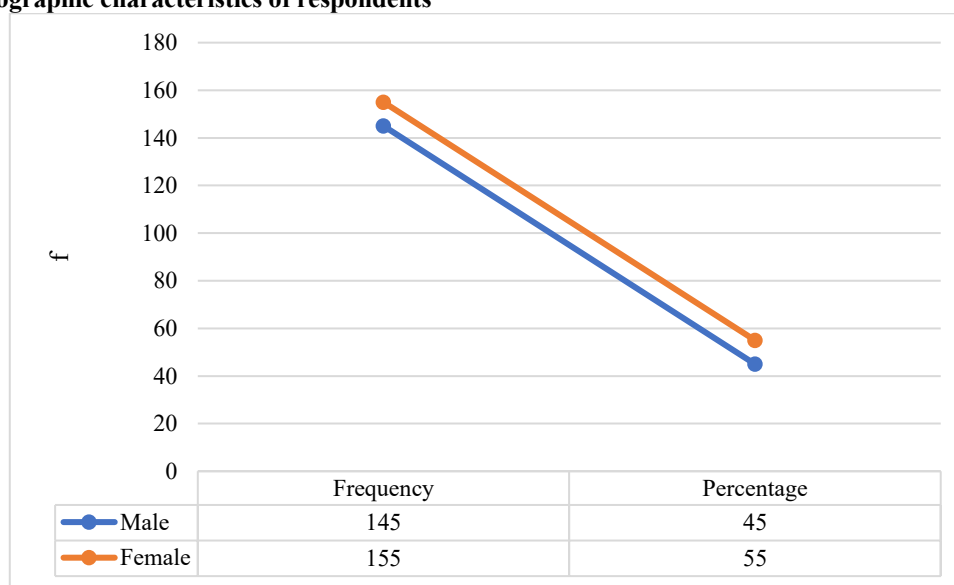


Figure 1: Characteristics of respondents based on gender

According to the Figure 1, Male respondents: 145 individuals, representing 45% of the sample while Female respondents: 155 individuals, representing 55% of the sample. The orange line for females is slightly higher than the blue line for males, indicating that females slightly outnumber males in the sample. This chart provides a quick visual representation of gender composition. In this study, females constitute the majority, which may have implications for interpreting findings, especially if gender influences the dependent variable, such as students' disposition to behavioural modification. Researchers may consider this distribution when discussing gender-specific trends or performing gender-based analyses.

3.2. The level of students' disposition to behavioural modification

Table 1 revealed the mean response of level of students' disposition to behavioural modification. It has a weighted average of 2.55 as against the threshold of 2.5. By implication, students demonstrate positive disposition to behavioural modification.

Table 1. Mean response of level of students' disposition to behavioural modification

No.	Item	SD	D	A	SA	Mean	Std. Dev.
1	I am willing to change bad habits when corrected.	62 (20.7%)	59 (19.7%)	119 (39.7%)	60 (20.0%)	2.59	1.03
2	I learn from my past mistakes.	58 (19.3%)	89 (29.7%)	102 (34.0%)	51 (17.0%)	2.49	0.99
3	I accept corrections from my teachers.	52 (17.3%)	60 (20.0%)	130 (43.3%)	58 (19.3%)	2.65	0.98
4	I adjust my behavior when I see it affects others.	52 (17.3%)	61 (20.3%)	108 (36.0%)	79 (26.3%)	2.71	1.04
5	I stop negative behavior when I realize it is harmful.	81 (27.0%)	71 (23.7%)	89 (29.7%)	59 (19.7%)	2.42	1.09
6	I listen to advice from my parents.	74 (24.7%)	75 (25.0%)	100 (33.3%)	51 (17.0%)	2.43	1.04
7	I can change my behavior to improve academically.	58 (19.3%)	81 (27.0%)	91 (30.3%)	70 (23.3%)	2.58	1.05
8	I accept discipline when I go wrong.	46 (15.3%)	78 (26.0%)	124 (41.3%)	52 (17.3%)	2.61	0.95
9	I am ready to adopt better study habits.	66 (22.0%)	82 (27.3%)	104 (34.7%)	48 (16.0%)	2.45	1.01
10	I make efforts to avoid repeating wrong actions.	51 (17.0%)	87 (29.0%)	99 (33.0%)	63 (21.0%)	2.58	1.00
11	I accept feedback from my friends to improve.	70 (23.3%)	73 (24.3%)	87 (29.0%)	70 (23.3%)	2.52	1.09
12	I can change my ways to get along better with others.	91 (30.3%)	55 (18.3%)	93 (31.0%)	61 (20.3%)	2.41	1.12
13	I am willing to control my temper.	54 (18.0%)	87 (29.0%)	98 (32.7%)	61 (20.3%)	2.55	1.01
14	I take responsibility for changing negative attitudes.	57 (19.0%)	91 (30.3%)	105 (35.0%)	47 (15.7%)	2.47	0.97
15	I change behavior when I see better examples from peers.	69 (23.0%)	80 (26.7%)	87 (29.0%)	64 (21.3%)	2.49	1.07
16	I accept punishment as a way of learning.	54 (18.0%)	74 (24.7%)	98 (32.7%)	74 (24.7%)	2.64	1.04
17	I am willing to improve my time management.	61 (20.3%)	68 (22.7%)	112 (37.3%)	59 (19.7%)	2.56	1.02
18	I accept advice on better decision-making.	62 (20.7%)	63 (21.0%)	117 (39.0%)	58 (19.3%)	2.57	1.02
19	I can stop harmful peer influence.	62 (20.7%)	64 (21.3%)	103 (34.3%)	71 (23.7%)	2.61	1.06
20	I strive to replace bad habits with good ones	41 (13.7%)	80 (26.7%)	97 (32.3%)	82 (27.3%)	2.73	1.01
Weighted Average: 2.55. Threshold: 2.5							

