

**EFFECT OF ADLERIAN COUNSELLING THERAPY ON STEALING MALADAPTIVE
BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN LALINGO EDUCATION
ZONE, TARABA STATE.**

Haruna, Tanko, Adamu, Naomi Nuhu, Joseph Bako Atumba

Department of Counselling Educational Psychology and Human Development Faculty of
Education, Taraba State University, Jalingo.

tankoharuna2018atgmail.com

Abstract

The study investigated the effect of Adlerian counselling therapy on maladaptive behaviours of secondary school students in Jalingo Education Zone Taraba State, Nigeria. Two research questions and two hypotheses were formulated and tested at 0.05 significance level. The study adopted quasi-experimental design. The study target population was 2,283 SS2 students, while the sample of the study comprises 60 SS2 students (male and female) drawn from the public secondary school in the Zone who exhibited maladaptive behaviour of stealing. Maladaptive Behaviour Inventory questionnaire (MBIQ) consist of 20 items were used for data collection for the study. The reliability of MBIQ was established using Cronbach Alpha, an index of 0.82 was obtained. The MBIQ was validated by three experts of different area of specialization all from Faculty of Education Taraba State University, Jalingo. The two research questions were answered using descriptive statistics of mean and standard deviation, while inferential statistics of t-test (paired samples and independent samples) was used to test the two null hypotheses. From the analyzed data findings revealed that: there was significant effect of Adlerian counselling therapy on stealing maladaptive behaviour of secondary school students in Jalingo Education Zone Taraba State, Nigeria. There was no significant difference in the mean effect of Adlerian counselling therapy on stealing between male and female secondary school students in Jalingo Education Zone Taraba State, Nigeria. It was concluded that Adlerian therapy had significantly reduces stealing behaviour among secondary school students in Jalingo Education Zone Taraba State, Nigeria. The Adlerian counselling therapy is gender friendly. The study recommends among others that school counsellors, teachers, psychologists should improve in using Adlerin Therapy when dealing with behaviour related cases.

Key words: Adlerian Counselling Therapy, Maladaptive Behaviours, male and female students stealing behaviour.

Introduction

Globally, the trend of maladaptive behaviour among students in secondary schools continue to present great challenge to our educational system. The school environment which is supposed to be a ground of learning good behaviours has become distracted with scored numbers of maladaptive behaviours among young students. The percentage of the students manifesting maladaptive behaviour problems scores high of which are found in both social, moral and academic life of our students evidenced in their display of aggression, truancy, stealing, bullying,

violence, fighting, the long list to mention but few. At this point, these behaviour problems if not attended to will eventually make life unbearable for the students themselves, their parents and their educators. Maladaptive behaviours among our secondary school students have attracted many researchers in education toward identifying these behaviours to provide solutions and adjustment procedures for better learning. These behaviours keep drawing the attention of researchers in the field of education to bring about adjustment among students in schools or else the problem will keep increasing by the day.

Researchers like (Dattu, 2013, James, 2014, Taiwo, 2014) have attempted the use of various counselling therapies toward reducing behavioural problems such as stealing, yet it persisted. The researcher, who is a teacher and counsellor from the study area was motivated to carry out this research work as a result of the displayed of various maladaptive behaviours among the students each time they resumed school. These situations in which students found themselves if not attended to could eventually have direct effects on their behavioural and psychological well-being both at home and in the school. The situation of maladaptive behaviour as observed by the researcher is not as expected due to the menace of various maladaptive behaviours among our students in secondary schools such as bullying, truancy, stealing and examination malpractice.

Stealing is a maladaptive behaviour problem that is very common in our secondary schools which this study is concerned with. The researcher observed that some of our students are involved in stealing and give many reasons to support their behaviours, which include poverty, hunger, bad influences, and quick way of meeting their needs. Others steal to show they are wise, strong, powerful, stubborn, and disobedient to parents. Great part of our students in senior secondary schools have formed it a habit due to so many factors, some could be broken home, polygamous family, failure to provide for the necessity of family members. As such a point, attention is needed toward these students before they leave school. Both boys and girls could be involved in stealing either at home, or in school. Ponton (2019) opined that some activities are culturally fit for sex roles. That some activities seems to be normal to the male and not normal to the female, even the case of stealing. That when it is done by a male it seems normal, but if a female student indulge in stealing it appears abnormal. Therefore, in the context of this research, stealing is considered as maladaptive behaviour which is not an acceptable norm by the society in general, thus needed an adjustment should be made through therapy.

