
INFLUENCE OF SOCIAL MEDIA AND PEER GROUP ON MALADAPTIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN FEDERAL CAPITAL TERRITORY, ABUJA.

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ABSTRACT

This study explored influence of social media and peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending federal university in Nigeria. A sample size of 322 students was selected for this study. The study revealed that social media has both negative and positive influence on maladaptive behaviours among secondary school students. Findings of the study also revealed that peer pressure has both negative and positive influence on maladaptive behaviours among secondary school students. The findings of the study further revealed that male and female respondents differ significantly on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja. The findings of the study equally revealed that respondents from rural and urban areas differ significantly on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja. The study recommended that mass media especially the visual ones should be careful in what to feature and what not to, since most youth imitate and tend to exhibit a lot of what they borrow from these agents of information. As Nigeria is a developing nation, effort should be directed against polluting the characters of our youths since they are the hope of the nation.

Keywords: Social Media, Peer Group and Maladaptive Behaviour.

INTRODUCTION

Over the years, studies on the factors that influence maladaptive behaviour in secondary schools have attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators in Nigeria. It has been an everyday phenomenon in the society that secondary school students are exhibiting much maladaptive behaviour irrespective of the stages of socialization and cognitive development they have undergone. As a result, the society is very much worried about the future of younger generations as fathers and mothers of tomorrow have turned into beast that behaved in a manner that lacks moral consciousness (Unachukwu, 2019). The incidence of maladaptive behaviour in the society among adolescents has continued to attract public condemnation and has generated public debate on the possible causes and solutions (Unachukwu & Nwankwo, 2020). Jacob and Adegboyega (2021) submitted that incidence of maladaptive behaviour among secondary school students include smoking, stealing from friends or parents, bullying, examination malpractice, rape, abortion, lateness, rudeness, cultism, loitering, lying, assaulting or fighting others, being cruel to others and being sexually promiscuous among others.

There has been great concern recently among educational stakeholders namely school administrators and teachers, parents and guardians, and the general public at large in Nigeria and Federal Capital Territory specifically on the maladaptive behaviours that is prevalent among secondary school students. The probable reasons for such behaviours by students are a cause of worry to the researcher who wades into this study to determine the influence of social media and peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. According to Durojaiye (2018), maladaptive behaviour is believed to result from under socialisation and inadequate training of children which make them to proffer reasons for indulging in an unacceptable behaviour. Idris (2016) explained that there are many cases of cultism, sexual abuse, acts of vandalism, blackmail, threats and intimidations reported by classroom teachers as well as school principals. He affirmed that there is an increase in the rate of moral decadence among youths as a result of the lack of discipline. Such indiscipline acts among students have culminated in juvenile delinquency.

Maladaptive behaviour among secondary school students has negative consequences. A school where maladaptive behaviour prevails tends to become dysfunctional, making it difficult for teaching and learning to go smoothly as expected. Students may lose concentration in classroom activities due to punishment, and this could afterward result to poor academic performance, suspension, expulsion, as well as dropping out. Students expelled from school and those that dropout usually constitute nuisance and get involved in criminal activities thereby increasing crime rate in the society. School calendar could also be disrupted depending on the magnitude of deviance. This indicates that the consequences do not only affect the students but also other education stakeholders such as school principals, teachers, government, parents and the society.

Social media has been viewed as the most recent technological development in the history of man for communication and other social-related activities. Social media is regarded as an online network where users are connected to other users in near and far away locations around the world. One of the activities that are noticed on social media is the issue of social values and group norms. According to Gwenn and Katherine (2021), many individuals especially the younger generation have discovered a new path of social values on social media. This is a result of their social activities on social media. Some of these social activities have increased maladaptive behaviour among secondary school students the relationship

between social media and the younger generation is the immorality of content saturating on the different platforms. Maladaptive behaviour has pervaded the lives of many teenagers as a result of the use of social media platforms. These include violence, dating, sexual abuse, bullying, harassment, criminality, and cyber-gender.

In the words of Lenhard (2020) who opined that when it comes to teen online dating, violent communication and activities and sexual abuse within dating relationships, social media is used to perpetuate this evil in society. Sexual harassment in secondary schools has increased beyond imagination because of the content young people access on social media platforms. This form of harassment is referred to by various names, including cyberbullying, social sexual sharing, cyber gender harassment, and even more explicit and derogatory terms like revenge pornography. Teens get away with potting these images because it mostly happens at night since people don't want to get caught so they usually put it up at night and then they remove it afterwards.

