



Ahmadu Bello University, Zaria

THE PERSON, THE ENVIRONMENT, AND BEHAVIOUR: CHARTING A PATHWAY TOWARDS PRODUCTIVE ACADEMIC ENGAGEMENT

AN INAUGURAL LECTURE

Series No. 02/24



Professor Adeniyi, Elizabeth Foluke

B.ED, M.ED, Ph.D

Professor of Educational Psychology

Department of Educational Psychology & Counselling,
Ahmadu Bello University, Zaria, Nigeria

DATE WEDNESDAY, 3RD APRIL, 2024

**THE PERSON, THE ENVIRONMENT,
AND BEHAVIOUR: CHARTING A
PATHWAY TOWARDS PRODUCTIVE
ACADEMIC ENGAGEMENT**

**An
Inaugural Lecture**

By

PROFESSOR ADENIYI, ELIZABETH FOLUKE
Professor of Educational Psychology
Department of Educational Psychology & Counselling
Ahmadu Bello University, Zaria, Nigeria

3rd April, 2024

© Professor Adeniyi, Elizabeth Foluke, 2024

All Rights Reserved

No part of this publication may be reproduced or transmitted in any form or by any means, electronics or mechanical, including photocopying, recording, or any information storage and retrieval system, without prior permission in writing from the publishers.

Published by

University Organized Lectures Committee
C/O Public Affairs Directorate,
Office of the Vice-Chancellor,
Ground Floor, Senate Building,
Ahmadu Bello University, Zaria

Printed by

Ahmadu Bello University Press Limited,
Zaria, Kaduna State, Nigeria
Tel: +234 806 594 9711
Email: abupress@abu.edu.ng
info@abupress.com.ng

DEDICATION

To my beloved parents,
Pa Elijah Arinla Odetayo,
And Dns Lydia Omobola Odetayo,
Who by the grace of GOD
Birthed and nurtured me,
Educated me,
Inculcated moral values in me,
Passed the beauty of hard work to me
And instilled the fear of God in me.
Your memory lives on in me

ACKNOWLEDGEMENTS

This lecture would have remained a mirage without assistance from God and individuals.

First, I thank the Almighty God for taking me beyond my wildest dream. Whatever the achievements, I owe all to Him who supplied all my need according to His riches in glory by Christ Jesus. I cannot forget the supportive role of the church, especially when the journey was becoming rough.

My family has been very wonderful and supportive. I thank my parents, who despite all discouraging factors, initiated and sustained my interest in schooling. My late brother, Eng. Joseph Abiodun Odetayo knew the value of university education, his constant backing and encouragement served as springboard to higher institution. I will forever be grateful to my beloved husband, late Dr. Jacob Boye Adeniyi who knew me, believed in my ability, and convinced me to pick up an appointment with the University. My children: Tomilayo, Mayowa, Adedayo, and Adebayo are simply wonderful. I thank them for support and their choice to make me a happy and fulfilled mother. God bless you and my grandchildren under your care.

I had received tremendous support from the academic community. Dr. J. Doherty of University of Birmingham, UK and Dr. J. B. Adeyanju of the Ahmadu Bello University, Zaria were my supervisors at Master's and Ph.D levels respectively; they facilitated my interest in

research. I am indebted to my colleagues who had challenged my thinking during interactions at different fora. My knowledge had been expanded by students from the Ahmadu Bello University, Zaria; University of Cape Coast, Ghana; Nasarawa State University, Keffi; and other universities where I had served as an external examiner, through the sharing of occurrences in their localities. I thank other colleagues in the Faculty of Education, especially my HOD and Dean, who believed I could and encouraged my quest to put this together.

I thank the Vice-Chancellor, Prof Kabir Bala, other Management Staff, and the University Organized Lecture Committee for giving me the opportunity of presenting this lecture at the shortest notice. It would have been a frustrating experience to speak to an empty hall, I appreciate everyone that has made it a day with me and has taken time to be here this evening. Thank you and God bless you all.

CONTENTS

DEDICATION	iii
ACKNOWLEDGEMENTS	iv
CONTENTS	vi
LIST OF FIGURES	viii
SUMMARY	ix
INTRODUCTION	1
1.1 Psychology	1
1.2 Education	6
1.3 Some Challenges Facing Practitioners in Educational Setting	7
1.4 Educational Psychology	9
CHAPTER TWO	12
PROBLEM BEHAVIOUR AND BEHAVIOUR PROBLEM	12
2.1 Meaning of Concepts	12
2.2 Causes of Behaviour Problems	13
2.3 Behavior Problems in Educational Institutions	23
CHAPTER THREE	33
PATHWAYS TOWARDS PRODUCTIVE ACADEMIC ENGAGEMENT	33
3.1 ASSESSMENT	33
3.2 Prevention, Management, and modification of Behaviour Problem	42

CHAPTER FOUR	53
RESEARCH EFFORTS AND INTERVENTION	53
4.1 Preparation for Intervention	53
4.2 Design of Study	54
4.3 Sampling and other Precautionary measures	56
4.4 The study:	57
4.5 Reports on Specific Intervention Cases	58
CHAPTER FIVE	61
ADDENDUM – DEPRESSION	61
5.1 Meaning, Types and Symptoms of Depression	61
5.2 Causes and Effects of Depression	63
5.3 Assessment and Management of Depression	65
5.4 Self Examination	67
CONCLUSION	68

LIST OF FIGURES

Figure 1: Determinants of Problem Behaviour

Figure 2: Conceptual Model of Supportive Learning Environment

SUMMARY

Psychology is the study of human and animal behaviour. In an attempt to study behaviour and provide a comprehensive view on the subject, psychology works on definite goals, which direct research efforts. Studies on diverse areas have provided insights into different attributes of behaviour and suggested what can be done when someone exhibits an inappropriate behaviour. References are made to contributions from different schools of thought including structuralism, behaviourism, cognitivism, gestaltism, and humanism.

This presentation centres on behaviour problems in schools. Behaviour of some learners do complicate conditions for successful academic outcomes. So much has been written on predisposing factors and consequences of such behaviour, these are required for understanding of conditions and challenges learners have to contend with. However, the present effort goes further to examine causes of problem behaviour and measures that could be put in place to ensure successful learning outcomes. The pathway involves understanding, preventing, managing, and modifying behaviour that prevent effective learning. Incorporated to the presentation are methods for data collection, comprising of observation, interview, behavioural analysis and assessment. Also identified are available tools in the assessment of behaviour, these are questionnaires, inventories, checklists, rating scales, and psychometric test items.

The work is arranged in chapters. Chapter One examines the focus of psychology, the importance of education, challenges which negatively impact on learning outcomes, and the role of educational psychology in attending to issues raised by stakeholders in education. Chapter Two focuses on behaviour problem, a term used interchangeably with problem behaviour. The former relates to how and where a behaviour is exhibited, while problem behaviour underlines a behaviour that is regarded problem from all considerations. The section captures manifested behaviour as a product of personal characteristics of an individual, the environmental conditions, and relationship between the two. Challenges associated with the social, physical, technological and economic environments also have implications for behaviour of learners, so the section ends with discussion on situations peculiar to the school system. The pathway towards productive academic engagement is the main theme in this write-up, this forms the discussion in Chapter Three. The presenter attaches great importance to assessment of behaviour because on it rests the success of intervention; different methods and tools for assessment were explained. Tips were provided on how to prevent, manage and modify problem behaviour. Chapter Four is on research efforts of the presenter and explanations are provided starting from preparations to result of interventions. Chapter Five, tagged addendum, is a practical approach to dealing with depression and it ends with self examination.

CHAPTER ONE

INTRODUCTION

Psychological explanations capture many of the challenging issues in the educational sector, the chapter presents a general overview on Psychology, Education and Educational Psychology

1.1 Psychology

Psychology is the study of human and animal behaviour. While it was an integral part of philosophy, it was known at various times as study of mind, of soul, and of consciousness. After the clarity on definition, another challenge is what behaviour means. It has been defined from different perspectives as: the manner of conducting oneself including action, mannerism, activity, and response to environmental stimuli. Wikipedia, the free Encyclopedia gave a more comprehensive idea and defined behaviour as a response of organisms to various stimuli or inputs whether internal or external, conscious or subconscious, overt or covert and voluntary or involuntary.

The stated definitions focus on thoughts, feelings and action though only action can be observed directly. This complexity of what behaviour entails informed different approaches to understanding of behaviour with each School of thought providing distinct framework. As it is today, psychology is a product of contributions from different schools of thought. Ideas, that have exerted

influence on psychological enquiries emanate from structuralism, behaviourism, cognitivism, gestaltism, and humanism.

Structuralism is the first school of thought, founded by Wilhelm Wundt when psychology became an independent field of study. The focus of structuralism is on analysis of human consciousness or the inner processes of human mind using the method of introspection. By analyzing basic elements of human mind, mental processes were reduced to feelings and sensations.

Functionalism: In reaction to the tenet of structuralism, William James founded functionalism. As the name suggests, the focus is on functions and purpose of human behaviour. Rather than analyses of mental processes, functionalism considers the role of these processes in understanding what men do and why they do it.

Behaviourism: Behaviorism was pioneered by Ivan Pavlov. From his observation of dog's salivation in response to food presentation, Pavlov proposed conditioning as reasons for behaviour and studies observable behavior with the belief that behavior is shaped by environmental conditions. Behaviorism with its argument around operant conditioning and classical conditioning popularized stimulus – response (S-R) connection

Psychoanalysis: Psychoanalysis, which was initiated by Sigmund Freud, emphasized the influence of the unconscious mind on behaviour, which suggests that only

inner forces control behaviour, not the behaving individual. Freud identified three components of the unconscious mind as: the id, the ego and the superego. The id, which people are born with is the original source of psychic energy, it is composed of primal urges and is controlled by pleasure principle. The ego, though desires pleasure, considers reality of the situation against appropriateness of desire. Superego is controlled by social expectation, especially, knowledge of difference between right and wrong. Interactions among these three components lead to complexity and complication of human behaviour,

Gestalt Psychology: Gestalt perspective emphasizes looking at the whole experience rather than splitting thoughts and behaviour to their smallest units. This is because, according to them, the whole is much bigger and superior than the sum of its parts, so it is more beneficial to look at the whole of experience, rather than its integral parts. The tenet of gestalt school is a movement against behaviourism and conditioning, and also a reaction to the proposition of structuralism as it (gestalt) believes that human consciousness cannot be meaningfully broken down into raw elements.

Humanistic Psychology/Phenomenology: The humanists disagree with propositions of behaviourism and psychoanalysis. They are of the view that humans are not robots that may either be conditioned by the environment or be controlled by unconscious motivation. To them, individuals have free will; they have capacity for personal growth and development. They can think, act and take

responsibility for their behaviour. As behaviour can only be understood from the perspective of the behaving individual, what people require is a helping hand to enable them fulfill their potential and achieve self-actualisation.

