



## Depression and Psychosocial Maladjustment Among Secondary School Students In Ekiti State

IBIMILUYI, Francis Olu (Ph.D)

Department of Guidance and Counselling,  
Ekiti State University, Ado Ekiti, Ekiti State

### Abstract

The study examined depression and psychosocial maladjustment among secondary school students in Ekiti State. The study specifically examined the psychosocial maladjustment behaviours that are found among the students; the level of depression among the students; the relationship between psychosocial maladjustment behaviours and depression among adolescents; the difference in the psychosocial maladjustment between male and female adolescents; and the difference in the depression between male and female adolescents. The research study adopted descriptive survey design. The population of this study was restricted to all the SSS1-SS3 students in Ado Local Government Secondary Schools. The sample size of 200 respondents was selected using simple random sampling technique. The instrument used was self-designed questionnaire. The research instrument was validated by experts in Tests and measurement. The reliability of the instrument was determined through test re-test method which yielded reliability co-efficient of 0.72. The data collected were analyzed using descriptive and inferential statistics. The findings of the study revealed that adolescent suffer from psychosocial maladjustment behaviour problems which includes lack of interest in doing things, feeling hopeless, trouble falling asleep, sleeping too much, overeating, truancy, thoughts of committing suicide, being easily annoyed, loss of interest in affection and easily agitated. The study also revealed that the depression problems found among the students are little interest in doing things, feeling hopeless, trouble falling asleep, trouble sleeping too much, feeling tired, overeating poor appetite, feeling bad about oneself, parents feeling bad, trouble concentrating on reading, thoughts that they would be better off dead and thoughts of hurting oneself. It was recommended among others that adolescents should control their thinking ability by focusing their minds and thoughts on worthwhile issues and events of life.

**Keywords:** Depression, Psychosocial, Maladjustment, Students

Received 09 Feb, 2022; Revised 21 Feb, 2022; Accepted 23 Feb, 2022 © The author(s) 2022.

Published with open access at [www.questjournals.org](http://www.questjournals.org)

### I. Introduction

In any environment, human adjustment could be linked to adaptability and surviving strategies utilized in such a setting. In secondary schools, students encounter various activities different from what they have been facing at home. Inability of students to deal with such situations could result in inadequate interpersonal links, tension, peer refusal, anxiety, restiveness, low self-esteem, poor cognitive competence, and (Ukwueze, 2018).

Adjustment of learners in schools is mostly influenced by several variables like family size, maternal education, family income, poverty, no parental occupation, family disunity, and gender differences (Maria, et al., 2018). Ajidahun (2012) itemized other variables like parenting style, family structure, adolescent personality and some unseen factors. Thus, psychosocial maladjustment of students may have origin in some variables that are either unknown or known but without proper management (Ukwueze, 2018).

Maladjustment is an anomalous behaviour displayed by individuals in various instances, which could be judged to be contrary to societal norms. Besides, people are said to have psychosocial disorder because their daily adaptive behaviour is weakened (Mehmood & Gulzar, 2014). It is unarguably believed that ideal management of maladjustment issues among people lead to positive adjustment and good living. Maladjustment behaviour in the school is hence viewed as inconsistencies between the student's pattern of behavior and the norms and values of the school and the society as well as fruitless links and student's activities. It could be because of displeased needs or unrealistic inconsistency between ideal self and actual self. Psychosocial

maladjustment challenges of students in schools could also lead to emotional abuse, child abuse, loneliness, parental loss, poor socio-economic status of parents, and poor interpersonal relationships (Ukwueze, 2018).

Adjustment is a dynamic concept that implies the meaning is often attached to something by individuals. Adjustment is both psychological and psychosocial state of being, which human finds hard to separate from the other. It involves both positive and negative extents where positive adjustment is widely searched to enable persons live meaningfully whereas negative adjustment or maladjustment is a counterproductive state of being that needs physical or psychological treatment (Ibimiluyi, Fasina & Ireto-Oscar, 2020). The dimensions of adjustment are however connected with positive life changes happening in the domains of relationships, self-concept, life philosophy and skills of coping (Mean, et al., 2007). Pleasant relationship of these domains results in self-acceptance, quality relationship with people, liberation, and success in pursuit of personal goals like learning for academic achievement, which has evaded majority of Nigerian adolescents; many of them are not well adjusted. Consequently, there is growing rate of anti-social behaviour among Nigerian adolescents (Ajidahun, 2012).

