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EDITORIAL STATEMENT

The Nigeria Journal of Guidance and Counselling publishes well-researched, peer-reviewed articles in counselling and related issues. Volume 28, Number 1, 2023, is a single edition containing articles on diverse areas of counselling, adolescent development and mental health, among others. Thirteen articles were published in Volume 28, Number 1.

The first article by Steiner et al focused on the influence of counselling on the reintegration of rescued trafficked children. The second article was written by Adesope et al focused on Trauma Informed Education in Nigeria: A survey of trauma-informed counselling and education in Nigerian schools among school counsellors. Chado wrote the third paper which is on the perception of educational psychologists, counsellors, teachers and parents on constraints of domestic help in Niger State: Counselling and psychological interventions. The duo of Zubairu and Sarki wrote the fourth paper, which investigated inclusive education and exceptionality: challenges facing the effective implementation of inclusive programme in Nigeria and counselling implications. The fifth paper was written by Fadipe et al and titled Causes and consequences of academic stress among final year students of University of Ibadan: Implications for Counselling, while the sixth article was written by Usman and titled perception of Adult Education Instructors on Challenges of Adult education in the Federal Capital Territory, Abuja: Counselling Implications. The seventh article was by Zubairu and Sarki titled Challenges facing effective implementation of inclusive education and exceptionality programme in Nigeria: Implication for Counselling. The next paper written by Adebayo discussed personality and cyberbullying behaviours among undergraduates in a West Malaysian Public University. Perception of secondary school teachers on challenges of domestic help in Niger State: Counselling Implication; is an article written by Usman. Ogunbade discussed factors responsible for maladaptive behaviours among students as expressed by teachers in Ilorin Metropolis, Nigeria: Implications for counselling. Awoyemi et al. focused on a paper titled Influence of Social Media on the Emotional Well-being of in-school adolescents in Ilorin Metropolis. The last paper was written by Odebode et al and it discussed Psycho-Social Challenges and Family Dynamics of Female Secondary School Students in Abeokuta Metropolis.

The Nigerian Journal of Guidance and Counselling is available on the Open Journal System (OJS) platform of the University of Ilorin portal. The Journal is indexed by African Journal Online (AJOL) thereby enabling it to maintain its leadership position as a repository for scientific knowledge in the area of Guidance and Counselling in Nigeria. The Editorial team of the Journal assures all our readers and contributors that our review process will continue to be thorough and efficient. We are determined to ensure that our readers/contributors are provided with the most outstanding research and research-finding reportage in Guidance and Counselling and related areas. It is thus my unique pleasure to invite you to join our team on an intellectual journey through the pages of this edition.

Thank you.

Professor Mary G. Fajonyomi
(Editor-in-Chief)

ABOUT THE JOURNAL

The Nigerian Journal of Guidance and Counselling (TNJGC) (ISSN 0794-0831) is published annually by the Department of Counsellor Education, University of Ilorin, Ilorin, Nigeria. The journal publishes well researched and well-articulated papers/articles on all issues relating to counselling and applied psychology which use a variety of appropriate approaches in the conduct of research and inquiry in theoretical, empirical and experimental studies. The editors invite submission of manuscripts from contributors for publication. Manuscripts are peer reviewed anonymously, and those that are accepted are published in the following issue of the journal.

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- Type all components of the manuscript using double space on A4 size sheets.
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FACTORS RESPONSIBLE FOR MALADAPTIVE BEHAVIOURS AMONG STUDENTS AS EXPRESSED BY TEACHERS IN ILORIN METROPOLIS, NIGERIA: IMPLICATIONS FOR COUNSELLING