Cognitive Psychology: Cognitive psychology emerged in response to the lapses emanating from submissions of behaviorism. This school of thought argue on the notion that behaviour is controlled by the way we know, comprehend and reflect on issues the world presents. Like structuralism, it studies mental processes because it believes that people are not automated to react to stimuli but that some form of cognitive activities inform how people respond to stimuli. People think, perceive and even weigh alternatives before they exhibit behaviour they think is appropriate for the situation. Cognitive school of thought was founded on the work of Jean Piaget.

There are other propositions that have made significant contributions, especially to human learning, these includes connectivism, constructivism, educational neuroscience and perspective transformation (transformative learning). In the past, psychologists pursued their submissions with reference to a particular school of thought but presently, the approach is rather eclectic; most psychologists now draw on ideas and theories from different schools to present their propositions on human behaviour.

Despite different approaches within psychology, attempt to study behaviour and provide a comprehensive view on

the subject led to the establishment of definite goals. These include attempt to:

- Understand types of behaviour
- Describe behaviour accurately
- Understand probability of occurrence of a behaviour
- Predict occurrence of behaviour
- Control behaviour (directing)
- Shape behaviour (modification)

Psychological studies are based on the notion that every behaviour has a cause and the knowledge of the cause will help prevent unacceptable patterns of behaviour. There is the belief that the listed intentions are possible and relevant, so it develops distinct way of viewing nature.

A number of methods that have assisted psychological studies are: introspection (self-observation); observation (using different means to observe others); interview, case studies; experimental (true or quasi); scientific enquiry; and tests. Ready tools in the assessment of behaviour are questionnaire, inventories, checklist, rating scales, and psychometric test items. With these methods and instruments, psychology has been able to provide useful information on subjects such as: perception, learning, motivation, emotion, cognition, creativity, goal-setting, reinforcement, intelligence, growth and development, socialization, personality, the self-concept, attitudes, exceptional children, the learning disabled, stress and its management, group behaviour, adjustment, abnormal behaviour, behaviour management, and behaviour modification.

Today, psychology is contributing to virtually all human endeavours and subjects. Its relevance is highly valued in the society and the field is getting wider by the day. Some of the areas of interest are social psychology, developmental psychology, adolescent psychology, industrial psychology, military psychology, clinical psychology, sports psychology, counselling psychology, health psychology, and psychopharmacology. The focus of this presentation is on the most important aspect of psychology that has touched and is still touching every life that has had an opportunity of benefitting from any type of schooling; you are welcome to the world of *Education and Educational Psychology*.

1.2 Education

Education is the process of discovering innate potentials and nurturing same for personal and societal good. Education is a life-long process that is of immense benefit to the individual and the society. To the individual, education promotes self-awareness, self-assessment and strive towards self-actualization. It facilitates acquisition of knowledge, skills and values; it is the key that unlocks treasure of knowledge which enables one deal effectively with the ever-changing environment, whether physical, social or psychological. It facilitates acquisition of knowledge, skills and thus add values to efforts and social life. With education, one is free to form beliefs built on superstition and form understanding tainted by prejudice. An uneducated person is handicapped for life.

To the society, education is the key to national growth and a veritable instrument for national development (Aniegbunam, 2017) and the single dimension that drives other dimensions of development (Oyisi, 2017). Development in education is closely related to the overall development of a nation. In actual fact, no nation can advance beyond the knowledge made available unto the citizens through education. The benefits of education make it a basic need that every child has the right to acquire.

Education can be formal or informal, intentional or unintentional (incidental). Acquisition of knowledge is not limited to face-to-face classroom interaction, virtual classroom has become very effective, especially in the era of COVID-19 and in areas where conflict has disrupted normal school activities. Electronic media in form of radio, television and film along with print media that include books, journal, newspaper and magazine are all useful tools in disseminating information. Internet facilities now assist lesson delivery and learning by promoting cross-fertilization of ideas through networking, interactivity, and social experimentation.

1.3 Some Challenges Facing Practitioners in Educational Setting

Important and dynamic as it is, education is beset by peculiar challenges. Primary, secondary, and tertiary institutions are established specifically to educate and train children. Children and youths spend a great deal of their days in the school where they are instructed on both academic knowledge and social expectations; they are

imparted with skills for academic excellence, work, and social competence. The school makes significant impact on a child's life so that staff and management of such institutions are often held responsible for learner's behaviour in and outside the school. Indeed, many parents now pass the bulk of their responsibilities to teachers because of increasing stress and workload in the present fast paced world. Teachers are expected to attend to academic, emotional and social needs of learners but they (teachers) often encounter a number of challenging trending issues.

Patterns of performance and social behaviour show that there are differences among learners.

Characteristics such as level of intelligence and creativity, aptitude, interest, personality, cognitive style, learning strategies, help-seeking and goal-setting behaviour, social skill, adjustment needs, background and general ability all differentiate learners. The effect of these differences is that even when students in the same school are exposed to the same teacher, the same learning processes, and the same learning materials, it is certain that they would learn different things and in different ways. Also, attitude, whether negative or positive, explains state of readiness to deploy cognitive, affective and behavioural potentials towards schooling; no meaningful learning can take place except the learner has the right disposition towards academic activities.

In the past, only normal children are in classroom but from special education to mainstreaming and now inclusion,

the diversity of population of learners is being expanded. The issue of mainstreaming and inclusion is being promoted to check discrimination against people with some forms of disability. In year 2020, Prof Ademokoya of Educational Psychology and Counselling department led a Public Lecture in Mamman Kontagora Square, Ahmadu Bello University, Zaria buttressing the need to make future secure and education accessible for Nigerians living with disabilities. The net result is that teachers that are not professionally prepared are made to work with children with various forms of disabilities in inclusive setting. Thus, apart from the mandatory teaching assignment, the teacher is under enormous pressure to accommodate heterogenous group of students and manage variety of behaviour.

1.4 Educational Psychology

Many scenarios surrounding successful efforts at educating learners are psychological in nature. Parents desire education with the expectation that the school will inculcate in their children relevant academic and non-academic experiences. They have the desire that their children will be empowered to enter the world of work with every assurance of success. Teachers on the other hand, perplexed as they confront dissimilar personalities in the class, wondering how to manage their differences and create a supportive learning environment. They ponder over the best method to adopt in order to gain learners' attention, facilitate learning, and make classroom experience both interesting and rewarding. Learners desire a supportive environment for successful learning outcomes. They want stakeholders in education

to understand them, provide what they need so as to attain successful learning outcomes. Each learner desires to be understood, to be treated as an individual and to be respected for whom he/she is. The society also demands transformation of citizens through education so that products of schooling are well groomed, well cultured and well equipped to contribute meaningfully to nation building.

Educational psychology lays foundation for teaching and learning as it centres on the application of psychological principles and techniques to the field of education. Psychological principles are required for successful execution of educational strategies and programmes as it addresses all conditions that influence the processes of teaching and learning. It offers psychological principles needed to solve problems relating to the learner, the learning process, the learning environment, the teacher, the parents, and other stakeholders in the education sector. Psychology identifies and addresses all these issues in attempt to facilitate effective teaching, promote effective learning, and create successful learning experience.

The presenter has over the years been involved in the teaching of various psychological principles that impact lesson delivery and learning. Personal studies and research supervised at Master's and Doctorate levels have focused on cognitive, physical, environmental, social, and familial conditions that influence learning, retention, and academic performance. Findings from such efforts suggest the need to address adverse conditions confronting learners, and it becomes obvious to look into

the management and modification of behaviour that prevent students from achieving their potentials. In line with goals of psychology, the remaining sections will deal with explanations on:

1. Problem behaviour among learners
2. Factors contributing to problem behavior
3. Assessing problem behaviour among learners
4. Preventing, managing and modifying problem behaviour

CHAPTER TWO

PROBLEM BEHAVIOUR AND BEHAVIOUR PROBLEM

2.1 Meaning of Concepts

In every social setting, there are rules and regulations guiding behaviour; there are also behaviour regarded as appropriate or inappropriate. Behaviour expected of a student is different from that of a business man, just as what is expected in the place of worship differs from that of a market, and scene expected at political gathering is not the same as in a funeral programme. Again, behavioural expectations differ among age groups and between genders. An adult is not expected to behave like a child, neither a male like a female. Behaviour appears to be situation specific and problem arises when one deviates from the expected conduct.

Behaviour problem and Problem behaviour are terms that will be used interchangeably in this paper. The former refers to emotional or interpersonal maladjustment that interferes with effective functioning, especially among children. Nail biting, temper tantrums, enuresis, incivility, and negativism are common problems among children. The latter relates to behaviour that is socially defined as a problem, undesirable, inappropriate, and as a source of concern. Problem behaviour contravene social and legal norms and as such elicits some form of social control response ranging from a statement of disapproval to imprisonment. It is the type of behaviour that is socially, emotionally, and mentally inappropriate and that does not

match expectation. In essence, any behaviour that deviates from the set norms of the society, that is considered to be disruptive and that has negative effects is considered problem behaviour.

2.2 Causes of Behaviour Problems

It is important to identify the aetiology of a problem behaviour so as to have a clear understanding of the situation, and expand knowledge that will help in the management or/and modification of such behaviour. Glassman and Hadad (2013), American Psychiatric Association (1994) and Lazarus (1976) have presented information on different theories and models explaining genesis of problem behaviour. Discussion will consider a number of these theories and models, which psychologists have proposed in attempt to identify factors predisposing an individual and students in particular, to problem behaviour.

Supernatural, biological, learning, psychodynamic, behavioural, cognitive and humanistic theories propose specific areas of concern while models emanating from the theories highlight associated behavioural patterns. These models, which include genetic, constitutional, biochemical, brain damage, stress, behavioural, cognitive, psychodynamics, psychosocial, socialization, social disintegrational and cultural perspectives, are important in understanding the dynamics of behaviour problems. However, for the sake of simplicity and to avoid unnecessary repetition, aetiology of behaviour problems will be examined, under three main themes: the individual, the environment and the interaction between

the individual and the environment. One or any combination of these is considered as responsible for unwanted behaviour.

2.2.1 The Individual

This centers on the person the individual thinks he/she is. Each individual has a unique organization of ways of regarding self and that is from personal view point. An individual tries to maintain a balance between perception of self and behaviour regarded as appropriate. Experience in life is either symbolized, ignored or denied symbolization (Rogers, 1951). Experience is symbolized when it is perceived as having relationship to the self, ignored if it is perceived as having no relationship to self, denied symbolization or given distorted symbolization if it is inconsistent with the structure of self. Self is thus a basic factor in the formation of personality and the determination of behaviour. Concept of self and manifested behaviour can be attributed to biological, cognitive and neuropsychological functioning of individuals.