A disruptive classmate's negative impact on peers is also of growing concern, because disruptive classroom behavioural climate impedes the learning process and lowers the school. Unachukwu et al. (2020) observed that majority of students learn most of their ill-behaviours or problem behaviours from their peer group. Unachukwu et al. (2020) stressed that teachers are mainly the centre of attraction for adolescents in the secondary schools and as adolescents whose knowledge is still below average, they admire and copy their teachers in various aspects. This including mode of dressing, teaching, walking, make-up, sitting, standing, talking and eating and all these affect the personality of these adolescents both socially and morally. They went further to state that some teachers, no doubt are bad models, prone to behaviours and character destruction instead of being an object of virtue worthy of imitation and being reference for good behaviours. Some of these teachers they said are quite ignorant or seem to be unaware of the concept of discipline let alone behaving in accordance with social expectations.

Sometimes, adolescents follow the dictates of their peers. This is described as 'peer uniformity' that is they want to conform to the group's 'norms' because they want to belong. They usually do not bother whether these attitudes they try to conform to are in line with societal value or not (Umar, 2011). This to some extent has contributed to maladaptive behaviour usually exhibited by these adolescents. Little seems to have been documented on the influence of social media and peer on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. These conditions are not conducive for effective teaching and learning. It is also a big challenge for learning and a risk factor for students' academic achievement.

It is against this background that this study is conceived to investigate the influence of social media and peer on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja.

Purpose of the Study

The purpose of this study was to investigate influence of social media and peer on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. Specifically, the objectives of the study are to:

- i. investigate the influence of social media on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja.

- ii. investigate the influence of peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja.

Research Questions

This study is designed to answer the following research questions:

1. What is the influence of social media on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja?
2. What is the influence of peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja?

2.2 Conceptual Framework

In this section, concepts such as social media, Peer Group, maladaptive behaviour among others were discussed.

2.2.1 Social Media

Social media is a set of software and web tools that help users interact online, share content and develop a personalised network of friends, colleagues or organisations. Every individual uses their network differently, and there are no set rules about what is 'right' for each site. However, the key word here is social. Users come to social media sites to talk to friends, share ideas and hear the latest news.

Social media have changed the way people especially young people do things. In recent times, the trend in social communication among people and organisations has changed with the advent of social media networks. Social media has contributed to the increased number of online conversations and relationship activities based on peer-to-peer points of view. The pattern of social media communication depends on the nature and features of each of the social media platforms. Internet activities engaged by secondary school students have increased in recent times. Internet platforms did not only increase communication among young people but the social interactions of people were positively affected. Breaking down the platforms through which people connect, social media is a commonly used internet connectivity platform in recent times (Idris, 2016). In further classification, Facebook, WhatsApp, Instagram and LinkedIn are dominating. According to Zarouali, Brosius, Heuberger and De-Vreese (2021), instant messaging applications such as Facebook, Messenger and WhatsApp have become important channels for private interactions with different people in society. This is important because the definite nature of social media contributes to the usability and functionality of the media for social engagements and activities.

2.2.2 Influence of Social Media on Maladaptive Behaviour Among Students

One of the social changes that technology brought to the global world is social media. Social media is one of the technologies that could help to be connected to anywhere, anybody in the world without being there physically. Okeyinka (2019) declared that mass media brought new ideals, beliefs, techniques, products and fashion which are not in the best interest of the developing societies as some of the activities communicate violence and crime. Researchers have revealed that Nigeria has witnessed an unprecedented dramatic increase in the number of people having access to smart phones in the last ten years.

Nigeria had over 154 million phone subscription in 2016 compared with 32 million in 2006 and those using the internet have risen from 5.55% in 2006 to 25.67% in 2016. Many of these phones are smart phones with increasingly complex features, which make them more appealing to young people. Phones used among young people have also witnessed exponential increase especially with the introduction of mobile learning in Nigerian schools. The variety of smart phone features and the availability of cheap internet access through service providers have made the use of smart phones more appealing to young people (Balogun & Olatunde 2020). Though, the exact number of users is hard to pin down, finding shows a strong growth outlook for the Nigerian smartphone market with user numbers to at least triple within the next five to six years (forecast of smart Phone users in Nigeria 2014-2025).