Depression and psychosocial maladjustment is a major contributor to the worldwide burden of disease and affects individual in all communities across the world. The source of depression is complex and differs from person to person. Life events, coping strategies, genetic factors and personality styles all have link to whether an individual will experience depression or not. Current research suggested that neurotransmitters alterations, the chemical brain cells use to interconnect, build the underlying pathway that gives rise to depressive symptoms and suicidal tendencies. An essential psychosocial maladjustment has been viewed in adolescence via the analysis of a lot of criteria, including self-esteem (Roediger, et al, 1996), drug use motivation in school, academic performance, or adolescent behavioral problems (Graber, 2004). The reduction in psychosocial capability from early to late adolescence has been linked to the increase in peer group influence.

Despite the increase in peer group influence, parental socialization is still a major basis of protection from this psychosocial vulnerability (Clark, et al., 1999). After several studies, there is still argument in the specialized literature about the best parenting approach to conserve psychosocial competence throughout the adolescent period. It was perceived that psychosocial maladjustment can cause depression among the students. Depression is a state of decreased mood and hatred for activity that can influence a person's thoughts, behavior, feelings, and sense of well-being. Depression is an important determinant for global burden of disease and affects people in all communities across the globe. Depression among adolescent and young adults is rampant and significant (Mehmood & Gulzar, 2014).

Stress occasioned by the negative life consequences might play an important role in determining vulnerability of adolescents to depression. Sources of stress to most adolescents in Southwest Nigeria might include poor academic performance, loss of a loved one (father or mother), strained dealings with parents, alteration in the parents' financial status; break up of a romantic relationship, prolonged illness, dwelling in an unsafe neighborhood, and so on (Kio, Omeonu & Agbede, 2015). Interaction with some youths who encounter these problems in counselling sessions, show that such challenge might predispose them to depression.

Depression is impairing and is associated with many problems, such as school difficulties and dropout, unwanted pregnancies, health problem, drug and alcohol abuse and smoking, intimate partner, violence and problematic peer and family relationships as well as anxiety eating and disruptive behavior disorder. Tragically, it can also be fatal due to its association with suicide.

According to Ajidahun (2012), depression commences when people see themselves as unworthy, see their world as empty and see their condition as hopeless. Individuals who are facing depression sometimes suffer increased or decreased sleep, increased or decreased appetite, loss of interest in school work, loss of energy or excessive energy, inability to make concrete decision and sometime think of death, and are more liable to commit suicide. Most of the times, adolescent are depressed based on the various changes they are experiencing in their bodies. Ajidahun (2012) noted that adolescent particularly the females; sometime undergo depression because of difficult bodily issues which may contribute to elevated incidence of depression symptom. Depression is more likely to happen in adolescence than in childhood. Ajidahun (2012) observed that adolescent girls consistently have higher rate of depression than adolescent boys.

People with a depressed mood can feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable, angry, ashamed, or restless. They may lose interest in activities that were once pleasurable, experience loss of appetite or overeating, have problems concentrating, remembering details or making decisions, experience relationship difficulties and may contemplate, attempt or commit suicide. Insomnia, excessive sleeping, fatigue, aches, pains, digestive problems, or reduced energy may also be present.

Most secondary school students, especially in the Ado Local Government area of Ekiti State, Nigeria, have been facing different social, psychological and developmental problems in the cause of their various dealings and these might have built up some stresses on them. Experience indicates that life for many adolescents in Nigeria is a challenge ground filled with mixed messages and conflicting burdens from parents, teachers, friends, oneself and the constituted authorities. Growing up to fit in well and express oneself very well

and efficiently in this social environment might be a difficult task for the growing youth (Ibimiluyi, Fasina & Ireter-Oscar, 2020). Thus the researcher examined depression and psychosocial maladjustment among secondary school students in Ekiti State. The study specifically examined:

- i. the psychosocial maladjustment behaviours that are found among the students;
- ii. the level of depression among the students;
- iii. the relationship between psychosocial maladjustment behaviours and depression among adolescents;
- iv. the difference in the psychosocial maladjustment between male and female adolescents; and
- v. the difference in the depression between male and female adolescents

### Research Questions

The following research questions were raised to guide the study.

