

*Impact of Socialization Agents on Behavioural Modification of Female Basic School*

**IMPACT OF SOCIALIZATION AGENTS ON BEHAVIOURAL  
MODIFICATION OF FEMALE BASIC SCHOOL PUPILS IN ILORIN  
METROPOLIS, KWARA STATE, NIGERIA**

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**Abstract**

*Socialization as a continuous process that begins from birth to death, is a conglomeration of agents with similar norms, values and social relations within which a child's behaviour is shaped. This study therefore examined the impact of socialization agents on behavioural modification of female basic school pupils in Ilorin Metropolis, Kwara State, Nigeria. This study was a descriptive survey type. The population for this study comprised of all female basic school pupils in Ilorin Metropolis, Kwara State, Nigeria. One hundred and ninety-three female pupils were sampled using a stratified sampling technique. Researchers' designed questionnaire structured in a two-response-type with the reliability coefficient 0.78 was used for data collection while the data collected were analysed using descriptive statistic of percentage and inferential statistics of chi-square at 0.05 alpha level. Findings from this study revealed that family, school peer group and mass media had significant impact in female pupils' behavioural modifications in Ilorin Metropolis, Nigeria. It was therefore recommended among others that parents and school teachers should establish cordial relationship with their wards and ensure that their female wards keep good company with peers.*

**Keywords:** Socialization, agents, Behaviour, Modifications, Female Pupils

**Introduction**

Moral decadence is the failure to uphold sound morality in our society, it is the process of behaving in a way that shows low moral standards. Moral decadence is not an acceptable norm in the Nigeria society, there has been tremendous deterioration in its moral, social and educational values, especially among the children and youths. The behavior of some pupils is against the moral ethics of the society because today some involve themselves in atrocities like stealing, fighting, playing truancy and bullying. Thus, the agents of socialization such as family, religious organizations and mass media must play major role in the behavioral modification of the children. Through this, there will be just society where the moral ethics of the society will be upheld by every member of the society.

Morality, according to Tanaka (2014) refers to principles pertaining to good and bad behaviour, a system of moral principles followed by a particular group of people. Gert (2012) opined that morality signifies adherence to the moral code of the group, that is, conformity in behaviour to the customs of the social group. Muraina and Ugwumba (2014) was of the view that morality is related to conforming to a set of conventional rules for determining one's social actions and which have been internalized. Njoku and Njoku (2014) opined that moral behavior refers to adherence to principle and beliefs involving right or wrong conduct. Igba, Ofem & Isu (2016) asserted that, the word moral behavior could be used to connote obedience to the code of conduct, customs, habit and rules of a group of people. Also, moral behavior as a concept is division and highly nebulous to give a particular definition to for instance. In philosophy, the descriptive definition of moral behavior is that, it is keeping of a set of conduct put forward by any group and acceptable by the members of that group or the society (Gert, 2012)

Behaviour Modification is one of the different methods and philosophies dealing with inappropriate behaviours (Busari, 2013). Behaviour Modification therapy is a collection of psychotherapeutic technique aimed at altering maladaptive and unwanted behaviour pattern with the application of principle of conditioning and learning (Coleman, 2009). Behaviour Modification Techniques aim to manipulate the antecedents and consequences of behaviour so that the likelihood of appropriate behaviour is increased and inappropriate behaviour is decreased (Skinner & Jersild, 2002). Usually all behaviours are maintained, changed, or shaped by the consequences of that behaviour. Hese modification strategies generally work on observable and measurable behaviours (Busari, 2013). The focus of Behaviour Modification Strategies is to shape and increase the use of the replacement behaviours. Replacement behaviours are the behaviours that meet the same need as the behaviour of concern, but in a more socially acceptable way.

Socialization is a continuous process which begins from birth to death. It transforms an infant into complete human beings who are able to participate actively in the social relations of his community. Socialization appears to be most intense during the early years in life, but in reality, it goes on throughout life cycle. At every stage of life, people learn new skills, new roles and new ways of adjusting to their positions. According to NTI (2000), socialization is a process by which individual members learn the acceptable norms and values of their society in order to behave in a way that is regarded as acceptable. Hassan (2014) defines socialization as a means through which people learn ideas and skills that enable them to interact with others properly. Aliyu (2004) defined socialization as the process whereby one internalizes the norms of the group among whom he lives so that a distinct self emerges unique to this individual.

