

Effects of Maladaptive Behaviour among in-School Adolescents Learning Biology in Gombi Educational Zone, Adamawa State

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Abstract: - This study investigated the effects of maladaptive behaviour among in-school adolescents on learning Biology as perceived by secondary school teachers in Gombi Education Zone Adamawa state. The study adopted the descriptive survey research design method. The target population for this study consisted of all secondary school teachers in the zone. Purposive sampling technique was used to select three hundred respondents from two Local Government Areas. The questionnaire titled “Effects of Maladaptive Behaviour Questionnaire” was used to collect data. The validity of the instrument was carried out by an expert in Guidance and Counselling. The reliability of the instrument titled “Effects of Maladaptive Behaviour Questionnaire” was carried out using test re-test method and Kuder-Richardson formulae was used to determine the internal consistency. Reliability estimate of the test showed a reliability index of 0.86. Frequency counts, simple percentages and t-test were used to analyze the data. The findings revealed that maladaptive behaviour is caused by poor parental upbringing. Issues such as high failure of students in external examinations, disruption of teaching and learning, low cognitive ability, school dropout and student poor performance in class are the effects of maladaptive behaviour among in-school adolescents. The findings of the study also showed that there was no significant difference between male and female teachers’ perception on the causes of maladaptive behaviour among in-school adolescents. The major strategy employed by teachers for curbing behavioural problem is the reinforcement technique. In conclusion, in-school adolescents’ maladaptive behaviour is on the rise and has serious effects on students’ learning and their general academic performance. To this end, teachers, counsellors, school heads in collaboration with the government should continue to provide right information to in-school adolescents about the negative effects of maladaptive behaviour.

Keywords: Maladaptive behaviour, sexual abuse, drug abuse, vandalism and threats.

I. INTRODUCTION

Education is the medium by which a person achieves success in his/her life, in the society and in the world, and it lays the foundation of personality.. According to the Ministry of Education and Human Resources (2014), the secondary school provides an education that enables the fulfilment of the four pillars of the Delores Report, namely learning to know, learning to do, learning to be, and learning to live together. It should also provide the adolescent student with the necessary skills that allow him/her to adjust easily and smoothly to the rapid physical, emotional, mental and

social changes (Garcia & Santiago, 2017). Indeed, the adolescence represents the period between 13 and 19 years old when students manifest an identity crisis that may have an impact on their mental make-up and attitudes towards people and circumstances ((Naganandini, 2017).

Student maladaptive behaviour is a source of worry for all school stakeholders. It is a multifaceted and complex school problem that is manifested in various forms (Ali, Dada, Isiaka & Salmon 2014). The various common forms of student maladaptive are late coming, backing classes, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts (Gutuza & Mapolisa, 2015; Jeeroburkhan, 2016). The principal’s role is to design and implement the most effective learner discipline management strategies in order to instil a positive school climate.

However, to be successful as an effective learner discipline management leader in his/her school, the principal must understand the various causes of student behaviour that are predominant in the school. Maladaptive is generally defined as any behaviour that does not conform to the established rules of a group of individuals or the society at large (Idris 2016). At this stage, an adolescent finds it difficult to conform to the norms of the society. It could also be referred to as the engagement of people in criminal offences, illegal, antisocial and unethical behaviour. In a nutshell, any behaviour that violates the norm or social standard of the society is maladaptive. Maladaptive behaviour could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment.

Some researchers have identified the different types of maladaptive behaviour among in-school adolescents; these include truancy, examination malpractice, substance abuse, bullying, vandalism, and sexual immorality (Esere 2008). Goode (2007) further stated that behaviour that is maladaptive in one society may not be in another. Even within a society, what is maladaptive behaviour today may not be maladaptive behaviour tomorrow. Suleiman (2011) noted that a particular behaviour is antisocial if any of these three criteria are seen; when behaviour does not allow a person to function

effectively with others as a member of the society, when such behaviour does not permit the person to meet his or her own needs and when behaviour has a negative effect on the wellbeing of others.