Biological theories and associated models

Biological theories suggest that social behaviour stems from innate tendencies or drive, and that abnormal behaviour comes from physiological and/or genetic defects. The argument is based on the assumption that the brain controls behaviour and problem behaviour will be manifested in an individual with abnormal structure or functioning of the brain. Genetic liabilities cause deficit in the neurological system and predispose some individuals to behaviour problems. Results from twin

studies comparing behaviour of fraternal (dizygotic) and identical (monozygotic) show the latter exhibiting identical abnormal conditions (Glassman & Hadad, 2013). Biological theories also propose gender difference in behaviour. For instance, studies on aggression show that male manifest aggressive behaviour more than female and the idea has been buttressed by the relationship between testosterone level and aggression.

The constitutional model suggests a possible relationship between biotypes and abnormal behaviour. This means that identifiable body types can be linked to specific psychological traits and personality disorders. For instance, from the analyses of biopsy, distinctive physical features were found to distinguish adult criminals and child offenders from other people. Examination of skull size, length of nose bridge and body type showed a strong association between delinquency and mesomorphs as against endomorphs, ectomorphs and those with balanced physique.

Other models built on biological principles rest on chemical components of the body, brain damage and level of development as they relate to disruption of the normal body functions. The biochemical model emphasizes the alteration to behaviour that could result from malnutrition, mineral deficiency, vitamin deficiency, excessive amount of some hormones; these conditions could contribute to problem behaviour. Brain damage model underscores problems arising from brain injury, infection, intoxication, degenerative changes, and aging, as they all

could have negative impact on the complex mechanism of adjustment and behaviour.

The developmental model describes age related conditions. Some rebellion and deviant behaviour are believed to be part of normal human development and the child will eventually outgrow such problem behaviour. This goes with the adage “a child will be a child”. A preschooler will cry irrespective of where he is; school age children will show aggression and disloyalty; an adolescent will seek affiliation to meet social needs; an adult will express anger and frustration over economic, emotional and health issues; the elderly will show concern and agitation over aging. Age related behaviour will be a concern if exhibited by people outside such developmental bracket.

Psychological theories and associated models

These include cognitive views and psychodynamic models. Cognitive views are concerned with the role of human knowledge, perceptual pattern, and thought in manifested behaviour. The assumption of cognitive model is that abnormal behaviour has its root in faulty cognitions like maladaptive beliefs, expectations and ways of thinking. One is not automated to respond to stimuli, rather, response is guided by how one feels and thinks about the stimuli. For instance, one would imitate what one thought and perceived as normal irrespective of how others feel about it.

Psychodynamic model of Sigmund Freud and associates, deals with hidden forces determining behaviour. There are

unconscious processes operating in every human and conflict may arise during interaction with the environment; some forms of inner conflict or unresolved conflicts give rise to abnormal behaviour. Sigmund Freud's ego psychology divides human mind into three parts: the id, the ego and the superego, which are driven by pleasure, reality, and moral principles, respectively. There must be a balance between these components of the mind for an individual to function well in everyday living. In a similar argument, the psychosocial model of Erikson advanced that problems arise because of inability to resolve crises at each stage of development. For instance, failure to overcome feelings of social deprivation experienced as a child may be the root of antagonism against individuals and society in later years.

Humanistic model sees "self" as a major player in manifested behaviour. Self-concept is the perception of one's characteristics and abilities, the organized picture of the self. One considers self either good or bad on the basis of affective and evaluative attitudes associated with the percept. The ideal self is a variant of Self-concept and it is a perception of what one would like to be physically and psychologically. The perception that sees disparity between self structures eventually leads to emotional and personality problems (Adeniyi, 1990, 2001A, 2003A) and the resultant conditions have implications for age and gender (Adeniyi, 2000). If the ideal or significant other is a person with questionable characteristics, these will reflect in the behaviour of those who take after him/her. Related to this is the view that individuals who only dream

of self-actualisation because their needs are far from being met may find problem behaviour an attractive venture.

The argument thus far focuses on personal characteristics as predisposing individuals to exhibit problem behaviour. Whether by biological features, inherited traits, psychological make-up or personal choice, individual student is answerable for unwanted behaviour witnessed among learners.

2.2.2 The environment: (home, school, community/ security)

Although much had been written on the role of individual characteristics in occurrence of problem behaviour, the environmentalist argue that these factors contribute to predisposition but the environment is the determining factor. The environment, whether physical, social, psychological or technological, has a lot to do with personality and behaviour. Adverse environmental experience can elicit strong environmental effect that in the long run leads to increased vulnerability to externalizing behaviour. Learning, socialization, social stress, social disorganisation, and cultural identity are all associated with the environment.

The behaviourists submit that behaviour is acquired through the process of conditioning and learning or reinforcement. They relate abnormal behaviour to faulty learning. If behaviour is learnt, then problem behaviour arises from the failure of individuals to acquire adaptive behaviour that will be useful to them and the society.

Humanistic theories propose the view that there is a force for growth in all humans and that human development is based on the actualizing tendencies (Rogers). Every individual has the capacity to make choices and the judgment of what is normal depends on individual's perception. On the basis of what is "appropriate", the individual follows the path that will lead to self-actualization. Unfortunately, what an individual regarded as appropriate may not be acceptable to the society and ensue behaviour will be regarded as problematic. Thus, problems arise from incongruence due to conditions of worth imposed by others. Again and in Maslow's view, lack or inadequate satisfaction of need creates tension that could make an individual exhibit the type of behavior, which the society considers inappropriate.

The stress model examines the condition of the body when it is being infected by real (or imagined) pressure or stressors; problem behaviour could be a natural reaction to stressful life condition. Environmental pressures often lead to internal stress. Psychosocial stress describes changes in life events which have an impact on physical and mental health; these include:

- Stress of everyday life: excessive noise, overcrowding, unemployment, lack of recreational facility, stress of developmental stage.
- Unusual life stress: war, terrorism, kidnapping, imprisonment, natural disaster, flooding, fires, earthquake, explosions, bombing, etc.

Socialization Model: This centers on disturbances in social relationships and role of family members, peer

groups, school experience and work situation in the development of problem behaviour. Disturbed interpersonal relations in social groups can lead to psychological difficulty as level of acceptance determines sociometric status which in turn relates positively with adjustment (Adeniyi & Anyebe, 2002).

Social Disorganizational Model: This model emphasise the tendency for abnormal behaviour to develop in those areas characterized by:

- Cultural disorientation; disorganisation and disintegration of environment, e.g. urbanization, or rural-urban migration
- Urban deterioration: less stress in rural areas
- High personal and social mobility
- Social and economic deprivation

Cultural Model: Culture affects what we observe of a person's behaviour, the value we place on it, and how we interpret it. Culture decides what is acceptable, unacceptable and abnormal; since this varies from culture to culture it must be taken into account during assessment and intervention. For instance, some cultures promote aggression as a way of equipping the young to meet challenges of world of contradictions while others frown at the same act.

2.2.3 Interaction between the individual and environment:

The third approach focuses on reciprocal relationship between individual characteristics and the environment. This is what McFarland (2015) described as the influence

of biological predisposition on psychological and psychosocial functioning as well as the effect of environmental factors on biological and psychological level. Albert Bandura's social learning theory emphasizes interactions between the individual and environment as contributing to problem behaviour. Observational learning through modelling and imitation suggests how students learn from social interaction and how the latter contribute to development and sustenance of unwanted behaviour. If the learnt behaviour gets reinforced by significant others, it becomes internalized and then generalized pattern of behaviour by the individual.

The interaction of environment with individual characteristics reinforces the fact that multiple foundational mechanisms predispose one to behaviour problems.

Self-concept is an important aspect of personality that relate to one's measure of worth and competence but the unfolding is within social context. Views about the self arise from reflection on our judgement of how we think others assess us. The symbolic interactionists proposed the view that self and others are inseparable because self-concept emerges from social interaction. Cooley (1902:184) initiated the notion of the social or reflected or looking glass self and stated:

Each to each a looking glass
Reflects the other that doth pass

The looking glass self has three principal components: the imagination of our appearance to the other person, the imagination of his judgment of that appearance and some sort of self-feeling such as pride or mortification. What create pride or shame is not the mere mechanical reflection of ourselves but the imagined effect of this reflection on another's mind. Social conditions influences the development of self and interaction with significant others nurtures it.

Help-seeking behaviour underscores the importance of interaction between individual and environment, it is the behaviour exhibited when an individual takes initiative to ask for assistance when he is confronted with a difficult situation. While some students seek assistance when confronted with ambiguity in learning, there are others who refrain from asking; for social reasons, they exhibit help avoidance behaviour (Adeniyi, 2003, 2005B). Social conditions make students adopt help-seeking or help-avoidance behaviour.

Although man is deeply and intimately affected by his environment, he is also capable of influencing the environment in important ways so as to achieve his goal. Thus, it is worthy of note that though different environmental characteristics contribute to the development of inappropriate behaviour, people differ in their adaptive and functional response to the environment. For instance, people consciously develop means of coping with adjustment challenge to reduce problems. The point of argument here is that personality traits and cognitive characteristics influence response to environmental

stimuli and inclination to behave in a particular. Figure 1 shows individual variable and their interaction that influence behaviour.

2.3 Behavior Problems in Educational Institutions

2.3.1 Types of Behaviour problem in schools

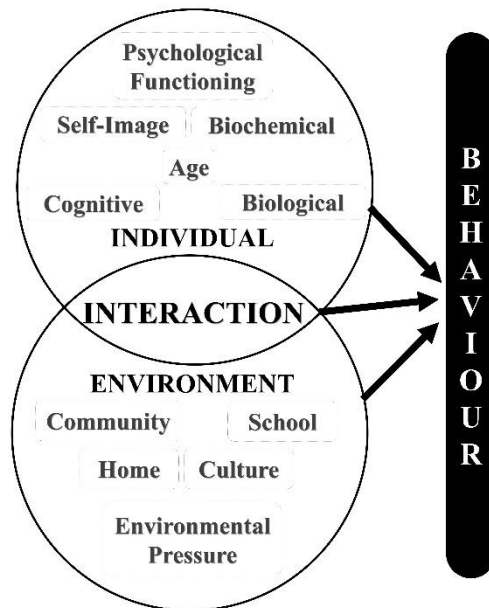


Figure 1: Determinants of problem behaviour

Students exhibit different types of behaviour including those that will either facilitate or inhibit learning. Any behaviour that creates difficulty and ineffective functioning in academic setting certainly has negative

consequences on achievement. When behaviour inhibits learning, opportunity towards development of full potentials is in jeopardy as such behaviour are not supportive of successful academic experience. There is a wide variety of behaviour problems, many of which are beyond the present discussion because they call for the attention of psychiatrists and clinical psychologists.