There is no gainsaying that the smartphone seems to be playing vital role which cannot be eroded in the society especially in the secondary schools where the students are permitted to use it. Social media enhances easy communication. It is a device commonly used among the secondary school students to reach their parents especially the boarders. Researchers have proved that social media such as the mobile phone is somehow easy to handle and that it has played one or more important roles in the life of every individual particularly in the secondary schools. Observations has shown that social media enhances students' learning in different ways. It easily promotes collaborative and different types of learning through students' wireless connection to the internet. It has been observed that the laptop has motivated many students who ordinarily wouldn't have made use of the internet to do so and because mobile phones enable people to stay on-line for longer periods connecting to a world of almost limitless information thereby, increasing the volume of activity in social networking.

The opinion of Anshari (2017) showed that many students rely on their mobile phones to download educational materials from the internet. A study by Al-Harrasi and Al-Badi (2014) found that university students are able to amass great amounts of information useful for their academic work by connecting to on-line sites. Empirical evidence also suggests that university students use mobile phones predominantly for social activities. This could be part of what necessitated the submission of Al-Harrasi and Al-badi (2014) that social networking emerged as a prominent activity that students engage their phones with 96% of college students use their mobile phones for all manners of social networking, with 71% of the students admitting using social net-works to communicate with their friends, over and above family members and relations.

It can be deduced that social media seems to contribute positively to students learning if it could be properly handled. The researcher observed that usage of cell/mobile phones might not be limited to the students in higher institution as observed by AlHarrasi and Al-Badi (2014) because pupils in primary schools have been taught how to use mobile phone to solve assignments, likewise some of Nigeria secondary schools have gone on internet. Zoom classes had been introduced to secondary schools. For instance, during the period of lockdown in year 2020, some secondary school students enjoyed online classes. Reena and Sam (2022) ascertained that during the period of COVID 19 pandemic, when children were provided with mobile phones to enhance their online mode of education, students were exposed to spending of excessive time on internet and social media. Despite the importance and role played by the social media in the life of students one cannot dispute the fact that some students also abuse it.

This could be part of Oluwagbohunmi (2017) submission that students unconsciously and inadvertently result to the use of chatting slangs and abbreviations in school work or examinations just the way they use them while chatting on phone. They use codes that cannot be decoded even by their lecturers to write examinations. She also opined that the way the youth stick the earpiece to their ears is another unruly behaviour. The author stressed further that sometimes, they do it in such a way that they are completely oblivious of what operates around them. Many of them have met their untimely death while chatting or pinging on the road because they carelessly and unconsciously jump into highways and high-speed vehicles while chatting with the earpiece tightly glued to their ears. This seems to indicate that the students might be exposed to different kind of activities on the net that could have negative impact on their life if they are not properly monitored.

The findings of Alonge (2018) corroborated this in a study on the relationship between level of undergraduates' awareness of and involvement in cybercrime in Southwest, Nigeria. The study revealed that there is significant relationship between erosion of societal values and the level of undergraduates' involvement in cybercrime in Southwest, Nigeria. He stressed that the recent form of maladaptive behaviour among the youth in the Southwest, Nigeria have been source of concern to everybody despite the fact that Nigeria cherishes her cultural values by deliberately inculcating them into her youth from generation to generation but the cultural values seem to be watered down due to what the youths listen to and watch through the social media.

2.2.3 Peer Group

A peer is a person who is equal to another in age, ability, qualification, background and social status or a person who belongs to the same age group or social group. Peer group is a small group of similar age, fairly close friends, sharing the same activities. It might also be the coming together of a healthy age intermediary, by which young ones learn skills and learn to deal with challenges and to solve problems in a social context (Jones, 2010). Researchers have shown that peer influence plays great roles in the social and emotional development of adolescents. Peer influence often begins at an early age and increases as one grows older. A peer could be seen as anyone (within one's age grade), it is natural one looks up to in behaviour or someone who one would think is equal in age or ability.

Peer group was defined by Okunade and Akinola (2018) as a primary group of people who have similar age interest, background or social status that seem to influence the person's belief and attitudes. Observation has shown that people that belong to same age, environment, neighborhood, rank, social status, have influence on one another. Okeyinka (2019) opined that peer group is of great importance as it affects young people way of life. This could be traced to the fact that majority of parents are too busy to know or monitor the kind of friends their children move with. So, children whose parents are less committed to their moral training become easy victims of peer pressure.