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Abstract

Maladaptive behaviors are serious issues among secondary school students in Ilorin. It affects the academic, social, and wellbeing of the students. To this end, this study, therefore, investigated factors responsible for maladaptive behaviours among students as expressed by teachers in Ilorin metropolis, Nigeria: Implications for Counselling. The variables taken into consideration were gender, age, years of teaching experience and highest educational qualification. A descriptive research design was adopted for the study. The population of this study comprised 592 public school teachers in Ilorin metropolis while, a sample of 239 out of 245 respondents who properly responded to the questionnaire forms, was used for the study. The sample was selected using a simple random sampling technique and stratified random sampling technique. A self-designed questionnaire entitled "Factors Responsible for Maladaptive Behaviours Questionnaire (FRMBQ)" was used to obtain relevant data. Content validity was used to ascertain the validity of the instrument while test retest method was used to determine the reliability of the instrument and coefficient value of 0.68 was obtained. Percentage was used for demographic data, mean and rank order was used to analysis the research question while the four null hypotheses formulated were tested using t-test and Analysis of Variance statistical tools at 0.05 level of significance. The findings revealed that teachers in Ilorin metropolis attested that peer pressure; poor parenting style; lack of positive role model; harmful media exposure are the main factors responsible for maladaptive behaviours among students. The study further revealed that there was no significant difference on the factors responsible for maladaptive behaviours among students as expressed by teachers in Ilorin metropolis based on gender, age, years of teaching experience and highest education qualification. Based on the findings of this study, it was recommended that the school authorities should implement comprehensive peer support and mentoring programs in order to create a positive peer culture and reduce negative peer influences. School counsellors in conjunction with school management should organise workshops and training sessions for parents on effective parenting strategies, communication skills, and understanding adolescents development that could prevent maladaptive behaviours among students. School Counsellors should train students on the use of Rational Emotive Behaviour and Cognitive Behaviour Therapies as problem solving therapies in order to ward off harmful social media exposure and have positive thinking.

Keywords: Maladaptive behaviours, School Counsellors, Peer Pressure, problem solving therapies

Introduction

The issue of maladaptive behaviors among secondary school students pose significant challenges to various stakeholders among whom are professional counsellors, psychologists, teachers, other educators and the society at large. The behaviour encompass a wide range of disruptive, harmful, or socially inappropriate actions, thus hinder students' academic progress, social development, and overall well-being. Maladaptive behaviours remain a persistent challenge within modern educational settings which manifested in various forms such as aggressive behaviour, self-harm, substance abuse, eating disorders, procrastination, rioting, sexual violence, fighting, and bullying. These destructive actions significantly contribute to physical harm, student dropout rates, and academic underperformance. Thus, maladaptive behaviour extends to violations of rules, regulations, and laws governing schools or institutions (Richardson, 2014). Bolu-Steve and Esere (2017) highlighted the challenge teenagers/adolescents faced in adhering to societal customs during adolescence which were marked by physical, emotional, intellectual, and social changes. Ogungbade, Yahaya and Robert (2020) researched behaviour patterns and predisposition toward bullying among secondary school students, the study found that bullying behaviours such as being provoke and insulting other students were predisposing factors toward bullying. That was the reason for looking at bullying as an act of intimidation, harassing or oppressing others due to their weakness or inability (Ogungbade, Yahaya & Robert, 2020). Ogungbade, Atoyebi, Yinusa and Fajonyomi (2018) perceived education as a veritable tool that can be used to prevent drug addiction in our society. To this end, teachers play pivotal roles. For instance, teachers are responsible for assessing students' behavioral needs, strengths, and challenges through formal and informal assessments, observations, and consultations with colleagues and parents (Conroy & Larry, 2019). Based on the foregoing teachers play a multifaceted role in identifying and addressing maladaptive behaviors among students, encompassing observational, relationship, assessment, intervention, collaboration, and professional development responsibilities. By leveraging their expertise, insights, and resources, teachers contribute to creating safe, supportive, and inclusive learning environments conducive to students' academic success, socio-emotional well-being, and positive behaviour change.

Boyd (2015) observed widespread students' involvement in the use of substances such as amphetamines, tobacco, barbiturates, and heroin. Similarly, Adedigba, Ogungbade and Owuyile (2018) documented numerous cases of undesirable behaviours, including aggressive behaviour, deviant behaviour, disruptive behaviour and withdrawal behaviour. The following question would be raised to guide the conduct of the research:

1. What are the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis?

The following null hypotheses were formulated for testing in the study:

1. There is no significant difference in the factors responsible for maladaptive behaviour among students as expressed by male and female teachers in Ilorin Metropolis.
2. There is no significant difference in the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin Metropolis based on age.

3. There is no significant difference in the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin Metropolis based on years of teaching experience.