Behaviour peculiar to school children include: restlessness, boredom, inactivity, disrespectful to teachers and other children, short attention span /attention deficit, frustration, separation anxiety, attention-seeking, being easily distracted, inability to tell the truth, passing negative comments (negativism), physically disruptive, bullying, shouting, crying, urinating in class, temper tantrums, leaving without permission, and hyperactivity. Learners at different levels also exhibit problem behaviour such as: lying, defiance and disrespectful behaviour, impulsivity, noise making, truancy, rudeness, disobedience / non-compliance to request, arguing, anger, stealing, withdrawn behaviour or inattention, bullying, restlessness, insecure behaviour uncooperative, destructive to property, disruptive behaviour, task avoidance, social aggression, habit disorder, sexual deviance, antisocial behaviour, delinquency, attention deficit hyperactivity disorder (ADHD), obsessive compulsive disorder (OCD), bed wetting (enuresis), generalized anxiety, repetitive habit as in autism, depression, emotional disturbance, drug and alcohol use/abuse, and internet addiction.

2.3.2 Factors contributing to behaviour problems in schools

Problem behaviour among learners could result from painful and unsatisfactory reaction from the environment to the individual's efforts, frustration of important desires, breakdown in essential family relationships necessary for progress through developmental stages, an inadequate development history, learnt maladaptive behaviour, and association with peer who provide maladaptive models. For instance, vicious home condition manifested in poverty, defective family relationship, defective discipline give a wrong and risky signal to children. Children whose needs are not met, who suffer abuse (physical social, verbal, psychological) neglect, and defective parenting experience, or who witness adult marital conflict, domestic violence, or get exposed to substance abuse are likely to register negative family life experiences that would put the learner at a risky position where embracing problem behaviour is a means of survival. Writing on defective family conditions among working class people, Shaw and Feldman (1977) identified decreased availability of parents to children, decreased sharing of leisure activities and social opportunities as creating feeling of dissatisfaction in children. Reference was made to *latchkey children*, who return from school to empty homes where no one is available to supervise their after-school activities.

Also, environmental conditions outside the home can create problem for the individual. Unsupportive neighbourhood, social/communal violence, peer difficulty, poor relationship with teachers, poor teaching

method, obnoxious school rules, fear of failure, and academic difficulties in school, all put a seal on tendencies suggested by biological factors.

Social and physical problems that make school environment far from being conducive for learning are conflicts, banditry and kidnapping. These result in closure of schools, unwillingness of learners to continue schooling, and resultant Post Traumatic Stress Disorder (PTSD) experienced by victims and witnesses of terror. These inhuman activities have negative impact on education and social adjustment (Samson & Adeniyi, 2020). As students exhibit anti-school and anti-academic behaviour teachers are also hunted by horrific experiences. Occurrences relating to social upheavals and terrorism contribute in no small measure to psychological Problems including sleep disturbances. Sleep deprivation upsets classroom expectation and creates behaviour problems. A student that experiences sleep disorders or sleep deficiency or poor sleep quality is likely to exhibit impairment in daytime performance with resultant effect as lack of energy, poor concentration, impaired neurocognitive functioning, and inattentiveness (Victor, Adeniyi & Abdulwahid, 2017), which are regarded as behaviour problems in the classroom.

Some other circumstances that frustrate efforts of stakeholders are as follows:

High population growth that informs large class sizes, this makes much demand on teachers and other stakeholders in education. Experts recommend not more than forty learners in an ideal classroom situation; however, it is not

uncommon to see four times the suggested number crowded in a single classroom.

High rate of unemployment and associated problems have been captured by Ogunlade (2017). Inability of graduates to find job appears to be creating disenchantment for schooling. Some attend school for the sake of certificate and collect same through a pass grade from examination written in “miracle centres”. Rather than years of hardworking in school that leads to continuous search for jobs, some engage in shady practices that offer immediate financial gain. Of course, political office does not require extensive reading and financial resources are never in short supply! The scenario in all its ramification promotes anti-academic stance which in the long run creates an attraction for inappropriate behaviour.

A wrong perception of popularity among students, in a subtle way, is leading many into engaging in problematic behaviour. In the past, argued Nzoka (2007), popularity was associated with those who excelled in school work or sporting activities and those who were socially competent; those who exhibited deviant behaviour were not considered as belonging to this group. Today, to be popular means engaging in anti-social behaviour like bullying, cultism, and drug addiction. These and other behaviour that make students notorious have become admirable way of life so that rather than face school work squarely, students seek success by engaging in examination malpractices. Such students do not have enviable goal towards academic success. Goal setting is a planned behaviour as it correlates positively with

behavioural intention, behavioural belief, outcome evaluation, normative beliefs, motivation to comply, perceived behavioural control, and goal importance (Adeniyi & Tauna, 2007). Students must set goal if they want to excel, those without a goal for academic progress are at risk of imbibing problem behaviour.

The mass media provide unacceptable local and foreign information which could impact behaviour negatively or positively. For instance, globalization creates easy access to alien cultures and this comes as a challenge to teachers who want to conserve cultural identity. Just with a click, it is possible to access ways of life in other parts of the world. Since what is foreign appears to be more desirable than local initiatives, strange appearances and slogans contest with decorum in educational settings. Internet based interaction also alters interpersonal relation among people (Adeniyi, 2006B) and in subtle ways, engenders behaviour problems as it lacks touch of feelings and emotion, which are essential for enduring relationship. In the analysis of effects of social media on academic attainment, Jokthan and Meshak (2022) noted that social media could be a useful tool for educational purposes. However, when learners become so obsessed with social media, they devote inappropriate amount of time to online activities. Habitual use of smart phones plus incessant chatting with visible and invisible friends rob learners of the time that could be better utilized on learning, studying, and research. Indeed, obsessive attachment to the use of social media could result in sleep deprivation, which also contributes to negative attitude towards academic activities.

Social media messaging has corrupted the established spellings in English so that assessing composition and essay work have become a very challenging task for teachers. Language and other teachers are now facing herculean task in efforts to make students communicate fluently in the language.

Again, the electronic gadgets expose learners to lifestyles that could shift their focus from academic pursuit. Celebrities, whether exhibiting what is appropriate or not soon become models the young especially, desire to be like. Learners watch on the television, both the supportive and destructive aspects of soap operas, movies and eventually, under unguided decision opt for behaviour that are problematic to academic setting and even to the larger society. They want to be like the models without learning processes that propel one to stardom. They imbibe behaviour exhibited on the screen with a desire to get to the top in any way and by all means. Stories abound of learners who become sources of threats to teachers, lecturers, parents and the society because of acquisition of wealth by unimaginable means.

Behaviour of some learners do complicate conditions for successful academic outcomes and threaten good social and emotional wellbeing of every other person around them. Thus, valuable as education is, it is important to note that not every learner makes the best of the opportunity provided. Teachers keep reporting anti-social and anti-academic behaviour among learners. It is not uncommon to see learners exhibit delinquent behaviour like bullying and fighting, which are harmful to safety of

learners; teachers or other school personnel must intervene to restore sanity.

2.3.3 Implications for learning and academic achievement

Reasons relating to the individual and environment seem to have been aggravated by national concerns, technological advancement, and global events, these have negative impact on academic activities. The effect of problem behaviour is not borne by the one who misbehaves alone; teachers, other students, and school administrations are often at the receiving end.

Any of the factors listed is sufficient to trigger antisocial behaviour and a learner facing challenges from multiple sources is even more vulnerable. Research findings keep reporting important role of environment on students' performance and behaviour. Social Environment contributes to Aggressive Behaviour (Makama, 2015), have negative effect on classroom functioning and behaviour (Adeniyi, 2002), and influences Academic Motivation and Performance (Maina & Adeniyi, 2017). Abuse is a product of environmental condition as it is usually inflicted by another person within the social environment and it contributes in no small way to behaviour problems. Victims of abuse in its various forms, experience negative self-assessment and depression (Adeniyi, 2005A, 2006A), which make it difficult for them to have rewarding academic engagements.

Emotional disturbances and school failure are closely related to poverty Shaw and Feldman (1977). Such children whose needs are not met and who suffer from compromised parenting may be exposed to disorganization and lawlessness in the neighbourhood. The end result is that they have limited opportunities to develop skills and build self-esteem. Again, and for whatever reason, some students are not willing to learn. When a learner is not ready to participate in class activities, the teacher must add behaviour management to normal lesson presentation. The act of reprimanding distracts the attention of other mates who are ready to learn and time spent on correction is a diversion from intended use.

Problem behaviour always pose as a challenge to teachers and their reaction could also have boomerang effect on performance. It does not mean that difficult children are destined for academic failure, they can do well in a supportive environment. However, if all they hear from the teachers and parents is that they are failures, meaning that not much is expected of them; it is then fruitless to work towards high level achievement. Such derogatory statements convey low expectation that may become a self-fulfilling prophesy, which in the long run prevents learners from performing as well as they could.

These are some of the issues that come as a challenge to professional competence of the teacher and administrative ability of management. With the reality of existing differences and challenges, it is still mandatory for teachers and other stakeholders to provide education that

will encourage a balanced human development, good academic outcome, and that will prepare students for the world they will live in. How then may the teacher function effectively in order to educate, train and mould learners character?

CHAPTER THREE

PATHWAYS TOWARDS PRODUCTIVE ACADEMIC ENGAGEMENT

Concerted efforts are required to make every learner derive benefits from academic experience. It is necessary to first understand the nature of problems so as to employ effective means of addressing the condition.

3.1 ASSESSMENT

3.1.1 Importance of Assessment

For every behaviour, it is obvious that there are components of valuation that must be understood for effective intervention. Assessment involves conduct of a thorough study that will provide accurate information about individuals. Psychology as a science conducts systematic investigation in order to understand behaviour. Comprehensive assessment of human characteristics is paramount to the management and modification of behaviour for the following reasons: it

- provides accurate information about the condition,
- provides pathway to understanding reality of the situation,
- enables one predict reasons behind occurrence, and;
- helps in decision-making concerning appropriate technique of intervention.

Effective intervention involves a clear knowledge of situations surrounding the unwanted behaviour and there could be multiple reasons behind the aetiology of a

condition. This means knowing the aetiology including the predisposing factors, the precipitating factors, and the sustaining or perpetuating factors that contribute to the manifested behaviour problem (Glassman & Hadad, 2013; McFarland, 2015). A good assessment will also identify comorbid conditions connected to manifested behaviour.

3.1.2 The Predisposing, Precipitating, and Sustaining Factors

Predisposing factors: Predisposing factors relate to conditions that incline one to a particular behaviour, these include biological and personality factors, beliefs, and prior experiences. Genetic liabilities predispose some individuals to behaviour problems. Personality traits and cognitive characteristics influence response to environmental stimuli and inclination to behave in a particular manner. Again, emotions are controlled by internal psychological processes such as perception, thinking, problem solving, decision making, and language functioning; disturbances in these processes are the causes of personality disturbances and behaviour problems. Characteristics like impulsivity and low frustration tolerance can predispose a person to aggressive tendencies

Precipitating factors: Precipitating factors are immediate stressors that exceed the coping capacity of the individual. These include negative events and experiences that constitute a threat to physical, social, emotional, and psychological well-being. Loss of a loved one, diseases, physical trauma, failure, feeling of guilt, indecision, conflict, inferiority complex, frustration, insecurity, and

attacks on self – esteem / one’s belief system. Occurrences like these subject victims to unimaginable pressure.