1. What are the psychosocial maladjustment behaviours that are found among the students?
2. What is the level of depression among the students?

### Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between psychosocial maladjustment behaviours and depression among adolescents.
2. There is no significant difference in the psychosocial maladjustment between male and female adolescents.
3. There is no significant difference in the depression between male and female adolescents.

## II. Methodology

Descriptive survey research design method was adopted in the course of the study since it is relatively impossible to study all the adolescent students within the study area. The population of this study was restricted to all the SSS1-SS3 students in Ado Local Government Secondary Schools. The technique that was used to draw the sample size from the population was random sampling techniques since it is practically impossible to study all the adolescent students in Ado Local Government Area of Ekiti State. The sample size of the population of this study stood at two hundred (200) respondents.

The following randomly selected schools were used for the research study. They are:

- i. Ekiti State Government College, Ado-Ekiti
- ii. Christ School, Ado-Ekiti
- iii. Mary Immaculate Grammar School Ado-Ekiti
- iv. C.A.C Grammar School Ado-Ekiti
- v. Baptist Grammar School Ado-Ekiti.

In each of the five (5) schools, forty (40) students were randomly selected and used for the study. Therefore, a total of two hundred students participated in the research work.

The instrument used was self-designed questionnaire. The questionnaire was divided into two major parts, sections A and B. Section A, comprised their personal information. The section B of the questionnaire contained items on psychosocial maladjustment and depression. The research instrument was validated by experts in Tests and measurement. Their corrections and suggestions were incorporated in the final draft of the instrument. The reliability of the instrument was determined through test re-test method by administering the instrument twice on 20 students from other schools who were not among the sample for the study. The data were correlated and a reliability co-efficient of 0.72 was considered to be high enough and adequate for the purpose of the study.

The data collected were analyzed using descriptive and inferential statistics. In descriptive statistics, simple frequency counts and percentages were used to answer the research questions, while inferential statistics of Pearson Product Moment Correlation and t-test were used to analysed the research hypotheses at the 0.05 level of significance.

## III. Results

**Research Question 1:** What are the psychosocial maladjustment behaviours that are found among the students?

**Table 1: showing psychosocial maladjustment behaviour**

S/N	ITEMS		SA	A	D	SD	TOTAL
1.	Lack of interest in doing things	<i>f</i>	44	116	32	8	200
		<i>%</i>	22	52	16	4	100
2.	Feeling hopeless	<i>f</i>	98	68	21	13	200
		<i>%</i>	49	34	10.5	6.5	100

3.	Trouble falling asleep	<i>f</i>	32	152	12	4	200
		%	16	76	6	2	100
4	Sleeping too much	<i>f</i>	52	84	36	28	200
		%	26	42	18	14	100
5.	Overeating	<i>f</i>	78	98	16	8	200
		%	39	49	8	4	100
6.	Truancy	<i>F</i>	57	89	31	23	200
		%	28.5	44.5	15.5	11.5	100
7.	Thoughts of committing suicide	<i>F</i>	91	88	18	3	200
		%	45.5	44	9	1.5	100
8	Being easily annoyed	<i>F</i>	84	52	36	28	200
		%	42	26	18	14	100
9.	Loss of interest in affection	<i>F</i>	67	93	32	8	200
		%	33.5	46.5	16	4	100
10.	Easily agitated	<i>F</i>	101	68	19	12	200
		%	50.5	34	9.5	6	100

The result in item 1 depicts that 44 representing 22% of the respondents were strongly agreed, 116 representing 52% Agreed, 32 representing 16% disagreed, while 8 representing 4% strongly disagreed with the statement. This implies that lack of interest in doing things is among psychosocial maladjustment behaviour. The result in item 2 shows that 98 representing 49% of the respondent strongly agreed with the statement, 68 representing 34% Agreed, 21 representing 10.5% disagreed while 13 representing 6.5% strongly disagreed with the statement. This implies that feeling hopeless also part of psychosocial maladjustment behaviours that are found among the students.