Obasi (2005) and Nnonyelu (2009) generally agreed that the content of culture in society is transmitted to members for internalization through an identifiable process called socialization through its agents like schools, family, peer group and the media. These agents assist individuals acquire the culture of their societies which enable them transform from a raw, hapless and defenseless infant to a mature, independent and culture-bearing member of society. It is this transformational process that is generally

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referred to as socialization which also continues throughout life in varying degrees. However, debates in sociology and related social sciences over the relative importance and impact of these agents on individual behaviour have raged for decades with little resolution

It is understood that learning later in life differs from childhood learning (Sinnott, 2008). Early learning is referred to as primary socialization which deals with initial patterns of behaviour, while later learning is referred to as secondary socialization which deals with adjustment of the initial patterns of behaviour (Hahlo, 2013). Primary socialization would be most prominent during childhood while secondary socialization would be most prominent during adulthood. An individual can be said to be socialized when he or she has learnt to think and feel accordingly to society's expectations (Moschis, 2015). Recent research about family defines its concept as a privileged environment of personality formation and bounding. Therefore, it has a fundamental role in the development of toddlers and adolescents (Berry, Kagitçibasi, Georgas, Poortinga, & Van de Vijler, 2012).

Family as an agent of socialization play major role in the behavioural modification of the children because it is within the family that children start to acquire values, attitudes, and behaviours accepted by society. It is within the family and in their intern relations that the child learns the basic rules of socialization. The experiences within the family are unique and make the relationship with parents and other family members critical to the child's social development (Laible, 2004). It is through learning within the family and parenting that the child develops socially and psychologically, the reality of family interactions can help the child to prepare for the reality outside the family (Mack, 2015).

Behavioural problems within the classroom can be defined as behavioural abnormalities that disrupt, unsettle or negate the smooth running of the classroom. Both learners and teachers are adversely affected. Bulotsky-Shearer, Fernandez, Dominguez and Rouse (2011) discovered that problem behaviour in structured learning activities affected the academic performance of learners and their skills of attention, persistence and motivation. Learners displaying behavioural problems may display symptoms such as truancy, bullying, vandalism and destructive tendencies. According to Gordon and Browne (2004), disruptive behaviour is behaviour that interferes with the normal teaching and learning process in a classroom. Consequently, disruptive behaviour in the classroom is a disciplinary problem and it must be dealt with technically.

Effective learner behaviour management is an intervention strategy that can enhance positive classroom behaviour. Managing learner behaviour is part of the teaching and learning process. Creating a safe and positive learning environment in which learners and staff interact positively with each other is important if classroom behaviour is to improve. Learners need support and they also need to learn how to accept responsibility for their own behaviour. Schools should provide learners with opportunities to develop appropriate behaviours, self-control and resilience through social interaction with teachers and other staff and through the curriculum. The purpose of this study are to find

out the impact of socialization agents such as peer group, family, school and mass media on behavioural modification of basic school pupils in Ilorin East Local Government, Kwara state while answering the following research questions and corresponding hypotheses accordingly.

### **Objectives of the study**

The objectives of the study are to;

Find out the impact of socialization agents such as family, school type, peer group and mass media could have on the behavioral modification of pupils in basic school in the Ilorin East Local Government

### **Research Questions**

1. What is the social behavioral pattern of basic school pupils in Ilorin East Local Government Kwara state?
2. Does family significantly impact behavioral modification of basic school pupils in Ilorin East Local Government Kwara state?
3. Does school type significantly impact behavioral modification of basic school pupils in Ilorin East Local Government Kwara state?
4. Does peer group significantly impact behavioral modification of basic school pupils in Ilorin East Local Government Kwara state?
5. Does mass media significantly impact behavioral modification of basic school pupils in Ilorin East Local Government Kwara state?

### **Research Hypotheses**

**H<sub>01</sub>:** There is no significance impact of family on behavioral modification of basic school pupils in Ilorin East Local Government Kwara state.

**H<sub>02</sub>:** There is no significance impact of school type on behavioral modification of basic school pupils in Ilorin east local government Kwara state.

**H<sub>03</sub>:** There is no significance impact of peer group on behavioral modification of basic school pupils in Ilorin east local government Kwara state.

**H<sub>04</sub>:** There is no significance impact of mass media on behavioral modification of basic school pupils in Ilorin east local government Kwara state.