Sustaining or perpetuating factors: sustaining factors are consequences of the disorder that help to perpetrate it (Glassman & Hadad, 2013). Different environmental characteristics and reaction of people contribute to the sustenance of inappropriate behaviour. Social approval, reward, recognition especially from those who are significant to the individual, help to perpetuate the behaviour. In this circumstance, the benefit derivable from wrong behaviour outweighs the advantage of abandoning it.

Comorbidity: Comorbidity refers to some other conditions that may be associated with observed problem. For instance, covert conditions could have given rise to overt behavior, just as the underlying reason for bullying behaviour may be a form of internal dysfunction. Again, social rather than psychological reasons may explain delinquency among low income people living in slum. Until these comorbid conditions are addressed, intervention will not yield desired result.

A good assessment should be comprehensive enough to include onset, comorbidity, biological factors, family history, family conditions, parenting style (harsh, inconsistent, low warmth, low involvement, low supervision, criticism), and attitude to school. The learner’s role model and peer group, whether pro or anti academic activities, have a lot to do with behaviour and these must be identified. Also important is knowledge of

environmental characteristics of the school and the community; unsupportive school environment and violent ridden community are sure breeding ground for the emergence of problem behaviour. It is expedient to also consider the age of the client; there are age related behaviour that children and adolescent will exhibit, which may not be acceptable to adults but are appropriate for the developmental period. All conditions surrounding the learner need to be examined so as to avoid erroneous assessment, false result and wrong intervention.

3.1.3 Methods of assessment

The following methods can be employed in assessing behaviour repertoire of students before and after intervention.

1. Observation

Observation simply means looking outside oneself but it goes beyond just looking at events, it involves looking for something in a particular way. Since the focus is measurement of behaviour, the observer must be able to select items that will meet the purpose of achieving specified objective. Observation combines both physical and mental activities; it encompasses sensation, attention, and perception. Observation is based on overt behaviour, which is believed to be the manifestation of covert condition within the individual. Thus, careful observation of overt behaviour could give the clue to the mental condition. Observation could be carried out using any of these arrangements: it could be structured or unstructured, direct or indirect, natural or artificial, scheduled or

unscheduled, participant or non-participant, and covert or overt.

If a learner is being suspected of unwanted behaviour, observation is a readily available tool, which provides useful information about individuals, the environment, collective behaviour in groups and complex social situation. Nature of the problem will suggest what to observe and for how long. Conditions like those relating to appearance, general attitude, mood, motor behaviour, level of attentiveness during class activities, performance, facial expression, and posture say much about the person being observed. One might not be able to reach a conclusion about the behaviour from a single episode, it might be necessary to observe behaviour for a predetermined length of time. Observation helps teachers to make appropriate judgment about the learner so as to remedy errors and undesirable behaviour. It also serves as self-assessment for the teacher because feedback from student(s) can suggest the need for the teacher to improve classroom instruction and interpersonal relationship.

Observation is a relatively simple and inexpensive method of assessment that provides first-hand information and that is useful in studying some high-risk activities. However, observation does not provide reliable information regarding internal mental process. It does not answer 'how and why' of a matter, neither can it assess attitudes and opinions. Also, the person being observed may hide identity and change his/her behaviour in the presence of an observer. Again, observer must ensure that past experience, liking/disliking, values, prejudice, and

distractions do not influence how conditions observed are interpreted. These personal biases give rise to observer errors, which lead to wrong conclusion about the person being observed. In order to achieve the best result, it is advisable that this fundamental and basic method of obtaining information be paired up with other assessment methods like interview and psychological testing.

2. Interview

Interview is an interchange of views between two people on a topic of mutual interest (Kvale, 1996), through verbal interaction. It involves personal contact between the interviewer (researcher) and the interviewee (respondent) during which the interviewer would gather valid and reliable information through responses of the interviewee to planned sequence of questions. Interview is a form of self report in which a person indicates his behaviour or mental state. The interviewer usually initiates the conversation in order to obtain relevant information and also directs focus of discussion to content specified by the objectives of the interview. Though interview demands conversing with someone, there may not be physical contact between the two; modern telecommunication gadgets provide for online interaction. Interview could be personal when conversation is between two people but diagnostic if psychologist, psychiatrist, or other trained professional are involved.

Interview is an important tool in the hand of anyone who wants to assess behaviour because during the interview the researcher sees and talks with the interviewee; as he asks questions, he observes reactions and behaviour. In

other words, interview provides opportunity to observe behaviour of the person being studied. The nature of problem will determine the length of time and number of times the interview will be conducted. It could range from a few minutes to an hour or longer it could be just once or multiple of times. There is no substitute for personal contact between the person with a problem and the one who is willing and able to solve it. Interview helps an assessor to validate contents of observation.

Another beauty of interview is that teachers and parents may be interviewed. Teachers are in the position to provide information on the learner's behaviour in school. Parents' support for evaluation may be desirable if there is a need to assess family's condition and family history. There are two main types of interviews: structured and unstructured.

In structured interview, interaction is guided by an interview schedule so that there is minimum modification during interaction. It means that the interviewer had a clear knowledge of the problem and had prepared in advance questions that would adequately address the condition. Structured interview is quantitative in nature, responses are fixed so that the interviewee only choose from alternatives provided.

In unstructured interview, there are no fixed guidelines for researcher to follow, no pre-determined nor pre-arranged questions. It is non-directive, questions are more informal and because it allows spontaneity, other questions could arise from the interviewee's response

during the course of interaction. The beauty of unstructured interview is its naturalness which makes it adaptable to the circumstances peculiar to the individual. The flexibility attached to unstructured interview can lead to friendly rapport, which makes it possible for the interviewer to clarify doubts arising in the mind of the respondents. However, in the desire to collect as much information as possible, the interviewer must be guided by ethical consideration and purpose of study. It takes an efficient interviewer to guide against coaching, superficial responses and also maintain the focus of discussion. Result of interview depends largely on the skill, knowledge, preparation, and data management ability of the interviewer.

3. Behavioral Analysis and Assessment

In addition to observation and interview, there are instruments that can be used to assess all objective and measurable dimension of behaviour. Behavioral Analysis and Assessment involves the use of rating scales, checklist, and personality inventories, standardized tests, and measures of physiologic functions. These contribute significantly to the objective of diagnosis.

Rating scales: Rating scales make observation more objective. E.g. The Self-Rating Depression scale; Spence Children's Anxiety Scale; Baumrind Parenting Style Scale; Vanderbilt Assessment Scale that includes parents and teachers in assessment of behaviour.

Checklist: checklist provides tool for self-assessment on development of specific skills, attitudes, etc. There are

different types of rating scale such as: Numerical, Interval, Graphic, Ordinal, Likert, Descriptive, and Ranking Rating Scales. E. g. Ibadan Creativity Assessment Scale.

Personality inventories: These are self-rating instruments developed to evaluate attitudes, opinions and personality attributes. On these instruments, responses could range from very positive to very negative, from strongly agreed to strongly disagreed or Very much like me to Very much unlike me. E.g The Beck Depression Inventory

Questionnaire: this is widely used to assess different psychological traits. E.g. Self-Esteem Questionnaire, Peer Relations Questionnaire that includes items on assessment for Bullying, and Robson Self Concept Questionnaire

Standardized Tests including teacher made tests are also developed to assess cognitive ability of participants. E.g. Matching Familiar Figure Test.

The listed measuring instruments are ready tools in the hand of the presenter and her students.

4. Other methods

Clinical psychologists and psychiatrists use other methods that have proved effective in psychological studies. Such involve the use of case history, Projective techniques, Rorschach test and Thematic Apperception Test that use Bing Images. Others are Figure drawing test, Sentence completion test, the self-image test, and Word association

test. There are also the Diagnostic Laboratory Testing as in the **Psychophysiologic Assessment** which involves x-ray and complex electrical recording of physiologic changes as **Electro encephalography (EEG)** to measure the brain waves, **Galvanic Skin Response (GSR)/Psychogalvanic response (PGR)** to assess electrodermal response or changes in electrical resistance of the skin resulting from emotional state, and **electromyography (EMG)** to measure neuromuscular responses to emotional conflicts. It is important that teachers, school authorities and even parents/guardian refer difficult cases to such experts.

3.2 Prevention, Management, and modification of Behaviour Problem

Some disruptive behaviour, especially those relating to environmental variables, are preventable. Much depends on classroom experiences and family involvement. Figure 2 presents the provision and support that can reduce propensity to adopt behaviour that negatively influence academic engagement.

3.2.1 Preventive measures:



Figure 2: Conceptual Model of Supportive Learning Environment

Effective teaching and supportive classroom environment: The manner in which teachers attend to academic activities can create either exciting or depressing experiences in learners. Teachers that are unprepared for lesson presentation make academic work boring. Teachers that are not punctual in class or who start late and finish early erode students' sense of seriousness and enthusiasm towards learning. Teachers that, because of wrong teaching method, cannot communicate lesson content to students destroys enthusiasm towards learning.

Teachers that encourage unnecessary interruptions during lessons only tell learners that academic work is secondary. It is an aberration to expect pro – academic excellence behaviour when wrong and conflicting messages are passed to learners. When learners conclude that the ‘teacher does not know anything’ or that academic work is not important, they are ready to engage in activities they consider to be more stimulating, which metamorphose in the long run to problem behaviour. For effective teaching, teachers need to guide against these anomalies by mastering the subject matter, make adequate preparation and planning for lesson delivery, use efficient instructional strategies, and motivate students towards learning.

Supportive classroom environment: creating a warm and supportive classroom environment is a healthy responsibility. This involves working on the physical, technological and social aspects of the institution to create an atmosphere that is conducive to interest and enquiry. A supportive environment is non-threatening, appealing, engaging and productive; learners are motivated to put their best into academic activities. The teacher handles the subject professionally with all dedication, use different instructional methods in lesson delivery and encourages learners’ active participation; these will permit activities that engage students’ minds and imaginations (Slavin, 2009).

Supportive social relationship is essential as this encourages meaningful interactions that provides solution to problems and equip learners for greater achievement

(Adeniyi, 2002). In a supportive environment, there are rules and regulations guiding behaviour; these are made known to all, they are meaningful and acceptable to learners. There are laid down procedure for dealing with misunderstanding. The teacher also motivates learners by acknowledging their advancement and gently correcting their mistakes.

A clean physical environment is self – motivating. In sum, a supportive learning environment involves organizing classroom activities, instructions, and the physical classroom to provide for effective use of time, to create a happy and productive learning opportunities, and to minimize disruptions (Slavin, 2009). There is the assurance that students educated in this type of environment would hardly pose serious behavior problems. Though beautifying the environment and making highly technical instructional materials available are often beyond the teacher, improvising and bringing these requirements to attention of stakeholders are essential in this wise.