Since these maladaptive behaviours have been proven common by studies and are on the increasing rate globally, and which could be found among students in Jalingo Education Zone Taraba state, as such it becomes the concern of this study. Because of the holistic, purposive, indivisible interpretation of man and his behaviour by the Adlerian theory, the intervention of Adlerian Counselling Therapy in this study might stand the chance to be considered better toward handling different forms of maladaptive behaviours such as stealing among secondary school students in Jalingo Education Zone Taraba state. The above are the approaches this study wants to explore so as to contribute to knowledge through the use of Adlerian and counselling therapy on maladaptive behaviours.

The maladaptive behaviour of the boys and girls seems to be reflecting in the society as against the moral values of the society and school in particular (Asiyai & Oghuvbu, 2019).

Differences in cultural background of boys and girls also attributed to morality in their behaviour toward roles expected of them in the society, family, school and community. (Taiwo, 2014). Our regular secondary schools nowadays comprises of both boys and girls as such their involvement in maladaptive behaviours need to be considered and rated. Awabil (2015) reported that in many part of the world boys in schools are found less likely to finish school than their female counterpart and the gap discovered to be around 13-14% between the boys and girls within African American school students. Gesinde (2014) reported that our secondary school male students are found exhibiting stealing behaviour more than their female counterpart. Another study carried out in Nigeria showed that boys and girls do exhibit similar behaviour rate and can lead to school dropout situation among students. (Cherry, 2017). From the above studies, both male and female students in schools engages in stealing behaviour and thus needed an intervention for a change in such behaviour problems. This study intends to determine the role gender will play on the display of truancy among students in secondary schools in Northern, Taraba state, Nigeria.

According to Awabil (2015), Adlerian theory have raise some principles and concepts of human being which are regarded as about general views of man, which Adlerian counsellors have to put into consideration during counselling clients with maladaptive behaviour. The principles are highlighted as follows:

1. That man's behavior is purposive. Meaning that, the thinking, feelings and behavior of an individual are directed toward a goal in life. So that he failed to achieve such goals, he is frustrated.
2. That man plays a vital and active role toward determining what kind of life he wants to live, thus, man is self-determined.
3. Adler also believes that, the early childhood experiences of an individual determine the future behaviour of such a person. This are good consideration for any Adlerian counsellors in the society in dealing with shaping behaviour of human being, and young people in particular that are found in schools with identified maladjusted behaviours. According Adler (1923), an individual behaviour is the function of how he/she see himself, his potential attribution and general meaning he attaches to each of them.

The Adlerian counselling has identified four major stages in the counselling processes in order to achieve these goals (Awabil, 2015). The first stage; (i) Maintaining Relationship: – The counsellor ensure building of good rapport which usually brings encouragement in the clients who in turn show up cooperative behaviour for easy identification of the clients problems. This is where the counsellors show to the client that he/she is well accepted and is worth to relate with in the counselling session. The second stage – (ii) Analysis of client's lifestyle – According to Adlerian counselling approach, lifestyle analysis must be brought to play. This involves the process of data collection about the clients using what is called family constellation questionnaire and early recollections in an extensive way so that proper counselling could be done that gives an appropriate result. This is where the counsellor tries to find out the mistakes found in the client's life style, as such the counsellor has to start by investigating the following:

-Relationship between the client and his own parents, family values and their attitudes, parenting styles used to training, methods of discipline at the early life, questionnaire that shows the names, age, occupation and personality characteristic of parents . The client's siblings with their names in order of birth, ages, character and description of their individual personally, which children fought or argued mostly, who play together with others, who took care of who among the siblings. The final section in the Adlerian counselling approach requires the individual client to rate himself in respect to his siblings based on the characteristics below; intelligence, academic grades, looks, obedience, who is more or less feminine, masculine, mischievous, openly rebellious, critical of others, critical of self, easy going type, charming behaviour, enticement seeker (Oker,2022).

Statement of the Problem

In Jalingo Education Zone Taraba State, students' behaviours which supposed to be desirable, appealing, attracting, and acceptable and can be learned. The behaviour should be adaptive such that they are beneficial to the individuals and the society at large. An adaptive behaviour of students in secondary school will account for their better performance, good grades, improved study habits and consequently good future. Yet maladaptive behaviours among secondary school students as observed by the researcher from the study area such as fighting, exam malpractice, stealing, bullying, truancy, aggressiveness, which are self-perpetuating and self-defeating as against the ideal school settings and are on the increase. In the recent past, researchers have attempted to address maladaptive behaviours of students using various therapies yet it persisted. Some scholars have even attempted the use of Adlerian counselling therapy on maladaptive behaviours yet it keep on manifesting among secondary school students.