### **Methodology**

This study was a descriptive research type. The population for the study was basic school pupils in the entire Ilorin east local government. Five schools were randomly selected from Ilorin east local government. A total number of 193 pupils of basic five were randomly selected from primary schools in Ilorin east local government. A researcher design questionnaire titled Socialization Agent Impact on Behaviour Questionnaire (SAIBQ) was used to elicit information on the impact of the socialization agents on behavioral modification of primary school pupils. The questionnaire SAIB consisted of five subsections measuring family, school, peer influence and mass media

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impact on behavioral modification of primary school pupils with a ‘Yes’ and ‘No’ response format. The research instrument was given to the specialists in the field of Measurement and Evaluation, this helps to ensure face and content validity of the instrument. The corrections pointed out by these experts were effected in the questionnaire and these help to improve on the choice of items. The questionnaire was administered on 20 pupils in a school that is not part of the school used for the study using a test re-test method of reliability at an interval of two weeks and when the results obtained from the two tests were compared using Pearson Product Moment Correlation (PPMC), the reliability coefficient 0.87 was obtained. The hypotheses postulated for this study were tested using chi-square at 0.05 level of significant.

#### **Result**

Pupils were rated on their family type. Their responses are summarized on table 1.

**Table 1:** Distribution of Respondents by Family Type

<b>Family Type</b>	<b>Frequency</b>	<b>Percent</b>
<b>Functional</b>	90	46.6
<b>Not Functional</b>	103	53.4
<b>Total</b>	193	100.0

Table 1 show that 90(46.6%) of the respondents were from functional families while 103(53.4%) were from non-functional families. This reveals that the study participations were mostly from extended families.

Pupils were rated on their school type. Their responses are summarized on table 2.

**Table 2:** Distribution of Respondents by School Type

<b>School Type</b>	<b>Frequency</b>	<b>Percent</b>
Public	72	37.3
Private	121	62.7
Total	193	100.0

Table 2 show that 72(37.3%) of the respondents attended public schools while 121(62.7%) attended private schools. This reveals that more participated in the study attended private schools. Pupils were rated on their peer group influence. Their responses are summarized on table 3.

**Table 3:** Distribution of Respondents by Peer Group Influence

<b>Peer Group</b>	<b>Frequency</b>	<b>Percent</b>
Influenced	174	90.2
Non-Influenced	19	9.8
Total	193	100.0

Table 3 show that 174(90.2%) of the respondents were influenced by peer group while 19(9.8%) were not. This reveals that the study participations had peer group influence. Pupils were rated on their mass media impact. Their responses are summarized on table 4.

**Table 4:** Distribution of Respondents by Mass Media Impact

<b>Peer Group</b>	<b>Frequency</b>	<b>Percent</b>
Impacted	88	45.6
Non-Impacted	105	54.4
Total	193	100.0

Table 4 show that 88(45.6%) of the respondents were impacted by mass media while 105(54.4%) were not. This reveals that majority of the study participations were not impacted by mass media.

***Research Question 1: What is the social behavior exhibited by pupils in Ilorin East Local Government Kwara state?***

Pupils were rated on the absence or presence of social behaviors of disruptiveness, oppositeness, inattentiveness, aggressiveness. Pupils who had at least 2 of the 4 behaviors were adjudged imbalanced and vice-versa as show on Table 5.

**Table 5:** Social Behavior of Basic School Pupils

<b>Social Behavior</b>	<b>Frequency</b>	<b>Percent</b>
Imbalanced	189	97.9
Balanced	4	2.1
Total	193	100.0

Table 5 show that 189(97.9%) of the respondents were from socially imbalanced while 4(2.1%) were socially balanced. This reveals that the study participations were mostly from socially imbalanced.

***H<sub>0I</sub>:*** *There is no significance impact of family on behavioral modification of basic school pupils in Ilorin East Local Government Kwara state.*

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The impact of mass media on social behavior of basic school pupils was tested using chi-square as shown on table 6.

**Table 6:** Impact of family type on social behavior of basic school pupils

Family	Social Behavior			Chi Square Value	P Value	Decision
	Imbalanced Freq. (%)	Balanced Freq. (%)	Total			
Functional	12(6.2)	20(10.4)	32(16.6)	34.354	0.00	Reject
Non- functional	137(71.0)	24(12.4)	161(83.4)			
<b>Total</b>	149(77.2)	44(22.8)	193(100.0)			

As shown on Table 6, with the p-value: 0.00 less than the significant value 0.05,  $H_{01}$  is rejected. This connotes that family as an agent of socialization have significant impact on the behavioural modification of basic school pupils.

*$H_{02}$ : There is no significance impact of school type on behavioral modification of basic school pupils in Ilorin east local government Kwara state.*

The impact of school type on social behavior of basic school pupils was tested using chi-square as shown on table 7.