3.3. Relationship between the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students' disposition to behavioural modification.

Table 2. Correlation matrix table of (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students' disposition to behavioural modification

Variables	Students' Disposition to Behavioural Modification	Cultural Adaptation	Interg-Influence	Social Expectation	Com. Style	Gender Role
Students' Disposition to Behavioural Modification	1.00					
Cultural Adaptation	.095 (.101)	1.00				
Intergenerational Influence	.976** (.000)	.109 (.060)	1.00			
Social Expectation	.988** (.000)	.094 (.105)	.972** (.000)	1.00		
Communication Style	.990** (.000)	.089 (.124)	.973** (.000)	.988** (.000)	1.00	
Gender Role	.988** (.013)	.084 (.146)	.966** (.000)	.991** (.013)	.992** (.000)	1.00

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From [Table 2](#), intergenerational influence ($r = .976^{**}$; $p < (.000) 0.05$), social expectation ($r = .988^{**}$; $p < (.000) 0.05$), communication style ($r = .990^{**}$; $p < (.000) 0.05$), and gender role ($r = .988^{**}$; $p < (.000) 0.05$) had positive significant relationship with students' disposition to behavioural modification. This indicates that intergenerational influence, social expectation, communication style, and gender role had resultant effect on their students' disposition to behavioural modification. Moreover, cultural adaptation ($r = .095$; $p > (.101) 0.05$) had no significant relationship with students' disposition to behavioural modification. It implies that students' cultural adaptation does not have meaningful effect on their disposition to behavioural modification.

3.4. The composite contribution of the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students' disposition to behavioural modification.

Table 3. Summary of multiple regression analysis showing composite contribution (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students' disposition to behavioural modification

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27098.877	5	5419.775	4101.347	.000 ^b
	Residual	388.510	294	1.321		
	Total	27487.387	299			
R = 0.993^a		R² = .986		Adjusted R² = .986		

a. Dependent Variable: DispositionToBehaviouralModification

b. Predictors: (Constant), Gender Role, Cultural Adaptation, Intergenerational Influence, Social Expectation, Communication Style

Table 3 shows that all the independent measures (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) have a relationship with students' disposition to behavioural modification ($R = .993$). This implies that all independent measures are variables to put into consideration when predicting students' disposition to behavioural modification. Still on the table, the independent measures have a significant ($F(5, 294) = 4101.347$; $p < (.000) 0.05$) composite contribution to the dependent measure with an adjusted R^2 value .986. This leads to the fact that the independent variables accounted for 99% of the variance observed in the students' disposition to behavioural modification. Therefore, the composite contribution of independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) have a relationship with students' disposition to behavioural modification was significant.

