

Socio-Familial Factors and Amorous Affairs Tendencies among Married Secondary School Teachers in Akwa Ibom North-West Senatorial District, Nigeria

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Abstract

This study investigated the relationship between socio-familial factors and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District. The research was guided by three objectives and their corresponding research questions and hypotheses. A correlational research design was adopted for this study. The target population comprised 7,846 teachers from all public secondary schools in the Akwa Ibom North-West Senatorial District. A sample of 364 teachers was selected for the study using the multistage sampling technique. Two researcher-developed instruments entitled “Socio-Familial Factors Questionnaire (SFFQ)” and “Amorous Affairs Tendencies Questionnaire (AATQ)” were used for data collection. The instruments were face-validated by three experts in the Faculty of Education, two from the Department of Human Kinetics and Health Education, and one from the Department of Psychological Foundations of Education, University of Uyo. The reliability of the instruments was analysed using the Cronbach Alpha Statistical tool,

which yielded reliability coefficients of 0.76 and 0.82. Data collected were analysed using Pearson Product Moment Correlation (PPMC) statistics to answer research questions and to test null hypotheses at the .05 level of significance. The findings of the study revealed that cultural norms, peer influence, family expectations have significant relationships with amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District. Based on the findings, it concluded that socio-familial factors are significantly related to amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West. It was recommended among others that community health workers should develop awareness programmes that address cultural norms related to morality and fidelity, promoting values that discourage amorous affairs among teachers and members of the community.

Keywords: Socio-Familial Factors, Amorous Affairs Tendencies, Cultural Norms, Peer Influence, Family Expectations

Introduction

The moral fabric of any society fundamentally shapes its development, stability, and progress. Among the key agents of societal influence are teachers, who serve as moral exemplars and role models to the younger generation. However, increasing instances of amorous affairs among teachers threaten not only their personal integrity but also the moral standards of the education system and society at large. An amorous affair is broadly defined as extramarital romantic or sexual relations outside the bounds of marriage. These behaviors undermine professional ethics, erode public trust, and challenge societal norms that uphold fidelity and moral uprightness. As such, understanding the factors that predispose teachers to such tendencies is crucial for developing effective intervention strategies and the fostering of a culture of integrity within the educational sector.

Globally, the prevalence of amorous affairs among professionals, including teachers, has been increasingly documented. Amos *et al.* (2024) linked the rising trends in amorous affairs to rapid social change, globalization, and the influence of digital communication. In many societies, these behaviors are driven by factors such as stress, moral disengagement,

lack of accountability, and shifting cultural norms that blur traditional boundaries of fidelity (Adebayo & Sulaimon, 2021). The global discourse therefore highlights that such tendencies are not confined to any specific region but are part of a broader phenomenon influenced by modern lifestyle changes, technological access, and evolving social values that sometimes conflict with traditional moral expectations.

In Nigeria, the problem of amorous affairs among teachers has garnered considerable attention from the public. The diverse cultural and religious landscape in the country emphasizes fidelity and moral discipline, especially for teachers, who are expected to serve as custodians of morality. Despite these expectations, Nwachukwu and Eze (2021) reported an upsurge in extramarital relationships among teachers, with the phenomenon often linked to weak disciplinary measures, inadequate supervision, and societal tolerance of certain behaviors. The situation is compounded by the influence of modern social trends, economic pressures, and the proliferation of social media, which facilitate clandestine relationships, particularly in Akwa Ibom State. The issue is compounded by cultural nuances and societal pressures, which condemn but inadvertently permit such behaviors. These behaviors seem to create a paradoxical environment where amorous affairs among teachers are increasingly observed and inadequately addressed (Inyang & Umoessien, 2024).

For example, in Akwa Ibom North-West Senatorial District, the problem of amorous affairs among secondary school teachers has become a matter of concern. Udom *et al.* (2022) opined that a significant number of teachers who engage in extramarital affairs do so due to personal dissatisfaction, social pressures, and the desire for emotional or physical fulfillment outside their marriages. Despite efforts by educational authorities to promote discipline and professionalism, the persistence of amorous affairs indicates underlying social and familial influences that need thorough investigation. The presence of such tendencies does not only threaten the moral authority of teachers but also undermines efforts to promote academic excellence and societal morality.