Boyd (2015) reported that a lot of youths are involved in the use of tobacco, amphetamines, barbiturates and heroin. In the same vein, Idris (2016) explained that there are many cases of cultism, sexual abuse, acts of vandalism, blackmail, threats and intimidations reported by classroom teachers as well as school principals. He affirmed that there is an increase in the rate of moral decadence among youths as a result of the lack of discipline. Such indiscipline acts among students have culminated in juvenile delinquency. Many researchers have identified some causes of maladaptive behaviour among in-school adolescents. Maladaptive behaviour in the classroom increases the stress level of teachers and at the same time changes the classroom dynamics. It is also a big challenge for learning and a risk factor for students' academic achievement.

A disruptive classmate's negative impact on peers is also of growing concern, because disruptive classroom behavioural climate impedes the learning process and lowers the school performance of the entire class (Blank & Shavit, 2016). Children with behaviour problems often are underachievers, which is alarming as academic success has a great importance for a child's long term development. The uses of the psychological principles are the various ways in which deviant behaviours are managed in schools. This approach is based on some systematic application psychological principles. Behavioural modification can simply be defined as the systematic application of principles derived from learning theories and experience in psychology (Asonibare 2016).

The techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours. It can also be used to teach new behaviour patterns. In extinguishing unwanted deviant behaviour among in-school adolescents, there are many strategies that can be employed. In schools, counsellors use different behavioural modification techniques in managing maladaptive behaviour. The environment in which adolescents live can influence them, especially when there is lack of parental guidance. The school is a major and important environment where a child develops during the formative years. When parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviours in the school. Some children resort to antisocial behaviour due to their inability to cope with the academic rigours of the school. (Suleiman, 2011 & Babatunde, 2016)

Statement of the Problem

The rate of involvement of in-school adolescents in deviant behaviour is of great concern to stakeholders. Dunapo (2002) stated that at this period adolescent child go through a lot of challenges as they engage in behavioural experimentation and maladaptive behaviours. Students'

unruly behaviour has continued to disrupt school academic programmes to the extent that teachers are unable to cover the contents of the school curriculum. This has often resulted into turning out half-baked graduates Omotosho (2009) notes that maladaptive behaviours in schools has reached an alarming rate; this could be traced to the home, society and the attitude of students towards schooling. These in turn have contributed to poor academic performance of many in-school adolescents. In order for these students to perform well in external examinations, they resort to examination malpractices. The high incidence of maladaptive behaviour among secondary school students in Gombi Educational Zone have become public concern and despite government intervention, they are yet to resolve the problem. Hence, this study is of immense important.

Purpose of the Study

The general purpose of this study is to determine the effect of maladaptive behaviours among adolescents in Gombi Education Zone of Adamawa state specifically, the study seeks to:

1. Factors that cause maladaptive behaviour among in-school adolescents
2. Determine strategies to be adopted in curbing adolescents' maladaptive behaviour in the school.
3. Examine the effect of maladaptive behaviours on student achievement on learning of Biology.

Research Questions

1. What are the factors that cause maladaptive behaviour?
2. What are the causes of maladaptive behaviours among students in Gombi Educational Zone?
3. To what extent do maladaptive behaviours affects student academic performance in learning Biology in Gombi Educational Zone?
4. What are the strategies in curbing maladaptive behaviour among in-school adolescents?

Research Hypotheses

The following hypotheses have been postulated to be tested at 0.05 level of significance was used to guide the study.

H₀₁: There is no significant difference between male and female teachers' perception on the causes of maladaptive behaviour among in-school adolescents.

H₀₂: There is no significant difference between the mean responses of male and female teachers with regards to the consequences of adolescents' maladaptive behaviour.

II. RESEARCH METHODOLOGY

Research Design

The study adopted a descriptive survey design and assessed Effect of maladaptive behaviour among in-school adolescents in Gombi Educational Zone. According to

Nworgu (2006) a descriptive survey is a study which aims at collecting data on and describing in a systematic manner, the characteristics, features or facts about a given population. Descriptive study also allows the investigator to discuss the phenomenon under study as it exists at the time of the study. A descriptive survey is chosen because it is going to collect facts, ideals and opinions of the respondents about the effect of maladaptive behaviour among in-school adolescents in Gombi Educational Zone of Adamawa State.

Population and Sample

The population of the study consists of all the thirty-five (35) senior secondary schools in Gombi Education Zone (Girei, Song, Gombi and Hong Local government area); which comprises of seven hundred and sixty teachers. The samples size of three hundred teachers were chosen from fifteen senior secondary schools of two local government (Gombi & Hong local government), by stratified sampling techniques using eight school in Gombi, and seven schools in Hong local government as strata.