Result in item 3 shows that 32 representing 16% strongly Agreed, 152 representing 76% Agreed, 12 representing 6% disagree and 4 representing 2% strongly disagreed with the statement. This shows that trouble falling asleep is among the psychosocial maladjustment behaviour. Result in item 4 shows that 52 representing 26% Strongly Agreed, 84 representing 42% Agreed, 36 representing 18% while 28 representing 14% strongly disagreed with the statement. It means that sleeping too much is also part of psychosocial maladjustment behaviour that are found among the students. The result in item 5 depicts that 78 representing 39% of the respondents were strongly agreed, 98 representing 49% Agreed, 16 representing 8% disagreed, while 8 representing 4% strongly disagreed with the statement.

The result in item 6 shows that 57 representing 28.5% of the respondent strongly agreed with the statement, 89 representing 44.5% Agreed, 31 representing 15.5% disagreed while 23 representing 11.5% strongly disagreed with the statement. This indicates that truancy is also part of psychosocial maladjustment behaviour that is found among the students. Result in item 7 shows that 91 representing 45.5% strongly agreed, 88 representing 44% agreed, 18 representing 9% disagree and 3 representing 1.5% strongly disagreed with the statement. Result in item 8 shows that 84 representing 42% strongly agreed, 52 representing 26% agreed, 36 representing 18% while 28 representing 14% strongly disagreed with the statement.

Result in item 9 shows that 67 representing 33.5% strongly agreed, 93 representing 46.5% Agreed, 32 representing 16% disagree and 8 representing 4% strongly disagreed with the statement. Result in item 10 shows that 101 representing 50.5% strongly agreed, 68 representing 34% Agreed, 19 representing 9.5% while 12 representing 6% strongly disagreed with the statement. This implies that easily agitated is part of psychosocial maladjustment that is found among the students.

**Research Question 2:** What is the level of depression among the students?

**Table 2: Descriptive Analysis showing level of depression**

S/N	ITEMS		Not at all	Several days	More than half of the day	Nearly every day	TOTAL
1.	Little interest in doing things	<i>F</i>	56	99	24	21	200
		%	28	49.5	12	10.5	100
2.	Feeling hopeless	<i>f</i>	23	39	72	66	200
		%	11.5	19.5	36	33	100

*Depression And Psychosocial Maladjustment Among Secondary School Students In Ekiti State*

3.	Trouble falling asleep	<i>f</i>	79	58	41	22	200
		%	39.5	29	20.5	11	100
4.	Trouble sleeping too much	<i>f</i>	63	71	35	31	200
		%	31.5	35.5	17.5	15.5	100
5.	Feeling tired	<i>f</i>	109	51	29	11	200
		%	54.5	25.5	14.5	5.5	100
6.	Overeating	<i>f</i>	58	97	25	20	200
		%	29	48.5	12.5	10	100
7.	Poor appetite	<i>f</i>	66	72	39	23	200
		%	33	36	19.5	11.5	100
8.	Feeling bad about yourself	<i>f</i>	79	22	41	58	200
		%	39.5	11	20.5	29	100
9.	Parents feeling bad about you	<i>f</i>	23	40	65	72	200
		%	11.5	20	32.5	36	100
10.	Trouble concentrating on reading	<i>f</i>	17	21	54	108	200
		%	8.5	10.5	27	54	100
11.	Thoughts that you would be better off dead	<i>f</i>	54	101	27	18	200
		%	27	50.5	13.5	9	100
12.	Thoughts that you would be hurting yourself	<i>f</i>	23	39	72	66	200
		%	11.5	19.5	36	33	100

The result in item 1 shows that 56 representing 28% of the respondents response that they did not feel little interest in doing things, 99 representing 49.5% response that they feel little interest in doing things several days, 24 representing 12% agreed with more than half of the day, while 21 representing 10.5% of the total respondents response with nearly every day. This implies that students feel little interest in doing things several days. Result in item 2 shows that 23 representing 11.5% agreed that they did not feeling hopeless at all, 39 representing 19.5% agreed with several days, 72 representing 36% agreed with more than half of the day while 66 representing 33% agreed with nearly every day. This implies that respondents feeling hopeless more than half of the day.

Result in item 3 shows that 79 representing (39.5%) did not experiencing falling asleep, 58 (29%) several days, 41(20.5%) more than half of the day and 22(11%) experiencing trouble falling asleep nearly every day. The result in item 4 depict that 63 (31.5%), 71 (35.5%), 35 (17.5%) and 31 (15.5%) have trouble sleeping too with not at all, several days, more than half of the day and nearly every day respectively. The result in item 5 shows that 109(54.5%) of the total respondents that they did not feel tired, 51 (25.5%) agreed that they feel tired several days, 29 (14.5%) more than half of the day and 11 (5.5%) agreed with nearly everyday. The result in item 6 shows that 58(29%) of the total respondents are not overeating, 97 (48.5%) overeating several days, 25 (12.5%) more than half of the day and 20 (10%) agreed with nearly every day. This implies that respondents overeating several days.