Being professionally committed to teaching and being able to create a supportive classroom environment will certainly prevent unwanted behavior but more still has to be done. Where the cause and reinforcing properties of a problem behaviour are supported by home condition, attention of parents, guardian or caregiver must be invited.

Supportive home environment: Home support is essential for profitable academic experience and acceptable behaviour. Parenting style, mentoring,

establishment and maintenance of good behaviour, parental interest and involvement in school work, and partnering with school over ward's conduct provide necessary caution on learners' behaviour. The place of the family in academic achievement and behaviour is well documented in theory and research output. For instance, Udo, Adeniyi and Balarabe (2021) examined the influence of home conditions on academic performance and behaviour of students, their findings underscore learners' need for home support. Unfortunately, parents are so preoccupied with economic, social and even personal issues that they have little or no time for their children. The question asked by a newscaster on Nigeria Television Authority (NTA) years back is very relevant today; parents "do you know where your children are"? Another related demand may be added, "do you know what they are doing"? Although children spend a substantial number of hours in the school, teachers are often overwhelmed by demand of their profession that they cannot give sufficient attention to each learner. In a situation where the number of learners is in multiple of recommended class size, the best of the teachers may still be below expectation. In order to prevent a learner from imbibing or developing questionable characteristics, parents should give their children and wards the attention they deserve. Supportive home support is beneficial to the learner both in the short – and long – terms. Partnership between school and parents promises to nick some disruptive behaviour at the bud.

Curriculum review: This seems to be a major problem that is still begging for solution. Education should

cultivate quality human capital, argued Adeniyi (2003B), but when the vehicle that could carry human development to desirable destination seems to be on the reverse gear, the situation calls for serious attention. Education that will prevent problem behavior must equip learners with skills, abilities and competence that guarantee profitable enterprises and comfortable living after school. In view of the prevailing situation in the country, it is time to make curriculum more relevant and practice oriented. When students are meaningfully engaged, capacities are built, and adequate service delivery is guaranteed, there will be a reduction in learners' propensity for anti-academic and problem behaviour.

3.2.2 Managing Routine Misbehaviour

Education is confronted with myriad of challenges and there is the need to manage diverse behaviour in the classroom. There are routine misbehaviour or classroom incivility like getting up without permission, dragging feet, talking to a colleague, volunteering an answer without being called/talking out of turn, failing to follow classroom rules, napping, chewing gum and some other common problems found among learners at various levels of education; these can be successfully handled by the teacher. None verbal cues are the first step to addressing such behaviour. Eye contact with the culprit, moving towards the offender or taking away the offensive objects are quiet means of dissuading a student from unacceptable behaviour. When non-verbal methods fail, the teacher can then proceed to the use of verbal warning which will expose the behaviour problem of culprit to other mates. If the learner would not be deterred with repeated verbal

reprimand, some more serious method are required to manage or modify the behaviour.

Within the family, there are unspoken messages parents pass to their wards through body language and gestures (*bolage*). Communication like in looks, shape of mouth, movement of head, and snap of fingers touch on sensitivity of individuals who have been instructed on these and thus prevent them from exhibiting unwanted behaviour. Discipline with the rod of correction, not rod of wickedness, is also an effective means of managing behaviour (Proverbs 22: 15).

3.2.3 Modifying Problem Behaviour

Behaviour modification is “the application of conditioning techniques to alter human behaviour; particularly those behaviour identified as abnormal” (Glassman & Hadad, 2013:428), “a systematic application of antecedents and consequences to change behaviour” (Slavin, 2009: 347). It describes the process of eliminating or reducing problem behaviour with the use of psychotherapeutic intervention techniques. Behaviour modification is based on the assumption that the likelihood of occurrence of behaviour depends on its consequences. It is embarked upon to achieve any of the following objectives (Huitt, 1994):

1. Develop a new behaviour
2. Strengthen a behaviour
3. Maintain an established behaviour
4. Stop inappropriate behaviour
5. Modify emotional behavior

Several methods are in use in dealing with problem behaviour. Some methods are available to everyone who is in position to intervene in cases of behaviour problem while some others are for specialists trained to manage and modify behaviour.

1. Reward, Punishment, and reinforcement

Reward and punishment are universal ways of modifying behaviour. It is hoped that by varying reward and punishment schedule, symptoms of problem behavior are eliminated and new adjustive response behavior is learnt.

Reward: Reward is compensation offered by an authorized person in return for good behaviour, display of mastery of a skill, and good performance in a given task. Reward in its various forms whether verbal, material, consumable or symbolic, is a powerful tool that can be manipulated to instigate the display of desired behaviour. The common items given within the school system are, verbal praise, marks, scholarship, trophies and social recognition. The purpose of reward is to increase the probability of occurrence of a positive behaviour. However, as important as dispensation of reward may be, there are drawbacks with its use and as such, care must be taken that it does not lose its purpose. Value of an item may depreciate with repeated use so that there will be the need for upgrading. The receipt of a reward, becomes the goal, rather than the anticipated change in behaviour.

Punishment: Punishment relates to pain, suffering or loss a person receives for exhibiting unwanted behaviour. It is the application of unpleasant stimulus to check, weaken

or eliminate unwanted behaviour. The purpose of punishment is to decrease the probability of occurrence of problem behaviour; the consequences weaken behaviour. It is a means of forcing the offender to do what he was not willing to do. Punishment could be negative or positive. It is negative when what the individual enjoys or desires is taken away but positive when aversive event follows the behavior. Punishment takes various forms like Time out, Redirection, Overcorrection, Restraint, Extinction, Overcorrection, Successive approximation, Behavioural trap, and Interception techniques.

NOTE: Punishment is adjudged a measure that can alter behaviour but care must be taken to prevent the development of another maladaptive one. This is because though it discourages certain behaviour, it does not encourage any and the individual may substitute one problem behaviour for another. Moreover, punishment may suppress a behaviour but with cessation of punishment, the behaviour may reappear. Thus, with the use of punishment, additional efforts must be made at directing the individual on path to acceptable way of behaving.

Reinforcement: The word reinforcement means ‘to strengthen’, so whatever is done to ensure the repetition of a behaviour is reinforcement. Reinforcers are consequences that strengthen behaviour. Reinforcement is consistent with Skinner’s Operant Conditioning which emphasizes the consequence of a behaviour upon the behaving individual. The procedure for giving reinforcement is conditioning and the goal is to strengthen

appropriate behavior by reinforcing it. Reinforcement could also be positive or negative. It is positive when something is given to motivate a repeat of behaviour adjudged to be appropriate but negative when avoidance of punishment is the purpose of motivation for behaviour change.

Reinforcement can be on continuous or partial/intermittent schedule. In the former, reinforcement comes after every response while reinforcement is given or withheld some of the times in the latter arrangement. Again, partial reinforcement can follow interval or ratio schedule.

2. Psychological Intervention Techniques

Several other methods have been suggested and are in use by different schools of thought.

Behaviour Therapists made use of the learning theory and techniques, with the belief that what is learnt can be unlearned. They use methods like the Token Economy, Behaviour Modeling, Behavioural Rehearsal, Behavioural self – control, Assertiveness Training, Contingency management, Extinction (e.g. Time out), Aversive Control, and Desensitization Therapy or Counter Conditioning

The Cognitive Therapists use Cognitive Behavioral Therapy (CBT) like Rational Emotive therapy, Self-instruction therapy, Stress inoculation, and imagery.

Psychodynamics Therapies include the use of Psychotherapy and Psychoanalysis, which may involve analysis of dreams.

Humanistic Approaches focus, among others on Therapeutic counselling (Talking Therapy) including Client centred therapy, Rational Emotive Therapy, Reality Therapy, Existential Therapy, and Logo therapy.

Some other methods, based on Group Therapy are: Encounter groups and self –discovery,

Family therapy, Psychodrama, and Re- socialization.

CHAPTER FOUR

RESEARCH EFFORTS AND INTERVENTION

On the premise that behaviour is the way someone acts (overt) and that what is seen is a product of thought and feelings (covert), then lots of planning is required before modification efforts yield desirable result. This section deals with the preparation, precautionary measures put in place, process and outcome of interventions.

4.1 Preparation for Intervention

A number of processes are required in order to prepare adequately for intervention and these are summarized as follows:

1. Identify problem of concern that calls for intervention (statement of problems)
2. Define the problem conceptually and operationally
3. Identify independent and dependent variables; determine changes expected in the latter when the former is introduced.
4. Define objectives of the study that will guide investigation. These will be translated to research questions and / or hypotheses
5. Decide on the method to adopt in carrying out the research.
6. Prepare, establish scoring guide, and validate measuring instrument.
7. Pilot testing to establish the reliability of instrument.
8. Seek permission from relevant authority and make intention of research known.

9. Undertake initial visitation so as to create rapport with sample.
10. Train research assistants who will provide required services.
11. Prepare schedule of intervention.

4.2 Design of Study

There are methods that could take the form of correlational study but for management of behaviour, experimental design is the usual option. This could take any of the following arrangements:

1. Pretest – posttest design

a) One group pretest - posttest represented thus:

O1-----> X -----> O2

Where: O1 is the pretest (base-line score)

X is the intervention

O2 is posttest score

The difference between pretest and posttest (O1 versus O2) scores will show the result of intervention.

b) Two groups pretest - posttest design. The equivalence of the two groups must first be ascertained as justifiable reason for later comparison, this is established from baseline assessment.

i. The design involving control and experimental groups represented as follows:

O1-----> X -----> O3

O2-----> O4

Where: O1 is the pretest (base-line score) for experimental group

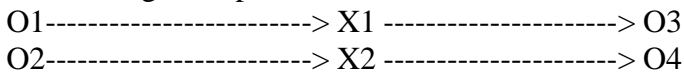
O2 is the pretest (base-line score) for Control group

X is the intervention for experimental group only
 O3 is post-test score for experimental group
 O4 is post-test score for control group

The difference between the post test scores of the two groups (O3 versus O4) will be the measure of the effectiveness of intervention.

For moral reasons, this method is discouraged in some arguments because it is not proper to identify a behaviour problem just for research purpose and do nothing to assist that individual. However, it is a useful method that supplies reliable result but provision should be made to attend to control group after the study is concluded. A debriefing can be organised for that purpose.

- ii. It is possible to compare the effectiveness of two or more techniques on the same behaviour. First establish equivalence of the two groups from baseline assessment. The design is represented thus:



Where: O1 is the pretest for experimental group one
 O2 is the pretest for experimental group two
 X1 is the intervention technique for group one
 X2 is the intervention technique for group two
 O3 is the post – test for experimental group one
 O4 is the post – test for experimental group two

The difference between pre- and post-test scores (O1 versus O3 and O2 versus O4) shows the effectiveness of each intervention technique.

The difference between post-test scores (O3 versus O4) shows the relative effectiveness of the two intervention techniques.