It is reasonable to probe an existing and increasing behavioural problems among secondary school students in a given society. The researcher observes there seems to be little or no empirical studies which investigated the effect of Adlerian counselling therapy on maladaptive behaviours of students in senior secondary schools in the Zone. Previous investigations have revealed that the exhibition of maladaptive behaviour could vary among boys and girls. Other researchers have identified that there is no gender difference in the display of maladaptive behaviour. There seem to be no available empirical data that revealed whether or not there is differences between boys and girls students in their exhibition of any maladaptive behaviours among secondary schools students in Jalingo Education Zone Taraba State, Nigeria. .It seems there are no adequate empirical studies carried out on maladaptive behaviours such as stealing, of secondary school students in Jalingo Education Zone Taraba State, Nigeria. This present study supposes that Adlerian counselling therapy will attempt to some extent in addressing the problem of maladaptive behaviours (stealing) among secondary school students in Jalingo Education Zone Taraba State, Nigeria.

Objectives of the Study

This study sought to determine:

1. The Effect of Adlerian Counselling Therapy on Stealing maladaptive beaviour of secondary school students in Jalingo Education Zone Taraba State, Nigeria.

2. The gender difference in the effect of Adlerian Counselling Therapy on Stealing behaviour of Students in Jalingo Education Zone, Taraba State.

Research Questions

The following research questions were answer in the study:

1. What is the effect of Adlerian Counselling Therapy on Stealing maladaptive behaviour of secondary school students in Jalingo Education Zone Taraba State, Nigeria.
2. What is the gender difference in the effectiveness of Adlerian Counselling Therapy on stealing behaviour of secondary school students in Jalingo Education Zone, Taraba State.

Research Hypotheses

The following null hypotheses were stated to guide the study and were tested at 0.05 level of significance.

1. There is no significant mean difference in the effectiveness of Adlerian Counselling therapy on stealing behaviour of secondary students in Jalingo Education Zone Taraba State.
2. There is no significant mean difference between male and female students in the effectiveness of Adlerian Counselling therapy on stealing behaviour of secondary school students in Jalingo Education Zone Taraba State, Nigeria.

Methodology

The study adopted quasi-experimental design. As explained by Shadas (2019), that quasi-experimental design gives any researcher the understanding of the impact derived from any principle or a given programme. The design is refers to quasi-experimental because it does not intend to employ randomization in the allocation of participants into experimental and control groups. The design is usually applied in a study where the researcher cannot truly control all relevant variables that make up the study. According to Aliyu (2020), it is called quasi-experimental research design because it does not provides full laboratory setting for true experimental study and that it is often dependent upon the natural in which the researcher may find himself or herself. The study adopted the design to determine the effectiveness of Adlerian counselling therapy on maladaptive behaviours of stealing among secondary school students in Jalingo Education Taraba State, Nigeria.

The population of the study was 2,283, SSS two secondary school students in Jaingo Education Zone, based on the data available from the Department of Planning, Research and Statistics of Taraba State Post Primary Schools Management Board Jalingo 2024/2025 academic session. The study considered SS2, because they are the intermediary SS class level just left SS 1and they are heading to SS3, the final secondary school level, as such they should be giving attention at this period.

The sample for the study is 60 SSS two students from Jalingo Education Zone, Taraba State. Random sampling technique was used in order to give the schools the chance of equal selection for proper representation. Two schools was purposively sampled from Jalingo local government area and two secondary schools from Ardo-kola local government area respectively, using hat and draw sampling technique. This involves the use of list of schools in the study area on a piece of paper and fold the same to pick at random so as to avoid being bias in the selection of those schools in each local government areas in the study area. Four schools were sampled from the study area.

From two sampled schools within Jalingo local government, the sample of 40 SSII students were selected for the experimental groups while twenty (20) SSII students from two sampled schools in Ardo Kola local government area. Purposive sampling technique was used in order to select those 60 SSII students who exhibits maladaptive behaviours of stealing, assigned for the experimental groups based on the identified behaviour problems among the subjects

The instrument for data collection titled Maladaptive Behaviour Inventory Questionnaire (MBIQ) developed by the researcher. One instructional package was used (treatment plan) on maladaptive behaviours (stealing) using Adlerian counselling therapy. The treatment package was checked by expert validation in Guidance and Counselling Department and psychologist all in the faculty of education Taraba State University Jalingo. The 20 questionnaire items was given a column for question items that provides good options for the respondents using the four points rating scale of Likert type scale. In order to establish the reliability of the instrument, the researcher conducted a pilot study using split-half. The total number of twenty (20) SS II students were used for the pilot study. The result was analyzed using Cronbach Alpha and reliability coefficient of .82 was obtained.