2.2.3 Maladaptive Behaviours

Maladaptive behaviour is the behaviour being displayed by students in an environment of learning that disregards both written and unwritten social norms as well as laid down rules of the school. It involves a wide variety of behaviours, such as outright delinquency to far more subtle forms of disruptive or antisocial behaviour. In addition, maladaptive behavior can be aimed at specific people (e.g., supervisors, teachers, individuals or peers), or more generalized, targeting anyone and anything. Such, behaviour can be an isolated event or periodic (Oostdam, Koerhuis & Fukkink, 2014). Maladaptive behaviour is

that which does not correspond to the accepted rules of a group of individuals or the society at large. Adikwu, Oguche, Usman and Olabode (2023) opined that Maladaptive behaviours like every other word have no definite definition, for the purpose of this study, it can be defined as a conduct that disallow students from conforming, adjusting, or participating in various areas of life.

It could be any form of behaviour that contravenes the rules and regulations or even laws that governs an establishment (Denis, 2014). Maladaptive behaviours can be far-reaching in the sense that it can affect students' academic achievement through outbursts of anger, periods of intense isolation, extended moments of dependent behaviour and it can also escalate into dangerous actions (Oostdam et al., 2014).

Student maladaptive behaviour is a source of worry for all school stakeholders. It is a multifaceted and complex school problem that is displayed in different forms (Aboh, Barnabas, Agu & Chimezie, 2014). Some forms of student maladaptive are late coming, backing classes, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wrong use of school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts (Gutuza & Mapolisa, 2015).

2.2.4 Influence of Peer Group on Maladaptive Behaviour among Students

A peer group can act as positive role model, for instance, if a student is involved with a group of students who are ambitious and working hard to attain high academic goals, he/she might feel pressured to follow suit to avoid feeling excluded from the group. Okeyinka (2019) stressed that there are schools where certain peer group become maladaptive and dreadful as to take up a murky image of a secret cult. He stressed further that members tend to comply with the group oaths rather than run a risk of being expelled, beaten up or being killed. On the other hand, peer group could also serve as a negative influence on a student when members of such group spend much of their time on extra curricula activities which does not add value to their academic performance. Afu, Oguche, Usman and Gimba (2023) sees academic achievement as the parameter for employment, work placement, and human advancement both in public and private organization depend strongly on academic achievement. Also, due consideration is given to grades of results when giving admission to schools all over the world. For this reason, it put those concerned under serious pressure in the process, since work placement and in life in general is absolutely the product of success in examination or academic achievement.

For instance, when a brilliant student mingles with such group, he or she tends to lose interest in learning. This could be one of the reasons why Olalekan (2016) submitted that peer group plays role in the life of learners and it has a lot of influence on students because students seem to feel more comfortable and relaxed among fellow peers. Milliward and Marisen (2016) in their study on contributing factors to adolescent maladaptive behaviours in the central region of Malawi found that students involved in maladaptive acts for the sake of conformity because they see their friends doing the same. They added that most of the students get involved in maladaptive behaviour due to peer pressure and that they considered it as a stylish act not really knowing its consequences. It is observed that maladaptive behaviour among students in secondary schools affects teaching and learning due to peer group influence, for instance, teacher seems to use part of his teaching period trying to control students rather than teaching them. Many a times they communicate with their peers'

using signals or telepathic communication, thereby distracting one another. The students involved may not benefit from what the teacher is passing across to them. They become carried away by whatever discussions they might be engaged in, thereby losing out on the lessons taught. This is one of the negative contributions of peer influence to maladaptive behaviours in secondary school students.

It was also reported by Lawal in The Guidance 16 May 2019, that in the last 10 years, violence is becoming a norm in Nigeria's primary and secondary schools, that cultism is not only found in higher institutions but also in primary and secondary schools. For instance, in 2014 at St. Francis High School in Akure, four secondary school students were arrested by the Ondo State Police Command for being involved in cultism. It was also reported in the guidance that in May 2017, seven students from Iponri Senior High School; Akinto Senior High School, Surulere; Stadium High School; and Oloye Comprehensive College, Orile) were arrested and arraigned before an Ebute Meta magistrate court, Lagos for being involved in hooliganism. In the work of Animashahun and Aremu (2011), peer has great influence on their members and that they might be pressurised to conform to group's value. In such a case, majority of the students that are not well grounded in good morals might adjust to the group's way of life such as indecent dressings, smoking, and coming late to class among others.