Socio-familial factors refer to the aspects of a person's life that are influenced by their social and family environment. These factors are central in shaping individual behaviors, especially concerning morality and relationship tendencies. The factors encompass family background, parenting styles, familial relationships, and the overall social environment in which individuals are raised and continue to operate (Akinyele, 2020). In this study, the

socio-familial factors considered include cultural norms, peer influence, and family expectations.

Cultural norms are the shared expectations, rules, and behaviors that are considered acceptable or appropriate within a particular society or group. These norms form the backbone for maintaining social order, guiding individuals' conduct and shaping societal expectations. Cultural norms emphasize fidelity, respect for marriage, and moral uprightness, particularly by teachers who are viewed as moral exemplars. When these norms are challenged by modern influences such as globalization, social media, or changing lifestyles, teachers may experience internal conflicts that influence their behavior (Okorie & Nnamani, 2021). Cultural norms are vital because they help create social cohesion by fostering a sense of shared identity and belonging among members of a community. They guide individuals on acceptable behaviors and interactions, which promote social order and reduce conflicts. Cultural norms influence peer behavior because they shape the expectations and accepted conduct within social groups, thereby guiding individuals' actions through peer interactions.

Peer influence is the social pressure exerted by friends, colleagues, or social groups that may significantly impact individual behavior. It involves the internalization of group norms, the desire for social acceptance, and the shaping of decisions as well as moral judgments (Akinwale & Oluwadare, 2022). For teachers, peer influence may either serve as a moral compass or as a catalyst for deviant behaviors such as amorous affairs. When colleagues or friends normalize extramarital relationships or dismiss the importance of fidelity, teachers may feel compelled to conform to these behaviors so as to gain social acceptance, avoid ostracism, or enhance their status within their social circle. Peer influence may shape or reinforce family expectations by affecting individuals' attitudes and behaviors in alignment with their social group's norms.

Family expectations refer to the social and moral obligations imposed by one's family, which often influence behaviors and life choices. These expectations include maintaining family honor, fulfilling roles as a responsible spouse or parent, and upholding the family's reputation within the community (Emeka *et al.*, 2020). For teachers, family expectations may serve as both motivators for moral conduct and sources of stress, especially when personal desires conflict with familial obligations. The pressure to meet these expectations may either deter engagement in extramarital affairs or motivate teachers to seek

fulfillment outside their marriage as a form of rebellion or escape from familial stressors. When these expectations are unmet or are in conflict with societal norms, they may precipitate engagement in amorous affairs, thereby leading to familial discord or breakdowns in marital relationships. Family expectations are often rooted in societal expectations, which reflect broader cultural values and standards that influence individual roles and behaviors within the community.

The motivation behind this study arises from the growing concern over the incidence of moral decline observed among secondary school teachers in Akwa Ibom North-West Senatorial District. There is a noticeable gap in empirical research that examines the relationship between socio-familial factors and amorous affairs tendencies among secondary school teachers. Therefore, there is a need for this study in order to examine the relationship between socio-familial factors and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Statement of the Problem

In an ideal situation, secondary school teachers serve as role models and pillars of moral integrity in their communities. They are expected to demonstrate professionalism, fidelity, and commitment both inside and outside the classroom. Their conduct, especially in terms of marital fidelity and family stability, is expected to promote harmonious family relationships and positively influence students in particular and the community at large. A stable family environment, characterized by mutual understanding, societal support, and fidelity, is crucial for teachers to effectively perform their roles and contribute to the socio-educational development of the society. It is believed that when teachers maintain healthy family relationships and exhibit moral rectitude, they can serve as exemplars for students and also foster a culture of discipline and integrity.

However, the scenarios observed in Akwa Ibom North-West Senatorial District in recent times indicate a deviation from this ideal. There is a growing trend of amorous affairs and infidelity among some secondary school teachers, which may likely be influenced by various factors. Factors such as marital dissatisfaction, economic hardship, peer pressure, lack of proper guidance, and societal influences have been linked to those upsurges in unfaithful behaviors (Olanrewaju & Adebisi, 2024). These tendencies threaten the stability of family units, undermine the moral fabric of the communities, and potentially impair

teachers' effectiveness and credibility. The situation is compounded by societal perceptions, which sometimes normalize or trivialize extramarital affairs and thereby encourage such behaviors among teachers. Consequently, the rise in amorous affairs among teachers does not only jeopardize their personal and familial well-being but also impacts their professional conduct and the overall educational environment.