Factors Responsible for Maladaptive Behaviours among Students

Amoah (2020) investigated the strategies employed by teachers to manage maladaptive behaviors among adolescents in Offinso Municipality. Recognizing maladaptive behavior as a prevalent issue among adolescents, the study underscores the importance of quality education in transforming students into productive members of society. The main findings of the study highlight the presence of maladaptive behavior among students in the three schools within Offinso Municipality. Additionally, the study reveals that teachers have implemented strategies that significantly manage these maladaptive behaviors. The factors influencing maladaptive behavior among adolescents are identified as parental, environmental, and school-related factors. These findings shed light on the multifaceted nature of maladaptive behavior and underscore the importance of addressing underlying factors to effectively manage such behaviors among students. Methodologically, the study adopts a quantitative approach and explanatory research design to collect and analyze data. Questionnaire forms serve as the primary research instrument for data collection, and ethical considerations are strictly adhered to throughout the research process. Data analysis involves the use of SPSS version 22 for coding and data capture. Descriptive analysis and sequential linear regression are employed to analyze the collected data.

Castor (2021) study examines the competence of school administrators and teachers in managing problematic behaviors among students with Emotional/Behavioral Disorders (E/BD) within both classroom and school settings. The research aims to address several questions, including the effectiveness of discipline approaches for E/BD students compared to non-E/BD students, differences in suspension or referral rates between E/BD and non-E/BD students, and variations in the rate of written Student Case Management (SCM) referral forms between the two groups. The study takes place within the Miami-Dade County Public Schools District in Florida and involves 105 participants, including administrators, Exceptional Student Education (ESE) teachers, and other teachers from elementary, middle, and high schools with E/BD programs. A descriptive research method is employed, utilizing surveys and data collected from LEA profiles, success centers, and written SCM forms. Findings from the study reveal unsuccessful discipline approaches for students with E/BD, as evidenced by high rates of SCM forms, suspensions, and referrals to success centers. The implications of these findings underscore the need for teachers and administrators to continuously implement different behavior intervention strategies when working with E/BD students.

Evans (2020) investigates the impact of Collaborative and Proactive Behavior Solutions on student behavior and academic performance among a small cohort of 8th-grade students with diverse gender and ethnic backgrounds. The research spanned a period of six months, during which observational data on classroom behavior were collected as a baseline measure prior to implementing the intervention. Student participants were selected based on observed misbehaviors, and collaborative efforts were made between the researcher and the students to identify the underlying causes of

these misbehaviors and develop potential solutions to address them. The results of the study indicated varying outcomes among the student participants. Some students demonstrated a reduction in the number of classroom behavior referrals received, suggesting a positive impact of the Collaborative and Proactive Behavior Solutions intervention on behavior management. Additionally, some students exhibited improvements in academic performance, highlighting the potential broader benefits of addressing behavioral issues through collaborative problem-solving approaches. Overall, the findings of the study suggest the potential efficacy of Collaborative and Proactive Behavior Solutions in addressing student misbehaviors and improving academic outcomes.

Tejeda (2022) focused on exploring how teachers effectively teach students with maladaptive behaviors in Special Education classrooms. Recognizing the prevalence of maladaptive behaviors among students in these settings, the study seeks to provide insights into strategies employed by teachers to mitigate the impact of such behaviors on learning outcomes. Utilizing a combination of literature review and interviews with three specialists in Special Education, the research delves into the approaches and practices adopted by teachers to address maladaptive behaviors in their classrooms. The study findings suggest that one-to-one support within classroom settings and leveraging available resources in schools are key strategies employed by teachers to minimize the interference of maladaptive behaviors with student learning. Through personalized attention and access to additional support services, teachers are able to create conducive learning environments that cater to the unique needs of students with maladaptive behaviors.

Elizarov (2023) investigated the impact of teacher-child conflictual relationships on children's maladaptive behaviors in the preschool years, with a particular focus on how children's personal values may moderate these associations. The sample comprised 120 kindergarten children and their teachers. Children's personal values were assessed through one-on-one interviews using an animated values instrument, while teachers reported on the level of conflict in their relationships with the children and the children's maladaptive behaviors. The findings revealed a positive association between teacher-child relational conflict and both externalizing and internalizing behaviors in children. Furthermore, certain personal values emerged as moderators of these associations. Specifically, children's self-transcendence values acted as a protective factor, weakening the adverse effects of teacher-child conflict on externalizing behaviors. Conversely, children's conservation values acted as a risk factor, exacerbating the impact of teacher-child conflict on internalizing behaviors. Moreover, Franko (2023) analyses the challenges novice teachers face in managing students' maladaptive behavior, specifically verbal aggressive behavior, within the classroom setting. The study revealed that novice teachers often lack sufficient training and practice in handling such incidents during their pre-service education, leaving them unprepared and unsure when faced with instances of verbal aggression in their initial teaching experiences. The main findings of the study revolve around the design and validation of a verbal aggression management competence model aimed at guiding novice teachers' immediate reactions in handling such incidents. Through a dual-pronged approach involving literature analysis and semi-structured interviews with educational experts, the construction and validation of the model resulted