4.3 Sampling and other Precautionary measures

Sampling: Efforts are made to select individuals that are true representatives of the population, this meticulous procedure is to avoid sampling error. Since the problem is well defined, only those with the particular behaviour problem of interest are selected by means of a checklist, inventory, rating scale or any available school or medical record. Those exhibiting the behaviour are usually categorised on the basis of severity to at least three groups: mild, moderate, and severe. School psychologists select only those with moderate conditions for intervention while those in severe group are advised to see other experts for professional assistance.

Control of Extraneous Factors: It is necessary to put measures in place so as to minimize effects of intervening variables. Efforts are made to control any condition that can affect outcome of investigation and make it difficult to know the effect of independent variables. These measures include but not limited to:

1. Establishing and maintaining criteria for the selection of participants
2. Randomization of participants to control and experimental groups

3. Making participation voluntary
4. Training and extensive discussion with research assistants
5. Using different venues for control and experimental groups
6. Using for all groups same instrument for pre-, post-, and post-post- tests. Only treatment packages differ in multiple experimental conditions.
7. Preventing absenteeism by providing all items, like writing materials, required for investigation. Furthermore, promise of incentives could be made for those who will record 100% attendance
8. Control for mortality by conducting study at the time convenient for all participants; school hours is the best for students.
9. Using appropriate statistical tools

Ethical issues: there are ethical rules guiding assessment and treatment of behaviour problems; these must control interactions and treatment of participants.

1. Participation should be voluntary.
2. Treat only problems you are professionally qualified to handle, refer advanced cases to other specialists.
3. Treat client with dignity and respect differences (ethnic group, age group, gender, religion and culture) among individuals.
4. Avoid labelling of individuals

4.4 The study:

Each study is conducted in three or four stages:

1. **The pre-test:** With the use of a rating scale, personality inventory or checklist, the initial measure of the condition is recorded and translated to scores.
2. **The experiment or intervention:** this may last for at least eight weeks. (Follow-up may be provided at the discretion of the researcher.)
3. **The post – test:** the same instrument used in the pre-test is administered again and scores recorded.
4. **The post- post- test:** administration of same instrument as in pre- and post-tests

Analyses: the difference between the pre- and post-test scores are calculated and level of significance determined at 0.05 alpha level of significance.

Discussions: results are compared with findings from relevant empirical studies; reasons are advanced for result obtained with reference to both conceptual and theoretical views.

4.5 Reports on Specific Intervention Cases

The presenter and her students had used various techniques in modifying some dimension of problems challenging positive academic outcome among students. Anyebe (2016) employed the use of behavioural modeling and time out techniques on students exhibiting disruptive classroom behaviour. Disruptive Behaviour Scale was used to identify sample for study. One group of students was exposed to Modeling based on application of civility while imitation of time out behaviour was used on the other group. Comparison of scores from Disruptive Behaviour Scale at both pre and post experimental levels

showed significant reduction in tendency for disruptive behaviour. Results indicated that these techniques can be effectively used to control disruptive behaviour. Adamu (2010) used cognitive restructuring and positive reinforcement to reduce academic procrastination among students. Torto-Seidu (2020) used Solomon Four Group Design to apply reflective teaching strategies on Cognitive Task Performance of Impulsive Children. With the use of Impulsive Related Questionnaire for Children (IRQC), National Initiative for Children's Healthcare Quality Assessment Scale Teacher Format (NICHQ – VAS – TI), for teachers, and Checklist on Impulsiveness for Parents (CIFP), children with impulsive behaviour were identified. Cognitive Modelling and or Self Talk training were conducted on sample. The assessment carried out with the use of Matching Familiar Figure Test (MFFT) and Academic Performance Test (APT) in English and Mathematics showed a reduction in impulsivity and improvement in academic performance of children. Yusuf (2019) used Spence Children's Anxiety Scale (SCAS) to isolate participants. Token economy that involved distribution of tangible materials and systematic desensitization, which include pairing of anxiety provoking situation with relaxation were used for treatment. Both methods of intervention led to reduction in level of anxiety among participants.

The problem of depression has gained the attention of the presenter and two of her students; Bello (2018) intervened with the use of Cognitive Restructuring and Social Support while Godwin (2022) applied Rational Emotive and Dialectical Behaviour Therapies. Also, in dealing

with some other problem behaviour, Dauda, Mohammed, Adeniyi, & Umaru, (2019) used token economy on truancy behaviour, while Cognitive Behaviour Techniques were successfully applied on Primary Insomnia (Victor & Adeniyi, 2017).

Results from the listed studies show that early intervention can assist students with behaviour problems.

CHAPTER FIVE

ADDENDUM – DEPRESSION

5.1 Meaning, Types and Symptoms of Depression

Depression is a mood disorder that causes persistent feeling of sadness and loss of interest. Most people experience a wave of sadness but such feelings subside in a matter of hours or days. If these feelings persist over weeks and they become so intensive that it becomes difficult or impossible for an individual to function effectively in daily life, then it is said that depression has set in.

The concern over the menace is growing with the current social disturbances, unemployment, moral decadence, and economic downturn in the country. The rising trend of suicide, mother throwing her baby into the lagoon, and parents putting up their children for sale are clear signs that all is not well. These alarming reports cannot be swept under the carpet as they are clear signs of depression.

Depression could be major or dysthymic. Symptoms of major depressive disorder are usually severe, disabling, and they interfere with normal functioning such as a person's ability to work, sleep, study, eat and enjoy once pleasurable activities. When it is accompanied with psychosomatic symptoms like delusions, and hallucination, the individuals are more likely to commit suicide.

Symptoms of dysthymic disorder are less severe but persistent. The disorder may not be disabling but it negatively affects normal functioning and overall well-being. There are Bipolar disorder or manic-depressive illness, psychotic depression, peripartum and postpartum depression, seasonal affective disorder, premenstrual dysphoria, substance-induced depression, medical condition and age-related depression.

Signs/Symptoms and Causes of Depression

Depression is a disorder characterized by multiple cognitive, emotional, physical, and behavioural symptoms.

Cognitive aspects centres on how one thinks and one's sense of well-being. Thought is dominated by negative side of self, the environment, and what lies ahead. Depressed people entertain dysfunctional self-destructive thoughts and impulses. They see themselves as failure, unworthy, unlucky, and less important in the society. Difficulty in thinking, inability to concentrate or remember or pay sustained attention, difficulty in making simple decisions, and getting easily distracted are signs of depression. The individual feels misunderstood, is mentally inactive, records elevated level of anxiety; suffers social skill deficit.

Emotional or feelings: This relates to mood disorder where the individual is overcome with feeling of sadness, despair, gloom, unhappiness, dejection, despondency, worthlessness, low self-esteem and negative feelings like feeling of hopelessness, helplessness, worthlessness,

incompetence, and guilt. At the extreme of self-destructive thought is feeling that one is morally and spiritually dead.

Physical: Physical appearance and activities often reveal a depressed person. Facial expression is that of dejection characterised by reduced eye contacts and eyes downcast, smiles less often; tearfulness or spontaneous episodes of crying. Also, there are changes in sleep and appetite, which can increase but usually decrease. An individual that is depressed shows evidence of restlessness and agitation; experiences unexplained physical ailment like head ache.

Behavioural: this refers to what depressed people do and rate at which they are done. They experience psychomotor retardation, they are sluggish physically and socially inactive; feeling worn out, fatigue, lack of energy, loss of interest or pleasure in things they usually enjoy, reluctance to participate in activities that were once meaningful and enjoyable.

5.2 Causes and Effects of Depression

5.2.1 Causes: Depression results from a combination of factors.

Biochemical: vulnerability to depression can result from inherited (genetic) factors, abnormal activities of certain parts of the brain, shrinking brain cells, nutritional deficiencies, problem with certain brain chemicals called neurotransmitters that regulate mood and emotions;

imbalance in hormone system; and overactive or underactive thyroid gland.

Environmental: this centres on social environment. Social failures, social isolation – absence of supportive relationship, stigmatisation, migration, and conflict.

Stressful/traumatic events. Depression is triggered largely by traumatic life events and chronically stressful circumstances. Emotional laden stressful situation among adults and youth include: bereavement, loss of job, unemployment, broken relationship, divorce and other marital problems, chaotic home life, and abusive relationship that undermine self-confidence. Depression can arise among children as a result of bullying, harassment, abuse, lack of social skill, learning difficulties, poor parenting or care-giving, and loss of parent to death or divorce

Psychological: Fear, fatigue, frustration, failure, and personal characteristics – individual’s way of responding to stress.

5.2.2 Effects:

In general, depressions sap energy and motivation. They lead to physical, behavioural and emotional problems leading to anxiety disorders, attention deficit hyperactivity disorder (ADHD), eating disorder. These can co-morbid or lead further to conduct problems, personality disorder, substance abuse, obesity, interpersonal conflict, failing social relationships, and occupational underachievement. Among students, it

contributes to poor academic outcomes and failure. In sum, depression impairs an individual's capacity to function in daily life. It leads to loss of zeal and zest for living, which in the long run can lead to suicidal thought and an individual's decision to terminate life.

5.3 Assessment and Management of Depression

5.3.1 Assessment: Depression is accompanied with a number of symptoms and the comprehensive condition can be assessed with the use of rating scales, observation and interview.

Rating scales like Beck Depression Inventory can be used to assess the cognitive, emotional and physical states of the client. Through **observation**, one will focus on physical and behavioural dimensions. **Interview** by a skilled, trusted and respected professional will bring out hidden fears and other emotional attributes. Whichever the method or combination of methods, characteristics marking out a depressed person can be assessed.

5.3.2 Management: Management approach depends on the severity of the condition.

Medical approaches: electroconvulsive therapy (very severe cases); antidepressant medication

Psychological approaches: this focuses on dealing first with the source of the problem. Depression is a crippling mind-set issue that has its root in dysfunctional beliefs like:

1. I have tried many times and have failed so I am a failure
2. I cannot make it.
3. Nobody cares about me.
4. I cannot do anything right

Negative thoughts and dysfunctional beliefs afflict the body, soul, and spirit. They make one apprehensive, engender inability to invest time and energy on the task at hand. The poor performance reported by some learners often strengthens the initial faulty belief that they are a failure, but in actual fact, the problem arose because of lack of preparation and commitment to academic activities.

The focus of intervention is to make the depressed person understand the destructive consequence of distorted, illogical, irrational, and self-defeating mode of thinking. Thereafter, sensitised to responding positively to the need for change in attitude towards self, situation and others. Relaxation training, social skill training, self – control including self-monitoring, self-evaluation, and self-reinforcement, are skill building techniques that along with psychotherapy can change belief system, negative thoughts and eventually occasion change in behaviour. The net effects of these are identification and modification of conditions that maintain maladaptive cognition, emotion, and behaviour. Psychological therapeutic techniques like Cognitive Restructuring and Social Support have been used to manage symptoms of depression among HIV/AIDS infected women (Bello, 2017), while Godwin (2022) employed Rational Emotive

and Dialectical Behaviour Therapies in the treatment of depression among undergraduate students.