In response to this problem, various interventions have been undertaken by governmental and non-governmental organizations. These include moral and value-based education programs in schools, seminars on marital fidelity and family life, and counseling services aimed at promoting healthy family relationships. Additionally, some school authorities have instituted policies that emphasize professional ethics and conduct, with disciplinary measures for misconduct. Community awareness campaigns have also been organized to sensitize the public about the negative effects of amorous affairs on family and societal stability. Despite these efforts, the problem seems to persist. Such persistence suggests that existing measures may not be sufficiently targeted or effective, or that socio-familial factors influencing teachers' tendencies towards amorous affairs are complex and multifaceted. This study therefore sought to address the gap with the un-earthling, the specific socio-familial factors that contribute to amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West Senatorial District. It also aims at investigating the relationship between socio-familial factors and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Objectives of the Study

The purpose of this study was to investigate the relationship between socio-familial factors and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District. Specifically, the objectives of this study include:

- i. To determine the relationship between cultural norms and amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West Senatorial District.
- ii. To determine the relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

- iii. To determine the relationship between family expectations and amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West Senatorial District.

Research Questions

The following research questions were raised to guide the study:

- i. What is the relationship between cultural norms and amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West Senatorial District?
- ii. What is the relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District?
- iii. What is the relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District?

Research Hypotheses

The following null hypotheses were tested at the .05 level of significance:

- i. There is no significant relationship between cultural norms and amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West Senatorial District.
- ii. There is no significant relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.
- iii. There is no significant relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

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Research Method

Design of the Study

A correlational research design was adopted for this study. Correlational research design enables the researcher to establish the magnitude and direction of the relationship between the independent variable and the dependent variable (Leedy & Ormrod, 2019). The purpose of correlational research design is to ascertain the relationship between two or more variables. It is useful for identifying the relationship between independent and dependent variables. This design was considered suitable for this study, as it measured variables such as cultural norms, family expectations, peer influence, societal expectations, marital expectations, and family conflicts and how they naturally occur and analyzed the degree to which they vary together, often using statistical techniques such as correlation coefficients.

Area of the Study

The area of this study was the Akwa Ibom North-West Senatorial District, Nigeria, and is situated in the South-South geopolitical zone of Nigeria. It is one of the three senatorial districts in Akwa Ibom State, along with Akwa Ibom North-East and Akwa Ibom South. The district is often referred to as Ikot Ekpene Senatorial District. Akwa Ibom North-West Senatorial District is characterized by a diverse landscape that includes lush tropical rainforests, fertile plains, and riverine areas. It lies between latitudes 4° 47' and 5° 18' North and longitude 7° 44' and 8° 10' East and covers approximately 2,475,193 km² with a population of 740,365, being 23.1 percent and 33.3 percent, respectively, of the state's total land area and population. The Senatorial District is bounded to the north by Abia State, to the south by the Ibiono Ibom and Uyo Local Government Areas, to the west by Abia State and the Itu Local Government Area, and to the east by Rivers State and the Mkpato Enin Local Government Area.

Akwa Ibom North-West Senatorial District has a total of 10 Local Government Areas. These comprise Abak, Essien Udim, Etim Ekpo, Ika, Ikono, Ikot Ekpene, Ini, Obot Akara, Oruk Anam, and Ukanafun. The area is predominantly populated by the Annang ethnic group, who are engaged mainly in agriculture, fishing, and trading. The climate is typically humid with a high annual rainfall, supporting dense vegetation and a variety of wildlife. The district is home to several towns and communities, which serve as economic and administrative hubs. It is a strategic location along major roads and waterways,

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facilitating trade and communication within the state and with neighboring states, playing a vital role in the socio-economic activities of Akwa Ibom.