in a comprehensive framework. This framework includes concrete steps to be taken during or immediately following an incident of verbal aggression, as well as overarching attitudes to be adopted throughout the incident management process.

Gahungu (2023) examines the factors contributing to the use of corporal punishment in education in Burundi. The researchers employed a life story approach, utilizing semi-structured interviews and direct and indirect observation of educational actors to collect data. The analysis of data gathered from 50 educational actors allowed the researchers to explore the social and educational experiences of the interviewees, particularly drawing from their childhood.

The main findings of the study indicate that religious beliefs, the personality of educators, and psychological tensions associated with the general context are the primary reasons for the use of corporal punishment in education. Despite some reservations, the majority of interviewees, including teachers, expressed support for the use of corporal punishment, provided it remains within certain limits. However, there is generally a low level of sensitivity among respondents regarding the adverse effects of corporal punishment on children. The study highlights the perception among respondents that not punishing children would be viewed as cowardice and a violation of biblical scripture, potentially exposing children to more severe consequences. Moreover, respondents recognized the physical and economic repercussions of corporal punishment, particularly in cases where it results in serious bodily harm requiring prolonged hospitalization of the victim. The study highlighted the importance of introducing positive parenting programs in Burundian education to prevent and reduce the early onset of maladaptive behavior in children.

Methodology

This is a descriptive survey research. This design was considered appropriate because the study involved exploration of an observed phenomenon and requires representative of the population. The population of this study comprised 592 public school teachers in Ilorin metropolis while, a sample of 239 respondents that filled the questionnaire properly was used for the study. 245 questionnaire forms were distributed, but because of attrition 239 questionnaire forms were properly filled, returned and analyzed. Simple random technique was used to select Eighteen secondary schools and a total of two hundred and thirty nine (239) respondents participated in the study. Subsequently, at the second stage, thirteen teachers were randomly chosen from thirteen schools while fourteen teachers were selected from five schools, resulting in a total of 239 teachers who served as respondents for the study. Researcher used a self-developed instrument entitled "Factors Responsible for Maladaptive Behaviour Questionnaire (FRMBQ)." The instrument has sections A and B. Section A focused on the demographic data of the respondent such as gender, age, years of teaching experience and highest educational qualification while Section B consisted 20 items showing different factors responsible for maladaptive behaviours. The face and content validities of the instrument were established by lecturers from Department of Counsellor Education, University of Ilorin. The instrument was trial tested on 20 teachers who were not part of the study sample. A test-retest method of reliability was employed. The instrument was administered twice to the same respondents with a four-week interval between

administrations. The scores from both administrations were correlated using Pearson's Product Moment Correlation method, resulting in a reliability coefficient of 0.68 was ascertained through Pearson Product-Moment Correlation, which was deemed acceptable for the study. The only question asked in the study was answered with means, standard deviations, and rank order. Additionally, t-test and Analysis of Variance (ANOVA) were employed for testing the null hypotheses. All hypotheses were tested at a significance level of 0.05.