**Table 7:** Impact of School type on social behavior of basic school pupils

School Type	Social Behavior			Chi Square Value	P Value	Decision
	Imbalanced Freq. (%)	Balance Freq. (%)	Total			
Private	52(59.4)	25(17.6)	77	6.806	0.01	Reject
Public	97(89.6)	19(26.4)	116			
<b>Total</b>	149(77.2)	44(22.8)	193(100.0)			

As shown on Table 7, with the p-value: 0.01 less than the significant value 0.05,  $H_{02}$  is rejected. This connotes that school as an agent of socialization significantly impacts on the social behavior of basic school pupils.

*$H_{03}$ : There is no significance impact of peer group on social behavior of basic school pupils in Ilorin east local government Kwara state.*

The impact of peer group on social behavior of basic school pupils was tested using chi-square as shown on table 8.

**Table 8: Impact of Peer Group on Social Behavior of Basic School Pupils**

Peer Group	Social Behavior		Total	Chi Square Value	P Value	Decision
	Imbalanced Freq. (%)	Balance Freq. (%)				
Peer-influenced	131(67.9)	43(22.3)	174(90.2)	3.682	0.05	Reject
Non-peer-influenced	18(9.3)	1(0.5)	19(9.8)			
<b>Total</b>	149(77.2)	44(22.8)	193(100.0)			

As shown on Table 8, with the p-value: 0.05 is equal to the significant value 0.05 therefore,  $H_{03}$  is rejected. This connotes that peer group as an agent of socialization significantly impacts on the social behavior of basic school pupils.

$H_{04}$ : *There is no significance impact of mass media on social behavior of basic school pupils in Ilorin east local government Kwara state.*

The impact of mass media on social behavior of basic school pupils was tested using chi-square as shown on table 9.

**Table 9: Impact of Mass Media on Social Behavior of Basic School Pupils**

Mass Media	Social Behavior		Total	Chi Square Value	P Value	Decision
	Imbalanced Freq. (%)	Balance Freq. (%)				
Impactful	62(32.1)	26(13.5)	88(45.6)	4.184	0.04	Reject
Non-impactful	87(45.1)	18(9.3)	105(54.4)			
<b>Total</b>	81.1(77.2)	23.9(22.8)	193(100.0)			

As shown on Table 9, with the p-value: 0.05 is equal to the significant value 0.05 therefore,  $H_{04}$  is rejected. This connotes that mass media as an agent of socialization significantly impacts on the social behavior of basic school pupils.

### **Discussion of findings**

The study revealed that functional families characterized with cordial relationship among the parents as an agent of socialization had positive influence on the



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behavioural modification of their children. This correlates with Swick (2004) who pointed out that the type of relationship between the child and parents or other caregivers influence the development of a healthy personality. The result also tallies with Santrock, (2005) who pointed out that a happy and satisfying relationship within the family is associated with the ability to experience empathy, self-esteem and interpersonal trust. It was further revealed that parenting styles play major roles in the behavioural modification of the children, this tallies with Abdul (2016) who explained that the permissive and authoritarian type of parenting were responsible for children falling into deviant behavior. When monitoring is absent in parenting, children will not exhibit good behavior.

The study revealed that schools significantly contribute to behavioural modification of primary school pupils. This correlates with the opinion of Gravett (2003) who pointed out that research has shown that based on type of schools, students obey the rules and regulations of the school and this will enhance their academic performance even though they are sympathetic, they are more aware and show a commitment to engage with their children. This study also revealed that peer influence as an agent of socialization significantly impacts on the social behavior of primary school pupils. Individuals to behave in a way that they do not usually do and also that primary school pupils are more vulnerable to peer influence because it is their time for experimenting with new identities and experiences. This correlates with Owens (2002) who pointed out that that children are easily influenced because they are still immature to reason on their own and they think that their friends can leave them if they do not conform to the norms and values of the peer group. The findings revealed that that mass media as an agent of socialization significantly impacts on the social behavior of primary school pupils. too much exposure to the media influences the way children behave, this tallies with Awujo (2012) who pointed out that action-packed movies have greatly impacted negatively on the behavior of children.

### **Conclusion and Recommendation**

It was concluded that family, school type, peer pressure and mass media as an agent of socialization have significant impact on the behavioral modification of primary school pupils. On this premise, the following recommendations were proffered.

- i. Parents should strive to raise their wards in functional families because through this, the behavior of the children will be properly modified through this.
- ii. Parents should ensure that the films their children watch should not be the types that will encourage the children to exhibit bad characters. Thus, it is advisable that parents should monitor the films their children watch.
- iii. Parents to know the type of family their children friends come from and also they should be very close to their children so that they can gather more information from their children about the attitude and character of their friends.

- iv. The head teachers and teachers in schools should intensify their efforts in the area of students' discipline as an agent of socialization which significantly contribute to children's behavioural modification.

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