Akwa Ibom North-West Senatorial District has both urban and rural settlements. There are a lot of amenities like good roads, hospitals, and schools. There are 89 public secondary schools in Akwa Ibom North-West Senatorial District (that is, 10 secondary schools in Abak Local Government Area, 9 secondary schools in Essien Udim Local Government Area, 9 secondary schools in Etim Ekpo Local Government Area, 3 secondary schools in Ika Local Government Area, 13 secondary schools in Ikono Local Government Area, 11 secondary schools in Ikot Ekpene Local Government Area, 8 secondary schools in Ini Local Government Area, 6 secondary schools in Obot Akara Local Government Area, 14 secondary schools in Oruk Anam Local Government Area and 6 secondary schools in Ukanafun Local Government Area). Educationally, there are higher institutions such as Akwa Ibom State Science and Technology, Nung Ukim, Akwa Ibom State Polytechnic Ikot Osurua, Federal Polytechnic Ukana, Akwa Ibom State University Obio Akpa campus, and other private institutions. The main occupations of the people in the area include farming, business, civil service, and teaching. This area is therefore considered suitable for the study since there are numerous public secondary schools and very many married teachers in the area.

The target population for the study comprised 7,846 teachers in all the public secondary schools in Akwa Ibom North-West Senatorial District (Akwa Ibom State Secondary Education Board, 2026). Based on Krejcie and Morgan (1970), a sample size of 364 teachers was selected for the study. A multistage sampling technique, which involved four stages, was used for the selection of the respondents. In the first stage, a cluster sampling technique was used to group the 10 local government areas in the Akwa Ibom North-West Senatorial District into four clusters based on the four Federal Constituencies. The second stage involved the selection of one Local Government Area from each cluster (federal constituency) using a systematic sampling technique of the hat and draw method with replacement. Here, the names of the local government areas were written on pieces of paper folded into little balls and mixed in a hat and then drawn blindly by the researcher until one local government area was being selected from each of the four federal constituencies.

In the third stage, a purposive sampling technique was used to select four schools from each of the selected Local Government Areas. Purposive sampling is characterized by the selection of a study sample based on a purpose or criteria. Thus, the criteria for the selection of the schools include that the school that had the highest population of teachers was purposively selected for the study. At stage four and the final stage, 50 percent of teachers in the 18 selected schools were randomly selected, resulting in 364 teachers.

Instrumentation

Two researcher-developed instruments entitled “Socio-Familial Factors Questionnaire (SFFQ)” and “Amorous Affairs Tendencies Questionnaire (AATQ)” were used for data collection. The SFFQ contains 30 items with five items for each sub-variable of the independent variable (cultural norms, peer influence, family expectations, societal expectations, marital satisfaction, and family conflicts), while AATQ contains 10 items on the dependent variable (socio-familial factors). The instruments were structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively.

Validation of the Instrument

Face validation was carried out for the instruments SFFQ and AATQ. They were submitted to three experts in the Faculty of Education, two from the Department of Human Kinetics and Health Education and one from the Department of Psychological Foundations of Education, University of Uyo, for validation. The researcher appealed to the validators to assess the instruments and certify if the items were clear and relevant to elicit the data required and also to determine to what extent the instruments were related to the content of the objectives, research questions, and hypotheses and if the instruments adequately measured the concept it was expected to measure. The corrections made by the validators were effected before the instrument was shown to the research supervisor, who gave approval before the final version of the questionnaire was produced for the fieldwork.

Reliability of the Instrument

To ascertain the reliability of the instruments, a trial study was conducted with 30 teachers who were respondents within the study area but did not participate in the main study. Data

obtained were analyzed using the Cronbach Alpha Statistical tool to calculate the reliability coefficient of the instruments. According to Atare (2022), the Cronbach's alpha statistical tool is suitable for reliability tests when testing for the internal consistency reliability. The reliability coefficients of 0.76 and 0.82 were obtained for SFFQ and AATQ, respectively. These coefficient indexes made the instruments considered suitable for the study.

Method of Data Collection

The researcher collected a letter of introduction from the Department of Human Kinetics and Health Education and used it to obtain permission to conduct the study in selected schools. After obtaining permission, the researcher established a good rapport with respondents to gain their consent before personally administering the instrument for data collection. This was done with the help of two research assistants who were properly briefed about the exercise. Appropriate information by way of orientation was given to the respondents on how the questionnaire should be filled as well as the purpose of the study. The copies of the questionnaire were then distributed to respondents, and the completed copies of the questionnaire were collected. Care was taken to ensure that copies of the questionnaire are collected on the spot so as to ensure a high return rate. However, out of the 364 copies of the questionnaire administered, 358 copies were valid and used for data analysis, representing a 98 percent return rate.