Other self-help measures

1. Take care of yourself. Exercise and take to nutrition that will help keep body healthy.
2. No alcohol and drugs for these only suspend but don't solve problems
3. Stress reduction. Too much stress leads to depression.
4. Challenge negative thinking
5. Set realistic goals. Start small and stay focussed
6. Do things you enjoy (or used to enjoy)
7. Work on relationships to avoid isolation but remember to set healthy boundaries
8. Socialise with positive people
9. Seek social support
10. Seek assistance of a psychotherapist
11. Seek medical attention
12. Remember your Creator – the constant truth about every condition

5.4 Self Examination

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) listed nine symptoms five of which must be present for at least two weeks for diagnosis of depression to be required. These are:

1. Sad depressed mood for most of the day. **
2. Loss of interest and pleasure in regular activities.
**
3. Difficulties sleeping.

4. Lethargy (tiredness, exhaustion, fatigue) and agitation (anxiety, worry, nervousness, tension).
 5. Loss or increase in weight and appetite.
 6. Loss of energy.
 7. Negative self-concept, feeling of worthlessness and guilt.
 8. Difficulty in concentrating.
 9. Recurrent thoughts of death and suicide.
- ** Either 1 or 2 must be one of the five symptoms.

CONCLUSION

Reaction to stressful experiences rests on cognitive vulnerability, that is the personal meaning attached to an event and self-worth. Most people encounter failures and get upset when disappointed or when life takes a different turn, but not everyone who goes through stress sinks into depression. Ability to cope with depressing experiences depends on personal and interpersonal characteristics, so you can make decisions to stay healthy.

REFERENCES

- Adamu, Z. A. (2010). Effect of Cognitive Restructuring and Positive Reinforcement on Academic Procrastination among Secondary School Students in Zaria Metropolis, Nigeria. Ph. D Thesis.
- Adeniyi, E.F. (1990) Self - Image Disparity among the Young Adolescents: Implications for Counselling. *Nigerian Journal of Counselling and Development*, 5, 73 – 79.
- Adeniyi, E. F. (2000) Gender and Age Factors in Self – Image Discrepancy of Young Adolescents: Implications for Counselling. *The Nigeria Journal of Guidance and Counselling*, 71 (1), 42- 50.
- Adeniyi, E. F. (2001A) Emotional Responses to Self - Image Discrepancy among young Adolescents. *Nigerian Educational Forum*, 17 (1), 57 –63
- Adeniyi, E. F. (2001B) Parental Influence on Children’s Psychological Development: Challenges for Guidance. *Ahmadu Bello University Journal of Counselling and Development*, 1 (1), 202 – 209.
- Adeniyi, E. F. & Anyebe, V. E. (2002). Sociometric Status and Adjustment Needs of Secondary School Students. *Journal of Vocational and Technical Education (JOVTED)*, 3(3B), 31 - 40.
- Adeniyi, E. F. (2002) Social Life and Classroom Interactions in Nigerian Schools: Implications for Learning. In R. U. N. Okonkwo & R. O. Okoye (Eds). *The Learning Environment of the Nigerian Child*. Awka, NISEP, Pp 56 –65.
- Adeniyi, E. F. (2003). Help Seeking Behaviour as A Function of Personal Development, Social Concern

- and Task Difficulty: Any Sex Difference? *NAWACS Journal of Research and Human Development*, 2 (1), 25 –30.
- Adeniyi, E. F. (2003A). Self - Image Disparity as a Predictor of Personality Problems among Young Adolescents. *The Nigerian Educational Psychologists*, 2(1), 28 – 37.
- Adeniyi, E. F. (2003B) Psychological Environment that Fosters Effective Human Resource Management. *Journal of Educational Management and Planning*, 2(1), 141 – 147.
- Adeniyi, E. F. (2005A). Family Conditions and Child Abuse: Counselling Victims and Perpetrators. *Journal of Educational Studies*, 11(1), 183 – 190.
- Adeniyi, E. F. (2005B). Determinants of Help Seeking Behaviour. *Journal of Educational Research and Development*, 11 (1), 1-7.
- Adeniyi, E. F. (2006A). Influence of child Abuse on Emotional State and Academic Performance of Victims. *The Nigerian Educational Psychologists*, 4 (2), 212 – 222.
- Adeniyi, E. F. (2006B). Computer Literacy and Interpersonal Relationship: Challenges of Technological Development for Psychology. *Journal of Educational Research and Development (Special Edition)*, 1 (1), 76-83.
- Adeniyi, E. F. & Anyebe, V. E. (2010). Predictors of Sociometric Status of Secondary School Students. *A.B.U. Journal of Educ. Psychology and Counselling*, 1(1), 68-77.
- Adeniyi, E. F. & Tauna, H. A. (2007). Relationships of Planned Behaviour to Goal-setting among Secondary

- School Students in Kaduna State. *Journal of Educational Research and Development*, 2 (3), 205 – 210.
- American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders* (4th ed.). Washington, DC, Author.
- Aniegbunam, I. (2017). The Role of Community Radio in Boosting Education Delivery. In J. Oyisi, G.S. Omachonu, E.E.Achor & C. Okolo (Eds) *Education Across the Curriculum: in honour of Emeritus Prof. Thomas Kolawole Adeyanju*. Zaria, Faculty of Education, A.B.U., pp. 112-116.
- Anyebe, V. (2016). Effects of Modelling and Time-Out Techniques on Disruptive Classroom Behaviour among Secondary School Students in Otukpo, Benue State, Nigeria. Unpublished Ph.D Thesis, ABU, Zaria
- Bello, H. M. (2018). Effect of Cognitive Restructuring and Social Support in the Management of Depression among HIV/AIDS Infected Women in Kaduna State. Unpublished Ph. D Thesis, ABU, Zaria.
- Cooley, C. H. (1902). Human Nature and the Social Order. In *The Two Works of Charles H. Cooley*. Illinois, The Free Press.
- Dauda, A; Mohammed, A. I.; Adeniyi, E. F. & Umaru, Y. (2019). Effects of Token Economy Technique on Truancy among Primary School Pupils in Zaria Metropolis, Kaduna State, Nigeria.
- Federal University Dutsin-Ma *Journal of Education (FUDJER)*, 4(1), 134 – 140.
- Glassman, W. E. & Hadad, M. (2013). *Approaches to Psychology*. London, McGraw-Hill.

- Godwin, A. (2022). Effect of Rational Emotive and Dialectical Behaviour Therapies on Depression Symptoms among Undergraduate Students of Taraba State University, Unpublished Ph.D Thesis, ABU, Zaria.
- Huitt, W. (1994, December, 2023). Principles for using behaviour modification. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. <http://www.edpsycinteractive.org/topics/behavior/behmod.html>.
- Jokthan, E. T. & Meshak, B. (2022). Social Media: Parental Role and Adolescents Academic Attainment. *Jigawa Journal of Educational Research*. 1(1): 341-352
- Kvale, S. (1996). Interviews. London: Sage Lazarus, R. S. (1976). *Patterns of Adjustment (3rd Ed)*. Tokyo: McGraw-Hill.
- Maina, B. & Adeniyi, E. F. (2017). Influence of Traumatic Stress on Academic Motivation among selected Secondary School Students in Potiskum, Yobe State, Nigeria. *Sokoto International Journal of Counselling Psychology*, 5, 62-73.
- Makama, U. D. (2015). Influence of Social Environment and Parental Investment on Aggressive Behaviour among Secondary School Students in Kaduna South Local Government Area of Kaduna State. Unpublished M. Ed Thesis, ABU, Zaria.
- McFarland, P. T. (2015). Theoretical and Clinical Perspectives on the Etiology, Diagnoses, and Treatment of Antisocial Disorders in Adolescence. A

- Thesis Submitted to the School of Graduate Studies of the University Lethbridge, Alberta.
- Ogunlade, F. (2017). Graduate Unemployment in Nigeria: A Re-Visit. In J. Oyisi, G.S. Omachonu, E.E. Achor & C. Okolo (Eds) *Education across the Curriculum: in honour of Emeritus Professor Thomas Kolawole Adeyanju*. Zaria, Faculty of Education, A.B.U., pp. 100-111.
- Oyisi, J. (2017). Education as Bedrock for Nigerian Development. In J. Oyisi, G.S. Omachonu, E.E.Achor & C. Okolo (Eds) *Education Across the Curriculum: in honour of Emeritus Professor Thomas Kolawole Adeyanju*. Zaria, Faculty of Education, A.B.U., pp. 27-35. Proverbs from the Holy Bible.
- Rogers, C. R. (1951). *Client Centered Therapy*. Boston, M. A Houghton- Mifflin.
- Samson, J. & Adeniyi, E.F. (2020). Relationship between Post-Traumatic Stress Disorders and Social Adjustment of Secondary School Students living in Conflict Area in Southern Kaduna, Nigeria. *Prestige Journal of Counselling Psychology*, 3(2), 179-189.
- Shaw, R. J. & Feldman, S. S. (1997). *General Principles and Treatment*. Hans Steiner (Ed) *Treating School-Age Children*. San Francisco, Jossy – Bass Publishers.
- Slavin, R. E. (2009). *Educational Psychology: Theory and Practice*. New Jersey, Pearson
- Torto-Seidu, E. (2020). Effects of Reflective Teaching Strategies on Cognitive Task Performance of Impulsive Children. Unpublished Ph. D. Thesis, University of Cape Coast, Ghana.
- Udo, M A., Adeniyi, E. F. & Balarabe, M. (2021). Relationship between Parenting Styles and Students'

- Disruptive Behaviour among Secondary School Students in Uyo Metropolis of Akwa-Ibom State. *Prestige Journal of Counselling Psychology*, 4(1), 143-153.
- Nzoka, N. R. (2007). Adolescents Perception of Popularity in Nigerian Secondary Schools. *The Nigerian Educational Psychologist*. 5: 8-14.
- Victor, M., Abdulwahid, U. & Adeniyi, E. F. (2017). Examining Relationship between Emotional Disposition and Academic Self-esteem among University Undergraduate Students. *International Journal of Educational Research and Management Technology (IJERMT)*, 1(4), 101-112.
- Victor, M. & Adeniyi, E.F. (2017). Cognitive Behaviour Techniques for Primary Insomnia: A non-randomized study among University Students. *International Journal of Medical and Applied Biosciences (IJMSAB)*, 2(4), 138-152.
- Yusuf, Z. (2019). Effects of Systematic Desensitisation and Token Economy on Separation. Anxiety of Junior Secondary School Students in Zaria Metropolis, Nigeria. Unpublished Ph.D Thesis, ABU, Zaria.



Printed by Ahmadu Bello University Press Limited

P.M.B. 1094, Samaru, Zaria, Nigeria.

Tel: +234 806 594 9711

Email: abupress@abu.edu.ng | info@abupress.com.ng

Website: www.abupress.com.ng