The result in item 7 shows that 66(33%) of the total respondents did not having poor appetite, 72 (36%) several days, 39 (19.5%) more than half of the day and 23 (11.5%) nearly every day. This implies that majority have poor appetite several days. The result in item 8 shows that 79(39.5%) of the total respondents did not feel bad about themselves, 22 (11%) feel bad several day, 41 (20.5%) more than half of the day and 58 (29%) agreed with nearly every day. The result in item 9 shows that 23(11.5%) of the total respondents disagree with parents feeling bad about them, 40 (20%) response several days, 65 (32.5%) more than half of the day and 72 (36%) agreed with nearly every day.

The result in item 10 shows that 17(8.5%) of the total respondents they did not feel trouble concentrating on reading, 21 (10.5%) agreed with several days, 54 (27%) more than half of the day and 108 (54%) agreed with nearly every day. This implies that respondents experiencing trouble concentrating on reading nearly every day. The result in item 11 shows that 54(27%) of the total respondents that they did not thoughts that they would be better off dead, 101 (50.5%) several day, 27 (13.5%) more than half of the day and 18 (9%) agreed with nearly every day. The result in item 12 shows that 23(11.5%) of the total respondents did not thoughts that they would be hurting themselves, 39 (19.5%) several days, 72 (36%) more than half of the day and 66 (33%) agreed with nearly every day.

**Testing of Hypotheses**

**Hypothesis 1:** There is no significant relationship between psychosocial maladjustment behaviours and depression among adolescents.

**Table 3: Pearson Correlation of psychosocial maladjustment behaviours and depression**

Variables	N	Mean	SD	r <sub>cal</sub>	p
Psychosocial maladjustment behaviours	200	26.05	9.70	0.699	0.000
Depression	200	74.14	13.20		

Significant P <0.05

Table 3 shows that r<sub>cal</sub> (0.693) is significant at 0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between psychosocial maladjustment behaviours and depression among adolescents.

**Hypothesis 2:** There is no significant difference in the psychosocial maladjustment between male and female adolescents.

**Table 4: t-test analysis of psychosocial maladjustment between male and female adolescents**

Variables	N	Mean	SD	df	t <sub>cal</sub>	P
Male	100	25.01	5.21	198	0.212	0.733
Female	100	27.20	5.34			

Not Significant P >0.05

Table 4 shows that t-cal (0.212) is not significant because the p-value of 0.733 > 0.05 at 0.05 level of significance. The null hypothesis is not rejected. This implies that there was no significant difference in the psychosocial maladjustment between male and female adolescents.

**Hypothesis 3:** There is no significant difference in the depression between male and female adolescents.

**Table 5: t-test analysis of depression between male and female adolescents**

Variables	N	Mean	SD	df	t <sub>cal</sub>	P
Male	100	73.91	8.30	198	0.315	0.628
Female	100	74.54	11.25			

Not Significant P >0.05

Table 5 shows that t-cal (0.315) is not significant because the p-value of 0.628 > 0.05 at 0.05 level of significance. The null hypothesis is not rejected. This implies that there was no significant difference in the depression among male and female adolescents.

#### IV. Discussion

The results in table 1 revealed that psychosocial maladjustment behaviours problems were found among secondary school students in Ado Ekiti Local Government area of Ekiti State. These includes but not limited to lack of interest in doing things, feeling hopeless, trouble falling asleep, sleeping too much, overeating, truancy, thoughts of committing suicide, being easily annoyed, loss of interest in affection and easily agitated. This was in consonance with the findings of Roediger et al (1996) supported that psychosocial maladjustment behaviour and depression arises when people view themselves as unworthy, see their world as empty and see their situation as hopeless. The individual who is experiencing major depression is deeply unhappy and find little or no pleasure in life. Such an individual believes that the future is bleak, holds a negative opinion of self and others are often sees no reason why he should still be living.