Method of Data Analysis

Data generated were analyzed using Pearson Product Moment Correlation (PPMC) statistics for answering research questions. The same statistical tool (PPMC) was used for testing null hypotheses at .05 level of significance.

Decision Rule

The decision rule for answering the questions was adopted from Pallant (2020) interpretation as follows:

Coefficient (r)	-	Relationship
0.00 – 0.19	-	Very Weak Relationship
0.20 – 0.39	-	Weak Relationship
0.40 – 0.59	-	Moderate Relationship

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0.60 – 0.79	-	Strong Relationship
0.80 – 1.00	-	Very Strong Relationship

For the null hypotheses, the standard for decision was to reject the null hypotheses when the p-value is less than or equal to .05 ($p \leq .05$) at 356 degrees of freedom and not significant when the p-value is greater than .05 at 356 degrees of freedom.

Results

Research Question 1: What is the relationship between cultural norms and amorous affairs tendencies among secondary school teachers in Akwa Ibom North-West Senatorial District?

Table 1: Pearson Product Moment Correlation of Relationship between Cultural Norms and Amorous Affairs Tendencies among Secondary School Teachers in Akwa Ibom North-West Senatorial District

Variables	n	r	Remark
Cultural Norms (X)	358	.814	Very Strong Relationship
Amorous Affairs Tendencies (Y)			

Source: Field Work (2026)

The entries in Table 1 reveal the type and strength of the relationship between cultural norms and amorous affairs tendencies. The results reveal that the r-value of .814 is very strong and positive. Therefore, the result implies that there is a very strong and positive relationship between cultural norms and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Research Question 2: What is the relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District?

Table 2: Pearson Product Moment Correlation of Relationship between Peer Influence and Amorous Affairs Tendencies among Secondary School Teachers in Akwa Ibom North-West Senatorial District

Variables	n	r	Remark
Peer Influence (X)	358	.762	Strong Relationship
Amorous Affairs Tendencies (Y)			

Source: Field Work (2026)

The entries in Table 2 reveal the type and strength of the relationship between peer influence and amorous affairs tendencies. The results reveal that the r-value of .762 is strong and positive. Therefore, the result implies that there is a strong and positive relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Research Question 3: What is the relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District?

Table 3: Pearson Product Moment Correlation Relationship between Family Expectations and Amorous Affairs Tendencies among Secondary School Teachers in Akwa Ibom North-West Senatorial District

Variables	n	r	Remark
Family Expectations (X)	358	.812	Very Strong Relationship
Amorous Affairs Tendencies (Y)			

Source: Field Work (2026)

The entries in Table 3 reveal the type and strength of the relationship between family expectations and amorous affairs tendencies. The results reveal that the r-value of .812 is very strong and positive. Therefore, the result implies that there is a very strong and positive relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Hypothesis 1: There is no significant relationship between cultural norms and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Table 4: Pearson Product Moment Correlation Analysis of Relationship between Cultural Norms and Amorous Affairs Tendencies among Secondary School Teachers in Akwa Ibom North-West Senatorial District

Variables	n	r	p-value	Remark
Cultural Norms (X)	358	.814	.001	Significant. Ho1 Rejected
Amorous Affairs Tendencies (Y)				
df = 356	*P < .05*			

The output in Table 4 reports the r-value of .814 with its corresponding p-value of .001, which is less than the 0.05 level of significance with 356 degrees of freedom. The result is significant. Therefore, the null hypothesis, which claims that there is no significant relationship between cultural norms and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District, is rejected. This result means that there is a significant relationship between cultural norms and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Hypothesis 2: There is no significant relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Table 5: Pearson Product Moment Correlation Analysis of Relationship between Peer Influence and Amorous Affairs Tendencies among Secondary School Teachers in Akwa Ibom North-West Senatorial District