In a similar view, Bobbies and Elhaney (2005) viewed peer pressure as a way that people of the same social group act in order to influence one another, often in negative ways. Peer influence also has negative effects on secondary school students. Majority of students that involve in secret cults and substance abuse started as a result of peer pressure. Some students may not intentionally abuse children but they do so due to drug abuse. As a result of drug abuse, family members might fight a lot because of the problems the drug abuse is causing, the drug user might do and say things that upset neighbours and friends and make the family ashamed (Ifunanya & Emmanuel, 2022). They can encourage each other to skip classes, steal, cheat during examination, take drugs or alcohol, use foul language or involve in other risky behaviours which are not in line with the rules and regulations of the schools.

2.3 Theoretical framework

This is anchored on social learning theory by Albert Bandura in 1977

2.3.1 The Social Learning Theory

This theory was propounded by Albert Bandura in 1977. He was born on 4th December, 1925 in the small town of Mundare in Northern Alberta, Canada. The theory is based on the major premise that behaviour is learned and can be unlearn. Behaviour is in general a function of one's personality and the environment. It is believed that man is born with some innate potential which the environment conditions for them to learn. Similarly, one can influence his or her environment using the personality qualities. Consequently, as one interacts in the environment consciously or unconsciously observes and imitates and displays behaviour of models. Hence, Bandura posits that there is interrelationship between man's personality, the behaviour and environmental factors.

According to Bandura indeed, the entire three elements: the person, the behaviour and the environmental situation are highly interrelated variables each being capable of influencing the others such as gender and location. The social learning theory emphasizes the importance of observing and imitating the behaviour, attitudes and emotional reaction of others. Thus, it focuses on learning by observation and imitation. Imitation and modelling of influential persons or models also depend on reinforcement. This reinforcement can either be direct or vicarious in direct reinforcement, the person imitating the model receives reinforcement directly. When a child, for instance is praised for exhibiting behaviour, he/she

will receive direct reinforcement. In vicarious reinforcement, the person imitating the model does not get reinforced directly. It is rather the model that is reinforced. When one watches a model being reinforced, he is also reinforced indirectly. This is vicarious reinforcement. The motivation to identify with a particular model stem from the fact that this model possesses a quality which the individual would like to possess. Identification with a model involves the individual taking on observed behaviour, values, beliefs and attitudes of the person with whom he is identifying. Relating it to the present study, students can model their behaviour after their peers who have positive attitudes and behaviour which could enhance their education, thereby ignoring violence because of the changes in their attitude due to level of education acquired.

The relevance or relationship of this theory to this study is that it is applied to explain the seeming relationship that may exist among school students and education stakeholders. The importance of it is that for any student who is influenced positively, who utilizes his/her time judiciously there is a tendency for the student to do better in his/her academic than the student who do otherwise. This theory is therefore relevant to this study in the sense that, it will help students, to acquire the capacity of solving their own problem and developing strategies for management of social media and peer group influence. It will also help students to learn the characteristics behaviour that make up their personality through observation and imitation.

Research Design

Descriptive survey design was used in conducting this research. According to Bolaji (2011), a descriptive research design is a plan, structure and strategy of investigation conceived so as to obtain answers to problems and questions and to control variables. The descriptive survey design enabled the researcher to obtain the opinion of representative samples of the target population so as to infer the perception of the entire population. The concern of descriptive research was not why the sobered distribution exit but what the distribution is.

Population of the Study

The population of the study comprised of all the eighty-eight (88) Government Senior Secondary School Students with the total population of 88,721 students while the total number of students with maladaptive behaviour are 3,221.

Sample Size and Sampling Techniques

The sample size of three hundred and twenty-two (322) students in secondary school in the Federal Capital Territory, Abuja. They were stratified and randomly selected based on gender and location as they were available during the period of the administration of the instrument for this research.

Instrumentation

The instrument used for this study was researchers constructed instrument titled: Social Media, Peer Group and Maladaptive Behaviour Questionnaire (SMPGMB-Q). The (SMPGMBQ) was a 16 - items questionnaire designed along a modified 4-point scale to elicit the opinion of the respondents with respect to the influence of social media and peer group on maladaptive behaviour among secondary school students in FCT, Abuja.