The results further revealed that, the level of depression among the students are little interest in doing things, feeling hopeless, trouble falling asleep, trouble sleeping too much, feeling tired, overeating, poor appetite, feeling bad about oneself, parents feeling bad about them, trouble concentrating on reading, thoughts that you would be better off dead and thoughts that you would be hurting yourself. This was in support with Bowlby (2000) also asserted that individuals who are undergoing depression sometimes suffer increased or decreased sleep, increased or decreased appetite, loss of interest in school work, loss of energy or excessive energy, inability to make concrete decisions and sometimes think of death, and are more liable to commit suicide.

The study also revealed from the hypotheses that there was significant relationship between psychosocial maladjustment behaviours and depression among adolescents while there were no significant differences in the psychosocial maladjustment and depression between male and female adolescents.

## V. Conclusion

The study concluded that adolescent suffer from psychosocial maladjustment behaviour problems which includes lack of interest in doing things, feeling hopeless, trouble falling asleep, sleeping too much, overeating, truancy, thoughts of committing suicide, being easily annoyed, loss of interest in affection and easily agitated. The study also concluded that the depression problems found among the students are: little interest in doing things, feeling hopeless, trouble falling asleep, trouble sleeping too much, feeling tired, overeating poor appetite, feeling bad about oneself, parents feeling bad, trouble concentrating on reading, thoughts that they would be better off dead and thoughts of hurting oneself.

## VI. Recommendations

Based on the findings of this study, the following recommendations were made:

1. Adolescents should control their thinking ability by focusing their minds and thoughts on worthwhile issues and events of life.
2. Parents and those who have one form of relationship with the adolescents should be careful in the way and manner they react to the needs and demands of the adolescents.
3. Adolescents should face reality and accept that life is full of ups and downs and one is faced with situations that are positive and negative in nature every day.
4. No one is justified on any ground to take his or her life because life is worth living.

## References

- [1]. Ajidahun, B. O. (2012). Depression and Suicidal Attitude Among Adolescents in Some Selected Secondary Schools in Lagos State, Nigeria. *European Journal of Business and Social Sciences*, 1(1) 23-31.
- [2]. Bowlby, J. (2000). *Loss: Sadness and Depression*. New York: Basic Books.
- [3]. Clark, D.A., Beck, A.T. & Alford, B.A. (1999). *Scientific Foundations of Cognitive Theory and Therapy of Depression*. New York: Wiley.
- [4]. Graber, J.A. (2004). *Internalizing Problems During Adolescence*. In R. Lerner & L. Steinberg (Eds). *Handbook of Adolescent Psychology*. New York: Wiley.
- [5]. Ibimiluyi, F.O, Fasina, B.O. and Ireto-Oscar, O.B. (2020). Influence of Negative Life Events on Depression among In-School Adolescents in Southwest Nigeria. *Advances in Social Sciences Research Journal*, 7(5) 430-439.
- [6]. Kio, J. O., Omeonu, P. E. & Agbede, C. O. (2015). Assessment of stress levels among undergraduates in Nigeria: Implication for mental health policy. *IOSR Journal of Nursing and Health Science*, 4 (1), 1-8.
- [7]. Maria, R., Oscar, F.G. & Emilia, S. (2018). Psychosocial maladjustment in Adolescence: Parental Socialization, Self-esteem, and Substance Use. *Annals of psychology*. 34(3), 536-544.
- [8]. Mean, M., Righini, N.C., Narring, F., Jeanin, A., & Michaud, P.A. (2007). Psychoactive Substance Use Disorder and Suicidal Conducts in a Prospective Study of Adolescents Hospitalized for Suicide Attempt or Suicidal Ideation. *Journal of Adolescent Health* 34, (139-140).
- [9]. Mehmood, T. & Gulzar, S. (2014). Relationship between Emotional Intelligence and Psychological Well-Being among Pakistani Adolescents. *Asian Journal of Social Sciences and Humanities*, 3(3) 178-185.
- [10]. Roediger, H.L Capaldi, E.D., Paris S.G. Polivy J., Herman, C.P. (1996). *Psychology*. New York: West Publishing Company.
- [11]. Ukwueze, A.C. (2018). Counselling Intervention Strategies for Managing Students' Psychological Maladjustment Problems in Southeast Nigeria. *The Nigerian Educational Psychologist*, 16, 63-72.