Variables	n	r	p-value	Remark
Peer Influence (X)	358	.762	.000	Significant. Ho2 Rejected
Amorous Affairs Tendencies (Y)				
df= 356	*P < .05*			

The output in Table 5 reports the r-value of .762 with its corresponding p-value of .000, which is less than the 0.05 level of significance with 356 degrees of freedom. The result is significant. Therefore, the null hypothesis, which claims that there is no significant relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District, is rejected. This result means that there is a significant relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Hypothesis 3: There is no significant relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Table 6: Pearson Product Moment Correlation Analysis of Relationship between Family Expectations and Amorous Affairs Tendencies among Secondary School Teachers in Akwa Ibom North-West Senatorial District

Variables	n	r	p-value	Remark
Family Expectations (X)	358	.812	.001	Significant. Ho3 Rejected
Amorous Affairs Tendencies (Y)				
df = 356	*P < .05*			

The output in Table 6 reports the r-value of .812 with its corresponding p-value of .001, which is less than the 0.05 level of significance with 356 degrees of freedom. The result is significant. Therefore, the null hypothesis, which claims that there is no significant relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District, is rejected. This result means that there is a significant relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Discussion of the Findings

The finding of the study revealed that there is a significant relationship between cultural norms and amorous affairs tendencies among secondary school teachers in the Akwa Ibom

North-West Senatorial District. This result implies that cultural norms play a crucial role in increasing amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District. This may be because cultural norms serve as a fundamental framework that shapes individuals' perceptions, values, and behaviors within a society. In the context of Akwa Ibom North-West, cultural norms likely influence teachers' attitudes and behaviors regarding relationships and moral conduct, including amorous affairs. When cultural norms emphasize conservatism, respectability, and moral uprightness, teachers who perceive a discrepancy or weak adherence to these norms may experience internal conflict or social pressure, which could influence their tendencies towards amorous affairs. Conversely, in environments where cultural norms are either weakly enforced or contradictory, teachers might feel freer to engage in such behaviors without fear of social repercussions.

Furthermore, cultural norms may directly or indirectly influence teachers' perceptions of acceptable behavior, their self-regulation, and their responses to temptations or opportunities for amorous affairs. For example, if cultural norms do not strongly condemn or regulate extramarital relationships, teachers may be more inclined to indulge in amorous affairs, especially if other social or personal factors, such as low job satisfaction or personal dissatisfaction, are present. The significant relationship also suggests that cultural norms act as a social control mechanism that either restrains or facilitates amorous behaviors among teachers. When these norms are weak or inconsistent, the restraint diminishes, potentially leading to an increase in amorous affair tendencies.

The finding of this study agrees with the findings of Ayeni and Olatunji (2020), which showed that 62 percent of teachers engaged in amorous affairs with colleagues, and 55 percent believed that cultural norms influenced their amorous affairs tendencies. The finding is also in line with Ogunyinka *et al.* (2020), which revealed that cultural norms influenced the amorous affairs tendencies of secondary school teachers, with 80 percent of teachers believing that cultural norms played a significant role. The finding is in support of Akinleye and Ogunrin (2024), which showed that cultural norms influenced the amorous affairs tendencies of secondary school teachers, with 65 percent of teachers believing that cultural norms played a significant role.

The finding of the study showed that there is a significant relationship between peer influence and amorous affairs tendencies among secondary school teachers in the Akwa

Ibom North-West Senatorial District. This result could be attributed to the fact that peer influence plays a significant role in shaping individuals' tendencies and behaviors, particularly in social and professional settings. The finding suggests that a high level of peer influence among secondary school teachers in Akwa Ibom North-West Senatorial District is associated with an increased likelihood of engaging in amorous affairs. This could be because teachers who are highly susceptible to peer influence may experience social pressure or desire acceptance from their colleagues or social circles, which would eventually lead them to engage in behaviors such as amorous affairs so as to conform or gain approval. Peer groups often establish norms and expectations related to personal conduct, and when these norms are permissive or supportive of extramarital relationships, teachers might be more inclined to follow suit to maintain their social standing or camaraderie.