Validity and Reliability of the Instrument

The instrument was subjected to validations to ascertain the content, face and construct validity by two experts from the Department of Guidance and Counselling, Faculty of Education, University of Abuja. Where wrong sentence constructions, spellings, omissions, arrangements of materials and so on, were done to ensure the instrument was valid for the study.

To ensure the reliability of the instrument, the researcher conducted a pilot test using test-retest to determine the tenant consistency in Government Day Secondary School. This was because the said school did not participate in the main research. The test-re-test method of reliability was conducted where responses from two separate administrations (after an interval of two weeks were correlated using the method of Pearson Product Moment Correlation Coefficient (PPMCC) and came up with an index of 0.77 which indicated that the instrument was reliable for the study.

Data Collection Procedure

At the sampled schools, the researcher used two research assistants who were adequately briefed on their expected roles and especially to the students who could not read, the research assistants explained each of the statements and indicate by filing their responses accordingly. Those who could read were given the instrument and administering the questionnaire and collected back after filling for statistical analyses.

Method of Data Analysis

In order to facilitate the organization, analysis and interpretation of the data, the researcher employed the use of frequency counts, percentages and means scores for the analysis of data on demographics and research questions. The mean rating of any response that had a mean of 2.50 or above was considered agreed and response that had a mean score of less than 2.50 was considered disagreed. Meanwhile strongly agreed and agreed responses were considered as agreed while disagree and strongly disagreed responses were considered disagreed. All the hypotheses were tested at 0.05 level of significance using t-test.

Demographic Data

In this section, data on gender and location were analysed.

Table 1: Distribution of Respondents based on Gender

Gender	Frequency	Percentage (%)
Male	162	50.31
Female	160	49.69
Total	322	100.00

Table 1 showed the distribution of respondents based on gender. The number of male respondents was 162 representing (50.31 %) while the female counterparts were 160 representing (49.69%). This means that there were more male participants than female participants in this study.

Table 2: Distribution of Respondents based on Location

Location	Frequency	Percentage (%)
Rural	172	53.42
Urban	150	46.58
Total	322	100.00

Table 2 showed the distribution of respondents based on location. The number of rural respondents was 172 representing (53.42 %) while the urban counterparts were 150 representing (46.58%). This means that there were more rural participants than urban participants in this study.

Data Analyses and Results

This section contains data on the research questions answered in this study.

Research Question One: What is the influence of social media on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja?

Table 3: Influence of Social Media on Maladaptive Behaviour among Secondary School Students in Federal Capital Territory, Abuja.

N=322

S/N	Statements	Mean	Std. Dev.	Decision
3.	Social media leads students to constant comparison which can damaged self-esteem	3.21	0.43	Agreed
4.	Social media leads to exacerbating depression	2.57	0.51	Agreed
5.	Social media leads to anxiety among students.	2.65	0.48	Agreed
6.	Social media keeps the students informed on the happening around them.	2.59	0.69	Agreed
7.	Social media lead poor students' academic performance	3.32	0.76	Agreed
8.	Social media can lead to social isolation and this can cause physical, emotional and mental issues	2.76	0.34	Agreed
9.	Social media could lead to cyber-bullying among secondary school students.	3.01	0.87	Agreed
	Sectional Mean	2.87	0.58	Agreed

Table 3 shows the influence of social media on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. The respondents agreed with all the items. The sectional mean score of respondents which is 2.87 showed that social media has both negative and positive influence on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja.

Research Question Two: What is the influence of peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja?

Table 4: Influence of Peer Group on Maladaptive Behaviour among Secondary School Students in Federal Capital Territory, Abuja.

N=322				
S/N	Statements	Mean	Std. Dev.	Decision
10.	Peer pressure influence bullying behaviours among students.	2.57	0.66	Agreed
11.	Peer pressure often leads to excessive drinking of alcohol among students.	2.51	0.22	Agreed
12.	Peer group leads to substance abuse among students.	2.58	0.61	Agreed
13.	Peer group often leads to act of examination malpractices.	3.05	0.32	Agreed
14.	Peer group often leads to absenteeism	3.11	0.43	Agreed
16.	Peer group lead students to act of cultism	3.23	0.19	Agreed
17.	Peer group leads to poor students' academic achievement.	2.62	0.67	Agreed
Sectional Mean		2.81	0.44	Agreed

Table 4 shows the influence of peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. The respondents agreed with all the items. The sectional mean score of respondents which is 2.81 showed that peer group has negative influence on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja.