Research Instrument

The research instrument titled Effect of Maladaptive behaviour (EMBQ) was adapted from Daramola (2006). The instrument comprised of 37 items divided into 4 sections. Section A contained the demographic characteristics of the respondents which constituted name of school, age, gender, class taught, educational level, years of experience, name of school and Local Government Area. Section B contained ten items that assessed the causes of maladaptive behaviour among student. Section C contained ten items which smeared the effect of maladaptive behaviour on academic performance.

Section D contained ten items which considers strategies in curbing maladaptive behaviour among in-school adolescents.

Validity and Reliability of Instrument

The face and content validity of the instrument was established by an expert in Guidance and Counselling in the Department of Science Education, Adamawa State University, Mubi. The reliability study of the instrument was carried out in Mundra Model school and Demonstration Staff Secondary School Federal Polytechnic, all in Mubi, using test-retest reliability method. First test was administered on 30 teachers, while the second test was administered on the same set of teachers after two weeks. The test item responses were scored and used to assess the reliability of the test. This was done using Kuder-Richardson formulae in determining the internal consistency. Reliability estimate of the test showed a reliability index of 0.86.

Data Collection and Analysis

The researcher administered the questionnaires and collected them on the spot. The collected data were analyzed using frequency counts and simple percentages, while t-test was used to test all hypotheses formulated.

III. RESULTS

The results of the study are presented in line with the research questions and hypotheses that guided the study.

Research Question 1: What are the factors that cause maladaptive behaviours among in-school adolescents?

Table 1: Frequency and Percentage Distributions of respondents on the Causes of Maladaptive Behaviours among Students

| S/N | Causes of Maladaptive Behaviours | SA | A | D | SD | Total |
|-----|--|----------------|----------------|----------------|---------------|---------------|
| 1. | Male parent's reckless life influence male adolescents to join bad gangs | 117 (42.9%) | 66 (24.2%) | 78 (28.6%) | 12 (4.4%) | 273 (100%) |
| 2. | Poor Parental Upbringing | 134 (49.1%) | 110 (40.3%) | 20 (7.3%) | 9 (3.3%) | 273 (100%) |
| 3. | Parents deprivations of materials to their children | 60 (22.0%) | 111 (40.7%) | 84 (30.8%) | 18 (6.6%) | 273 (100%) |
| 4. | Parents' over-pampering of their children | 113 (41.4%) | 90 (33.0%) | 44 (16.1%) | 26 (9.5%) | 273 (100%) |
| 5. | Indecent behaviour of some teachers and lack of adequate support | 78 (28.6%) | 110 (40.3%) | 85 (31.1%) | 0 (0%) | 273 (100%) |
| 6. | Dilapidated hostel/classroom building encourage vandalism | 111 (40.7%) | 115 (42.1%) | 36 (13.2%) | 11 (4.0%) | 273 (100%) |
| 7. | Lessiez faire leadership style of the school administration | 53 (19.4%) | 118 (43.2%) | 101 (37.0%) | 1 (0.4%) | 273 (100%) |
| 8. | Lack of love at home/school | 62 (22.7%) | 133 (48.7%) | 26 (9.5%) | 52 (19.0%) | 273 (100%) |
| 9. | Peer group influence can negatively influence students | 177 (64.8%) | 71 (26.0%) | 25 (9.2%) | 0 (0%) | 273 (100%) |
| 10. | Watching of pornographic pictures and erotic films | 194 (71.1%) | 62 (22.7%) | 17 (6.2%) | 0 (0%) | 273 (100%) |

Table 1 above shows the perception of the teachers on the listed causes of maladaptive behaviour among students,

include male parents' reckless life 183 (67.1%), poor parental upbringing 244 (89.4%);parents' over-pampering of their

children203 (74.4%); peer group influence can negatively influence students” 248 (90.8%); watching of pornographic pictures and erotic films256 (93.8%); It is further shown in the table that the respondents assented with the following factors: parents’ deprivations of materials to their children171 (62.7%), indecent behaviour of some teachers and lack of adequate support 188 (68.9%);dilapidated hostel/classroom building encourage vandalism226 (82.8%); lassiez faire leadership style of the school administration 171 (62.6%); and lack of love at home/school195 (71.4%). The result of the

table shows the perceived causes of maladaptive behaviour of in-school adolescents include watching of pornographic pictures and erotic films, poor parental upbringing, indecent behavior of some teachers and lack of adequate support, are some of the causes of maladaptive, behaviour among in-school adolescents learning Biology in Gombi Education zone.