Furthermore, peer influence might also impact teachers' perceptions of acceptable behavior and moral boundaries. If their peer group openly discusses or endorses amorous affairs, teachers may internalize these attitudes, which could normalize such behaviors and increase their tendency to engage in them. Peer influence can also foster competitiveness or imitation, where teachers might emulate colleagues who are involved in amorous affairs, believing that such behaviors are a form of social bonding or status enhancement within their professional community. Additionally, the high relationship indicates that teachers who are more influenced by their peers tend to adopt the behaviors prevalent within their social networks, including amorous affairs. This tendency could be amplified by the desire for social acceptance or the fear of social exclusion if they resist peer norms. The influence of peers might also lead to the sharing of opportunities or encouragement for engaging in such affairs, reinforcing behavioral tendencies.

The finding of this study agrees with those of Johnson and Adeyemi (2021), which revealed a significant positive correlation between peer influence and amorous affairs tendencies among teachers. Regression analysis indicated that peer influence was a significant predictor of amorous tendencies. The finding also agrees with Eze and Nwachukwu (2022), which indicated a strong positive correlation between peer influence and amorous affairs tendencies, and peer influence significantly contributes to teachers' engagement in amorous affairs, which could adversely affect their professional responsibilities and school climate. The finding is in support of Williams *et al.* (2023), which

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revealed that peer influence substantially affects teachers' propensity toward amorous affairs, which could compromise their professional ethics and school discipline.

Findings also revealed that there is a significant relationship between family expectations and amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District. Top of Form: This finding could be attributed to the fact that strong family expectations often serve as a moral and behavioral guideline for individuals, thereby shaping their attitudes and decisions regarding personal relationships. When family expectations are high and emphasize moral uprightness, fidelity, and social responsibility, teachers may feel a sense of obligation or pressure to conform to these standards, which could either discourage or, in some cases, provoke engagement in amorous affairs if they perceive a conflict between personal desires and family values. Conversely, if family expectations are weak or inconsistent, teachers might feel less constrained by normative standards, which could increase their tendency to engage in amorous affairs without fear of familial repercussions.

Furthermore, the pressure to meet familial expectations can influence teachers' behavior by creating internal conflicts or stress, which might ultimately lead some to seek solace or validation through extramarital relationships or amorous affairs, especially if they experience dissatisfaction in their personal or professional lives. The significant relationship indicates that when family expectations are perceived as burdensome or unfulfilled, teachers may engage in amorous affairs either as a form of rebellion, coping mechanism, or attempt to fulfill unmet emotional needs. Family expectations can also shape teachers' perceptions of morality and propriety and directly impact their likelihood of engaging in such behaviors. This high relationship underscores the importance of family in shaping moral and behavioral tendencies among teachers. It suggests that strengthening family communication, support, and shared values could serve as protective factors against tendencies toward amorous affairs. Family-based interventions or community programs that promote healthy family relationships and clarify moral expectations could help reduce the incidence of such behaviors.

The finding of this study agrees with the findings of Ogunleye and Akinbode (2021), which indicated a significant positive correlation between family expectations and amorous affairs tendencies. The result also revealed that family expectations significantly predicted teachers' engagement in amorous affairs. The finding also agrees with Adebayo and Yusuf

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(2022), who showed a positive and significant correlation between family expectations and amorous affairs tendencies. The finding is not in support of Williams and Chukwu (2023), which revealed a significant positive correlation between family expectations and amorous affairs tendencies.

Conclusion

Based on the findings of the study, it is concluded that socio-familial factors such as cultural norms, peer influence, family expectations, and societal expectations significantly relate to amorous affairs tendencies among secondary school teachers in the Akwa Ibom North-West Senatorial District.

Recommendations

Based on the findings of this study and their implications, the following recommendations are made:

- i. Community health workers should develop awareness programs that address cultural norms related to morality and fidelity, thereby promoting values that discourage amorous affairs among teachers and members of the community. Such initiatives can help reshape perceptions and reduce tendencies toward extramarital relationships.
- ii. School administrators should implement peer influence management strategies, including mentorship and peer education programs, to foster positive social influences among teachers. This can help mitigate peer pressure that may lead to amorous affairs, promoting a professional and morally upright environment.
- iii. Health educators should use family counselling to align family expectations with personal and societal values. Strengthening family relationships and clarifying mutual expectations can reduce the likelihood of teachers engaging in amorous affairs driven by familial or societal pressures.

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