3.5. The relative contributions of each of the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students' disposition to behavioural modification

Table 4. Relative contributions of all the independent variables (cultural adaptation, intergenerational influence, social expectation, communication style, and gender role) and students' disposition to behavioural modification

Variables	Unstandardized Coefficients		Standardized Coefficients	Ranking	T	Sig.
	B	Std. Error	β			
(constant)	-7.730	.758			-10.254	.000**
Cultural Adaptation	.001	.005	.002		.288	.774
Intergenerational Influence	.203	.034	.191	1 st	5.955	.000**
Social Expectation	.273	.061	.253	3 rd	4.478	.000**
Communication Style	.364	.067	.344	2 nd	5.435	.000**
Gender Role	.237	.077	.211	4 th	3.089	.002*

a. Dependent Variable: Disposition To Behavioural Modification

Table 4 reveals that intergenerational influence ($\beta = 0.191$; $t = 5.955$; $p < (.000^*) 0.05$), social expectation ($\beta = 0.253$; $t = 4.478$; $p < (.000^*) 0.05$), communication style ($\beta = 0.344$; $t = 5.435$; $p < (.000^*) 0.05$), and gender role ($\beta = 0.211$; $t = 3.089$; $p < (.000^*) 0.05$) had significant relative contributions to the students' disposition to behavioural modification. However, the table indicates that students' cultural adaptation ($\beta = .002$; $t = .288$; $p (.774) > 0.05$) had no significant relative contribution to disposition to behavioural modification. The implication of this result is that intergenerational influence, social expectation, communication style, and gender role are strong predictors of disposition to behavioural modification. On the other hand, students' cultural adaptation does not necessarily determine their disposition to behavioural modification.

4. DISCUSSION

Table 1 indicates that students' mean score on disposition to behavioural modification was at an average level, suggesting an overall positive orientation toward adjusting behaviour when necessary. This implies that most students are generally receptive to guidance, feedback, and corrective measures aimed at improving their academic and social conduct. A positive behavioural disposition reflects a readiness to engage in self-reflection, accept responsibility, and make constructive adjustments, qualities closely linked to self-regulation, social competence, and improved learning outcomes (Omoniyi, 2024 ; Yin et al., 2025). However, the modest margin above the benchmark suggests that although students are inclined toward behavioural change, this inclination may differ across individuals and contexts. Environmental and relational factors such as

peer dynamics, classroom climate, parental monitoring, and prevailing socio-cultural expectations may strengthen or weaken students' readiness to modify behaviour (Effiom & Vivian, 2024; Ofodile et al., 2025). Students who consistently experience positive reinforcement, structured guidance, and supportive supervision from parents and teachers are more likely to develop stronger dispositions toward behavioural adaptation (Martínez et al., 2019).

The finding also aligns with social norms theory, which posits that individuals are more likely to adjust behaviour when such behaviour is perceived as socially endorsed or expected (Bicchieri et al., 2021). Within the school setting, institutional rules, teacher expectations, and peer approval systems may therefore function as regulatory mechanisms that encourage behavioural adjustment. Overall, the result suggests that students possess a favourable baseline disposition toward behavioural modification, providing a foundation upon which structured interventions can be built.

The correlation analysis further reveals significant positive relationships between four independent variables; intergenerational influence, social expectation, communication style, and gender role; and students' disposition to behavioural modification. These findings indicate that these variables meaningfully shape how students perceive and respond to behavioural guidance. Intergenerational influence demonstrates a strong relationship with behavioural disposition, highlighting the critical role of parental guidance, family norms, and generational value systems in shaping adolescents' behavioural tendencies (Effiom & Vivian, 2024; Ezebuchi & Chujor, 2023). When family expectations are clear and consistently reinforced, students are more likely to internalize behavioural standards and demonstrate openness to adjustment. Similarly, social expectation significantly correlates with behavioural disposition. This supports the notion that students are influenced by peer approval, teacher expectations, and broader community norms. When positive conduct is socially valued and reinforced, students are more inclined to align their behaviour accordingly (Bicchieri et al., 2021; Taiwo et al., 2023). Peer influence, in particular, plays a powerful role during adolescence, often serving as a motivational driver for conformity to accepted behavioural standards.