Research Question 2: To what extent do maladaptive behaviours affects student academic performance in learning Biology in Gombi Educational Zone?

Table 2: Frequency and Percentage Distributions of Respondents on the effect of maladaptive behaviour on academic performance

| S/N | Effect of Maladaptive Behaviour on Academic Performance | SA | A | D | SD | Total |
|-----|--|----------------|----------------|---------------|--------------|---------------|
| 1. | Maladaptive behaviour of student can lead to drop-out | 179 (65.6%) | 66 (24.2%) | 17 (6.2%) | 11 (4.0%) | 273 (100%) |
| 2. | Student that exhibit maladaptive behaviour perform poorly in class | 130 (47.6%) | 106 (38.8%) | 18 (6.6%) | 19 (7.0%) | 273 (100%) |
| 3. | Drug abuse promote low academic performance among in-school adolescents | 154 (56.4%) | 109 (39.9%) | 10 (3.7%) | 0 (0%) | 273 (100%) |
| 4. | Students who exhibit maladaptive behaviours never achieve their academic goals | 176 (64.5%) | 69 (25.3%) | 18 (6.6%) | 10 (3.7%) | 273 (100%) |
| 5. | Students with low self-esteem perform poorly in examination | 45 (16.5%) | 161 (59.0%) | 53 (19.4%) | 14 (5.1%) | 273 (100%) |
| 6. | Over dependency results to students high failure in external examination (e.g. SSCE) | 70 (25.6%) | 148 (54.2%) | 32 (11.7%) | 23 (8.4%) | 273 (100%) |
| 7. | Student who always avoid task perform poorly in class work | 75 (27.5%) | 96 (35.2%) | 88 (32.2%) | 14 (5.1%) | 273 (100%) |
| 8. | Maladaptive behaviour such as noise-making disrupt teaching and learning | 179 (65.6%) | 67 (24.5%) | 26 (9.5%) | 1 (0.4%) | 273 (100%) |
| 9. | Truancy affects student academic performance | 122 (44.7%) | 130 (47.6%) | 20 (7.3%) | 1 (0.4%) | 273 (100%) |
| 10. | Maladaptive behaviours affect students’ cognitive ability | 94 (34.4%) | 138 (50.5%) | 41 (15.0%) | 0 (0%) | 273 (100%) |

Table 2 above shows the perception of teachers on the effect of maladaptive behaviour on academic performance of students. The table revealed that the respondents accord to the following factors: maladaptive behaviour of student can lead to drop-out 245 (89.8%), student that exhibit maladaptive behaviour perform poorly in class236 (86.4%);drug abuse promote low academic performance among in-school adolescents 263 (96.3%);students who exhibit maladaptive behaviours never achieve their academic goals245 (89.8%);maladaptive behaviour such as noise-making disrupt teaching and learning 243(90.1%);The table further shows that the respondents agreed to the following assertions: students with low self-esteem perform poorly in examination

206 (75.5%); over dependency results to students high failure in external examination (e.g SSCE)218 (79.8%); students who always avoid task perform poorly in class work 171 (62.7%), truancy affects student academic performance252 (92.3%); maladaptive behaviours affect students’ cognitive ability 232 (84.9%). The results implies that majority of respondents believed that factors such as low academic performance, high failure in external examinations, disruption of teaching and learning and inability to achieve academic goals are some of the effects of maladaptive behaviour on academic performance.

Research Question 3: What are the strategies in curbing maladaptive behaviour among in-school adolescents?