Results

This section presents the results of data obtained from item by item analysis

Table 1: Mean and Rank Order on the Factors Responsible for Maladaptive Behaviour among Students

Item No.	In my opinion, the following are the factors responsible for maladaptive behaviours among students:	Mean	S.D.	Rank
6	peer pressure	3.71	.456	1 st
2	poor parenting style	3.62	.486	2 nd
15	lack of positive role model	3.62	.486	2 nd
13	harmful media exposure	3.62	.487	2 nd
14	frequent exposure and engaging in bullying behaviour	3.60	.752	5 th
19	economic instability	3.56	.736	6 th
1	unfavorable living condition	3.53	.500	7 th
10	inability to write well	3.49	.739	8 th
7	frequent abuse of substances	3.47	.500	9 th
18	access to weapons	3.40	.490	10 th
5	traumatic experience due to abuse	3.36	.751	11 th
12	change of environment	3.31	.463	12 th
17	inadequate coping skills education	3.24	.427	13 th
16	gender expectations	3.24	.690	14 th
11	excessive academic pressure	3.22	.413	14 th
9	inability to read well	3.07	.261	16 th
8	developmental disorder	2.84	.951	17 th
20	inadequate sleep	2.77	.682	18 th
4	exposure to violent movies/clips	2.53	.625	19 th
3	cultural background such as discrimination	1.89	.988	20 th

Table 1 presented the mean, standard deviation and rank order of the respondents' expressions on the factors responsible for maladaptive behaviour among students. The table indicated that item 6 which states that in my opinion, the following are the factors responsible for maladaptive behaviours among students: peer pressure ranked 1st with a mean score of 3.71 while items 2, 15 and 13 which stated that in my opinion, the following are the factors responsible for maladaptive behaviours among students: poor parenting style; lack of positive role model; and harmful media exposure respectively ranked 2nd with a mean score of 3.62 each. Likewise, items 20, 4 and 3 which state that in my opinion, the following are the factors responsible for maladaptive

behaviours among students: inadequate sleep; exposure to violent movies/clips; and cultural background such as discrimination ranked 18th, 19th and 20th with the mean scores of 2.77, 2.53 and 1.89 respectively. Since 19 out of 20 items have mean scores that is above 2.50, this implies that respondents attested that peer pressure; poor parenting style; lack of positive role model; harmful media exposure are main factors responsible for maladaptive behaviours among students.

Hypotheses Testing

Four null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: *There is no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on gender*

Table 2: Mean, Standard Deviation and t-value showing difference in the Respondents' Expressions on the Factors Responsible for Maladaptive Behaviour among Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	102	65.01	5.123	237	.97	1.96	.923
Female	137	65.07	4.903				

Table 2 showed that the calculated t-value of .97 is less than the critical t-value of 1.96 with a corresponding p-value of .923 which is greater than 0.05 level of significance. Since the calculated p-value is greater than the 0.05 level of significance, hence the null hypothesis one is accepted. This indicated that there is no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on gender.

Hypothesis Two: *There is no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on age*

Table 3: Analysis of Variance (ANOVA) showing difference in Respondents' Expressions on the Factors Responsible for Maladaptive Behaviour among Students Based on Age

Source	SS	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	4.504	3	1.501	.060	2.60	.981
Within Groups	5915.990	235	25.174			
Total	5920.494	238				

Table 3 showed the calculated F-ratio of .060 is less than the critical F-value of 2.60 with a corresponding p-value of .981 which is greater than 0.05 level of significance.

Since the calculated p-value is greater than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on age.

Hypothesis Three:

There is no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on years of teaching experience

Table 4: Analysis of Variance (ANOVA) showing difference in the Respondents' Expressions on the Factors Responsible for Maladaptive Behaviour among Students Based on Years of Teaching Experience

Source	SS	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	1.922	2	.961	.38	3.00	.962
Within Groups	5918.572	236	25.079			
Total	5920.494	238				

Table 4 showed the calculated F-ratio of .38 is less than the critical F-value of 3.00 with a corresponding p-value of .962 which is greater than 0.05 level of significance. Since the calculated p-value is greater than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on years of teaching experience.

Discussion

The finding of the study showed that teachers in Ilorin metropolis attested that peer pressure; poor parenting style; lack of positive role model; harmful media exposure are the main factors responsible for maladaptive behaviours among students. This finding aligns with a study of Tomé Matos, Simões, Camacho and AlvesDiniz (2019) who found that peer influence plays a crucial role in adolescents' risk-taking behaviours, including substance abuse and delinquency. Adedigba, Ogungbade and Owuyile (2018) revealed that aggressive behaviours is one of the undesirable behaviours among pupils in Ilorin metropolis. Similarly, Alhyas, Al Ozaibi, Elarabi, El-Kashef, Wanigaratne, Almarzouqi, Alhosani and Al Ghaferi (2015) reported that peer pressure is a leading factor in the initiation of substance use among youth in the United Arab Emirates. Similarly, Pinquart (2017) found that harsh control, psychological control, and authoritarian parenting were associated with higher levels of externalizing problems in children and adolescents. Additionally, Sangawi, Adams and Reissland (2015) observed that negative parenting styles, particularly those characterized by low warmth and high control, were predictive of behavioural problems in school-aged children. The finding also relates to the finding of Coyne, Stockdale, Nelson and Fraser (2016) which revealed that exposure to violent media content was associated with increased aggressive behaviour in adolescents over time.