Communication style also shows a significant positive relationship. Students tend to respond more favourably to behavioural guidance when communication from parents, teachers, and peers is clear, consistent, respectful, and supportive. Effective communication enhances understanding of expectations, promotes reflective thinking, and reduces resistance to correction (Yin et al., 2025). Where communication is harsh, ambiguous, or inconsistent, students may be less receptive to behavioural modification efforts. Gender role likewise demonstrates a significant relationship with behavioural disposition. Culturally prescribed norms surrounding masculinity and femininity may influence how students interpret behavioural expectations and respond to interventions. In some contexts, rigid gender expectations may either reinforce compliance or encourage resistance, depending on how behavioural norms align with gendered identities (Omoniyi, & Matthew, 2023; Eze et al., 2025; Glasser et al., 2024). In contrast, cultural adaptation does not show a significant correlation with students' disposition to behavioural modification. This suggests that broader capacity to adjust to diverse cultural contexts may not directly influence immediate behavioural responsiveness within the school environment. Instead, proximate influences—family, peers, communication patterns, and gender norms—appear to exert stronger effects.

The multiple regression analysis reveals a very strong combined relationship between the five independent variables and students' disposition to behavioural modification ($R = .993$). The composite model is statistically significant, and the adjusted R^2 indicates that approximately 99% of the variance in behavioural disposition is explained by the joint influence of these variables. This substantial explanatory power underscores the central role of socio-familial, communicative, and normative factors in shaping students' behavioural orientation (Yin et al., 2025).

Theoretically, these findings are consistent with social norms theory and parental socialization frameworks, which emphasize that adolescents' behaviour is molded by expectations, role modelling, and communication processes within their immediate environment (Bicchieri et al., 2021; Effiom & Vivian, 2024). Intergenerational influence, social expectation, and gender role function as normative frameworks, while communication style acts as the transmission mechanism through which these norms are conveyed and reinforced. Although cultural adaptation did not emerge as a significant independent predictor, its inclusion in the model suggests potential interaction effects within the broader socio-cultural system.

The analysis of relative contributions using standardized beta coefficients further clarifies these relationships. Intergenerational influence, social expectation, communication style, and gender role each make significant unique contributions to predicting behavioural disposition. Among these, communication style exhibits the strongest predictive power, indicating that the way expectations are communicated plays a decisive role in shaping students' receptiveness to behavioural modification. This reinforces the importance of supportive, structured, and empathetic communication practices within both home and school contexts.

Intergenerational influence remains a key determinant, reflecting the enduring impact of parental modelling and generational values. Social expectation also emerges as a strong predictor, emphasizing the

power of collective norms in guiding student behaviour. Gender role contributes significantly, highlighting the influence of culturally embedded identity constructs on behavioural responsiveness.

Conversely, cultural adaptation does not make a statistically significant unique contribution, indicating that immediate relational and normative contexts outweigh broader cultural adjustment processes in predicting behavioural modification.

5. CONCLUSION

The study concludes that students generally possess a favourable disposition toward behavioural modification, indicating their readiness to engage with interventions designed to improve personal, social, and academic conduct. The findings underscore that intergenerational influence, social expectation, communication style, and gender role are significant predictors of students' willingness to modify behaviour, collectively explaining nearly all the variance in behavioural disposition. Communication style was identified as the strongest individual contributor, highlighting the importance of clear, supportive, and consistent guidance from parents, teachers, and peers. In contrast, cultural adaptation does not independently predict behavioural modification, suggesting that immediate social and familial environments exert a direct influence on students' responsiveness.

6. RECOMMENDATIONS

1. Teachers and policymakers should design interventions that integrate family, school, and peer support systems, emphasizing intergenerational guidance, social norms, and gender-sensitive approaches.
2. Schools should train teachers and staff to employ clear, consistent, and supportive communication strategies that encourage self-reflection and behavioural adaptation among students.
3. Parents should be encouraged to reinforce positive behaviours at home, aligning family guidance with school expectations to enhance students' readiness for behavioural modification.
4. Peer-led initiatives and mentorship programs can leverage social expectations to promote positive behavioural change, fostering an environment where desirable conduct is socially reinforced.
5. Awareness programs should address culturally prescribed gender roles, ensuring that interventions do not unintentionally hinder students' behavioural adaptation due to gendered expectations.
6. While cultural adaptation was not a significant individual predictor, educational programmes should still cultivate students' broader social and cultural understanding to support long-term personal development in diverse contexts.

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DECLARATION OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this manuscript.

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Not applicable.

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