Table 3: Frequency and Percentage Distributions of Respondents on the strategies in curbing maladaptive behaviour among in-school adolescents

| S/N | Strategies in curbing maladaptive behaviour | SA | A | D | SD | Total |
|-----|---|----------------|----------------|---------------|---------------|---------------|
| 1. | Proper invigilation is effective in curbing exam malpractice | 175 (64.1%) | 71 (26.0%) | 1 (0.4%) | 26 (9.5%) | 273 (100%) |
| 2. | Punishment is effective in curbing children who are maladjusted | 75 (27.5%) | 122 (44.7%) | 43 (15.8%) | 33 (12.1%) | 273 (100%) |
| 3. | Students’ learning in peaceful environment | 175 (64.1%) | 64 (23.4%) | 11 (4.0%) | 23 (8.4%) | 273 (100%) |
| 4. | Engaging students actively in class reduce noise-making | 161 (59.0%) | 104 (38.1%) | 0 (0%) | 8 (2.9%) | 273 (100%) |

| | | | | | | |
|-----|---|----------------|----------------|---------------|--------------|---------------|
| 5. | Teachers being available for teaching on time as the time-table indicates | 197 (71.8%) | 58 (21.2%) | 10 (3.7%) | 8 (2.9%) | 273 (100%) |
| 6. | Making well behaved child a friend | 89 (32.6%) | 148 (54.2%) | 36 (13.2%) | 0 (0%) | 273 (100%) |
| 7. | Enforcement of School rules and regulation by the school authority | 97 (35.5%) | 140 (51.3%) | 36 (13.2%) | 0 (0%) | 273 (100%) |
| 8. | Organizing seminar on how to enhance positive behaviour | 108 (39.6%) | 127 (46.5%) | 27 (9.9%) | 11 (4.0%) | 273 (100%) |
| 9. | Encouraging parents to attend PTA meetings | 120 (44.0%) | 104 (38.1%) | 49 (17.9%) | 0 (0%) | 273 (100%) |
| 10. | Provision of accurate moral education | 127 (46.5%) | 121 (44.3%) | 25 (9.2%) | 0 (0%) | 273 (100%) |

The table above depicts responses on items relating to the strategies in curbing maladaptive behaviour among in-school adolescents, which include proper invigilation is effective in curbing exam malpractice 246 (90.1%), student learning in peaceful environment 239 (87.5%); engaging students actively in class reduce noise-making” 265 (97.1%), “Teachers being available for teaching on time as the time-table indicates 255 (93.0%); “encouraging parents to attend PTA meetings 224 (82.1%); provision of accurate moral education 248 (90.8%). The table further shows that the respondents majorly agreed to the following assertions: punishment is effective in curbing children who are maladjusted” 197 (72.2%), making well behaved child a friend 237 (86.8%); enforcement of school

rules and regulation by the school authority 237 (86.8%); organizing seminar on how to enhance positive behaviour 235 (86.1%). Based on the result of the table, it can be ascertained that strategies such as proper invigilation, peaceful environment, engaging students actively, availability of teachers on time, encouragement of parent to attend PTA and provision of accurate moral education were highly suggested strategies to help curb maladaptive behaviours among in-school adolescents.

Hypothesis One: There is no significant difference between male and female teachers’ perception on the causes of maladaptive behaviour among in-school adolescents.

Table 4: Male and Female teacher's perception on causes of maladaptive behaviour

| Variables | N | Mean | S.D | df | t-value | p- value | Remark |
|-----------|-----|--------|---------|-----|---------|----------|----------|
| Male | 153 | 3.1131 | 0.32981 | 271 | 0.187 | 0.852 | Accepted |
| Female | 120 | 3.1058 | 0.30078 | | | | |

Not Significant: (P>0.05)

From Table 4, result showed that the t-value (0.187) is less than the p-value (0.852). Hence, the null hypothesis is upheld. This means that there is no significant difference between male and female teachers’ perception on the causes of maladaptive behaviour among in-school adolescents.

Hypothesis Two: There is no significant difference between the mean responses of male and female teachers with regards to the consequences of in-school adolescents’ maladaptive behaviour.

Table 5: Mean responses of Male and Female teachers’ perception on the consequences of in-school adolescents maladaptive behaviour

| Variabes | N | Mean | S.D | df | t-value | p-value | Remark |
|----------|-----|--------|---------|-----|---------|---------|----------|
| Male | 153 | 3.2647 | 0.30747 | 271 | 0.184 | 0.854 | Accepted |
| Female | 120 | 3.2583 | 0.24990 | | | | |

Not Significant: (P>0.05)

From the above table, result of analysis shows that the t-value (0.184) is less than the p-value (0.854). Hence, the null hypothesis is upheld. This means that there is no significant difference between the mean responses of male and female teachers with regards to the consequences of in-school school adolescents’ maladaptive behaviour.