Hypothesis one revealed that there was no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on gender. This implies that male and female respondents were not different in their expressions on the factors responsible for maladaptive behaviour among students. The finding relates to the study of Martínez-Monteagudo, Inglés, Granados, Aparisi and García-Fernández (2020) found no substantial gender disparities in teachers' perceptions of anxiety as a factor in disruptive classroom behavior. Similarly, Arens and Morin (2016) found that teachers' ratings of causes of students' emotional and behavioral problems were not significantly influenced by gender. This could be that males and females in the study may have similar experiences in their educational and social environments, leading to comparable perceptions. This study was not in line with Ogungbade, Yahaya and Robert (2020) that showed that female students engaged in psychological bullying more than males students.

Hypothesis two revealed that there was no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on age. This implies that respondents across age were not different in their expressions on the factors responsible for maladaptive behaviour among students. The finding relates to the study of Patel and Sharma (2020) which revealed that teachers across various age groups consistently identified similar factors, such as family environment, peer influence, and academic stress, as primary contributors to maladaptive behavior. This could be as a result of the respondents' common experience, irrespective of age, of maladaptive behaviour in school settings.

Hypothesis three revealed that there was no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on years of teaching experience. The finding suggests that respondents based on years on teaching experience have similar expression on the factors responsible for maladaptive behaviour. The outcome of this study agrees with the finding of Zhang and Wang (2019) who found no statistically significant differences in how teachers with varying years of experience perceived the factors responsible for maladaptive behaviour. This could be that teachers, regardless of their experience, face similar challenges in the classroom, such as managing diverse student needs, maintaining classroom discipline, and addressing external influences on student behaviour. These common challenges can lead to consistent views on the factors contributing to maladaptive behaviour.

Implication for Counselling

The findings of this study have implications for counselling practice. Since the study identified peer pressure, poor parenting styles, lack of positive role models, and harmful media exposure as primary factors influencing maladaptive behaviours, counselling programs should address these specific issues. Counsellors can develop targeted interventions that mitigate the negative effects of these factors. Counselling practices can include programs aimed at helping students develop resilience against negative peer pressure. Peer mentoring programs, group counselling sessions, and social skills training can be effective strategies to promote positive peer interactions and reduce maladaptive behaviours. Counsellors can organize workshops and support groups for parents to educate them on effective parenting styles. Providing resources and training on

positive parenting practices can help create a supportive home environment that discourages maladaptive behaviours. School Counsellors should train students on the use of Rational Emotive Behaviour and Cognitive Behaviour Therapies as problem solving therapies in order to ward off harmful social media exposure and other negative feelings, this will help the students develop positive thinking, assertive training and other skills that could ameliorate maladaptive behaviours.

Conclusion

The study concluded that teachers in Ilorin metropolis attested that peer pressure; poor parenting style; lack of positive role model; harmful media exposure are the main factors responsible for maladaptive behaviours among students. The study further revealed that there was no significant difference on the factors responsible for maladaptive behaviour among students as expressed by teachers in Ilorin metropolis based on gender, age, years of teaching experience and highest educational qualification.

Recommendations

Based on the findings of the study, it was recommended that:

- The school authorities should implement comprehensive peer support and mentoring programs. These programs can help create a positive peer culture and reduce negative peer influences.
- School counsellors in conjunction with school management should organise workshops and training sessions for parents on effective parenting strategies, communication skills, and understanding adolescent development that could prevent maladaptive behaviours among students.
- School counsellors should provide training for teachers to recognize signs of maladaptive behaviour and to refer students to appropriate support services.
- School Counsellors should train students on the use of Rational Emotive Behaviour and Cognitive Behaviour Therapies as problem solving therapies in order to ward off harmful social media exposure and have positive thinking.

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