Test of Hypotheses

The following hypotheses were tested at a 0.05 significant level.

Ho₁: There is no significant difference between male and female students on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja.

Table 5: t-test on the difference between male and female students on the influence of social media on maladaptive behaviour among students:

Gender	Number	Mean	SD	t-value	df	Sig(2-tailed)	Decision
Male	162	2.85	.57	0.234	320	.004	Significant
Female	160	2.89	.59				

The analysis in Table 5 was carried out to test the difference between male and female students on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja. With a significant value of 0.004 (less than the 0.05 level of significance), the hypothesis that says there is no significant difference between male and female students on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abujawas rejected and concluded that male and female respondents differ significantly on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja.

Ho₁: There is no significant difference between rural and urban students on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja.

Table 6: t-test on the difference between rural and urban students on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja.

Variables	Number	Mean	SD	t-value	df	Sig(2-tailed)	Decision
Rural	172	2.80	.40	1.221	320	.002	Significant
Urban	150	2.82	.48				

The analysis in Table 6 was carried out to test the difference between students from rural and urban areas on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja. With a significant value of 0.002 (less than the 0.05 level of significance), the hypothesis that says there is no significant difference between students from rural and urban areas on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja was rejected and concluded that respondents from rural and urban areas differ significantly on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja.

Summary of Findings

The following findings have been made in this study.

1. Findings revealed that social media has both negative and positive influence on maladaptive behaviours among secondary school students.
2. Findings also revealed that peer pressure has both negative and positive influence on maladaptive behaviours among secondary school students.
3. The findings of the study further revealed that male and female respondents differ significantly on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja.
4. The findings of the study equally revealed that respondents from rural and urban areas differ significantly on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja

Discussion of Findings

The findings are discussed in line with the six research questions and postulated hypotheses. The results of the study showed that:

The result of the analysis of research question one revealed that social media has both negative and positive influence on maladaptive behaviours among secondary school students. This finding is also in line with the study of Lenhard (2020) who opined that when it comes to teen online dating, violent communication and activities and sexual abuse within dating relationships, social media is used to perpetuate this evil in society. Sexual harassment in secondary schools has increased beyond imagination because of the content young people access on social media platforms.

The result of research question two shows that peer pressure has both negative and positive influence on maladaptive behaviours among secondary school students. This finding is in agreement with finding of Adikwu et al. (2023) who opined that maladaptive behaviours in schools have reached an alarming rate and this could be traced to the home, society and the attitude of students towards schooling. These in turn have contributed to poor academic performance of many students. In order for these students to perform well in external examinations, they often resort to examination malpractices. Furthermore, maladaptive behaviour often affects the girl-child education as many of them drop out of school as a result of low self-esteem. Girl-child education is the education geared towards the development of the total personality of the female gender in any society. such education promotes the development of the whole nature of women-physically, intellectually, morally, socially, economically and politically which makes them active participating members of economic development (Ahmadu & Usman, 2015).

Conclusion

Based on the findings of this study, it is concluded that media and peer influence had significant influence on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. The strategies of managing this ugly menace include; the training of teachers on emergent strategies to manage maladaptive behaviour should be recurrent. Information based intervention is an effective strategy in handling maladaptive behaviour, so counselors in collaborations with teachers, school authorities and government, should always provide right information to in school adolescents about the negative effects of mass media, and peer on maladaptive behaviours.

Recommendations

Based on the findings and the conclusion of this study, the following recommendations are made;

1. The mass media especially the visual ones should be careful in what to feature and what not to, since most youth imitate and tend to exhibit a lot of what they borrow from these agents of information. As Nigeria is a developing nation, effort should be directed against polluting the characters of our youths since they are the hope of the nation.
2. Counsellors should be accorded their place within the school setting to enable them discharge their duties as effectively and efficiently as possible in order to curb negative influence of peer group on students.
3. The study further recommended that parents and the government should do more to monitor what the youths are watching on the social media and try to regulate it in order to bring it negative influence on students under control this effort should be irrespective of gender.
4. The study recommended that more effort should be made by the school counsellors to create awareness and sensitization on the various influence of parental variables and peer pressure on students' academic achievement in order for them to perform better academically and these efforts should be irrespective of location.

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