IV. DISCUSSION OF FINDINGS

The finding of this study reveals that poor parental upbringing, parents’ over-pampering of their children, lack of love at home/school, negative peer group influence, watching

of pornographic pictures, dilapidated hostel/classroom building are the significant factors that causes maladaptive behaviour among in-school adolescents. This is in-line with the results of Bolu-Steve and Esere (2017) who deduced that the above listed factors were causes of maladaptive behaviours among in-school adolescents in Kwara State.

It was also noted that the perception of the teachers on the effect of maladaptive behaviour on academic performance of students include dropping out of school, poor performance in class, inability to achieve academic goals and

disruption of teaching and learning, this result is substantiated by the study conducted by Chikwature, Oyedele and Ganyani (2016) who asserted that the above are the effect of deviant behaviour on academic performance in Mutare urban primary school in Mutare district Zimbabwe.

The strategies in curbing maladaptive behaviours in adolescents, include proper invigilation of examination, student learning in peaceful environment, engaging students actively in class, availability of teachers for teaching on time as the time-table indicates, encouraging parents to attend PTA meetings and Provision of accurate moral education. Gbadamosi (2003) however suggested that in handling maladaptive behaviour among in-school adolescents, the school administrators and the counsellors must be involved in guiding students on what they are expected to do. Without prejudice to their different religious convictions, counsellors also have similar opinions on the strategies for managing maladaptive behaviour. Irrespective of the counsellors' religious affirmation, Asonibare (2016) confirmed that one of the most effective approaches used in managing both individual and classroom behaviour, which has gained tremendous support from parents, clinicians, psychologists and counsellors is behaviour modification techniques.

The findings of the study showed that there is no significant difference between male and female teachers' perception on the causes of maladaptive behaviour among in-school adolescents. a finding that lends credence to earlier reports by Belle (2017) who identified factors that influence student behaviour in secondary schools and Kwaja and Mormah(2008) who also identified the causes of adolescents' maladaptive behaviour in Nigeria schools.

The findings of the study also showed that there is no significant difference between responses of male and female teachers' perception towards the consequences of adolescents' maladaptive behaviour, which is in-line with Bolu-Steve and Esere (2017) in their study conducted on the strategies for managing maladaptive behaviour among in-school adolescents in Kwara state.

V. CONCLUSION

In-school adolescents' maladaptive behaviour is on the rise and has serious effects on student learning and their general academic performance. Issues such as high failure of students in external examinations, disruption of teaching and learning, low cognitive ability, school dropout and student poor performance in class are the effects of maladaptive behaviour among in-school adolescents. The strategies of managing this ugly menace include; the training of teachers on emergent strategies to manage maladaptive behaviour should be recurrent. Information based intervention is an effective strategy in handling maladaptive behaviour, so teachers in collaboration with school authorities and government, should always provide right information to in-school adolescents about the negative effects of maladaptive behaviours.

VI. RECOMMENDATIONS

The following are recommended based on the findings of this study;

- ❖ Counsellors should be accorded their place within the school setting to enable them discharge their duties as effectively and efficiently as possible.
- ❖ Discipline students with maladaptive behaviours and discipline decisively. Often, punishments and sanctions for certain offences are in the school's books as cosmetics. In practice, principals sometimes do not have the final say in disciplining their students and since students know this, they tend to exploit it.
- ❖ Parental responsibilities need another look. Parents need to revive their roles as parents; it is not enough to have children and leave the responsibility of rearing, guiding and moulding them for the school alone.
- ❖ Both the home and the school should endeavour to co-operate in the interest of the children. These schools' administration cannot operate in isolation. Therefore, the society also will have to re-orientate its values. Since the school is part of the society, what happens therefore in the society could to gain the attention of the secondary school students. This, in essence means that if the society is disciplined, there will be less disciplinary problems in the secondary schools. The society too should not hesitate to lend its support for the war being waged against maladaptive behaviours.
- ❖ The mass media especially the visual ones should be careful in what to feature and what not to, since most youth imitates and tend to exhibit a lot of what they borrow from these agents of information. As Nigeria is a developing nation, effort should be directed against polluting the characters of our youths since they are the hope of the nation.
- ❖ Finally, the teachers should realize that the future of the country is in their hands whether or not the society appreciates it or not. With the co-operation of the government, the parents, teachers and the students, in the spirit of good understanding, love and charity, the government aim of providing disciplined, honest and patriotic citizens of the nation or country will be attained.

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