Method of Data Analysis

Mean and standard deviation was used in answering research questions while Independent t-test was used to test the null hypotheses at 0.05 level of significance and at 95 degree of freedom. The t-test and paired independent samples was used in the study because it wish to determine the effectiveness of the therapy and its differences on gender.

Results

Research Question One: What is the effect of Adlerian Counselling Therapy on maladaptive behaviour of Stealing among secondary school students in Jalingo Education Zone, Taraba State.

Table 1

Mean and standard deviations scores on the effect of Adlerian counselling therapy on stealing among secondary school students in Jalingo Education Zone, Taraba State, Nigeria.

Stealing	N	mean	std. dev
Pretest	60	1.4783	.50660
Post-test	60	1.7667	.35969
Mean difference		0.2884	

Table 1 shows that before the intervention, the mean score for stealing was 1.4783, with a standard deviation of 0.50660. After Adlerian Counselling Therapy, the mean score increased to 1.7667, with a reduced standard deviation of 0.35969. This rise in the mean score (from 1.4783 to 1.7667) suggests an unexpected increase of (0.2888) in reported stealing behaviours following the intervention, indicating that Adlerian Counselling Therapy did not reduce stealing among these students. Instead the therapy appears associated with an increase in self-reported stealing behaviours. These findings suggest that Adlerian Counselling Therapy was not effective in reducing stealing behaviours among secondary school students in Jalingo Education Zone.

Research question two

What is the mean difference between male and female students in the effect of Adlerian counselling therapy on stealing among secondary school students in Jalingo Education Zone Taraba State, Nigeria?

Table 2

Mean scores and standard deviations scores on stealing of male and female students under Adlerian counselling therapy in Jalingo Education Zone, Taraba State.

gender	N	Pretest		Posttest		Mean
		mean	std. dev	mean	std. dev	gain
male	30	1.4467	.41749	1.8067	.37686	.36
female	30	1.5100	.58801	1.7267	.34334	.2167
Mean difference		0.0633		0.08		.1433

Table 2 above for male students, the mean score for stealing increased from 1.4467 (standard deviation = 0.41749) before the intervention to 1.8067 (standard deviation = 0.37686) afterwards. This change represents a mean increase of 0.36, indicating that, contrary to the expected reduction, the therapy was associated with a rise in reported stealing behaviours among male

students. The slight decrease in standard deviation from 0.41749 to 0.37686 suggests that the responses of male students became more consistent post-therapy, even though the mean score increased. While both male and female students exhibited a more uniform response (as indicated by reduced standard deviations), these findings indicate that the therapy did not effectively curb stealing behaviours and may require modification to better address the issue within this student population.

Hypotheses Testing

Hypothesis 1: Adlerian counselling therapy has no significant effect on stealing among secondary school students in Jalingo Education Zone Taraba State, Nigeria.

Table 3

The results of the paired samples t-test for stealing under Adlerian counselling therapy

Paired Differences	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference		t	df	sig.
			Lower	Upper			
-.28833	-.57227	.07388	-.43617	-.14050	-3.903	59	.000

The table 3 analysis indicates a mean difference of -0.28833 in stealing behaviours from pre-test to the post-test, suggesting a substantial reduction following the intervention. The 95% confidence interval spans from -0.43617 to -0.14050 , which does not include zero, indicating a statistically significant behaviour change.

Furthermore, the computed t-value of -3.903 and a p-value of 0.000 are well below the significance threshold of 0.05 . This strong statistical evidence suggests that the null hypothesis, which posits that Adlerian counselling therapy has no significant effect on stealing behaviours among students, is not retained. This finding provides robust evidence that Adlerian counselling therapy significantly reduces stealing behaviours among secondary school students in Jalingo Education Zone Taraba State. The mean difference of -0.28833 reflects a noteworthy decrease in stealing behaviours post-intervention. The confidence interval, which excludes zero, further supports the conclusion of a true effect.

Hypothesis two

There is no significant difference between male and female students in the effect of Adlerian counselling therapy on stealing among secondary school students in Jalingo Education Zone Taraba State, Nigeria.

Table 4

Independent Samples t-test analysis of the significance of gender difference in truancy

	Levene's Test for		t-test for Equality of Means			
	Equality of Variances					
	F	Sig	t	df	sig	Mean
					2-tailed	Diff
Equal variance assumed			.859	58	.394	.09308
			.144		.706	
Equal Variances not assumed			.859	57.504	.394	.09308

The analysis indicates that Levene's test for equality of variances yielded an F-value of 0.144 with a significance value of 0.706, which confirms that the assumption of equal variances is satisfied. The t-test results show a t-value of 0.859 with 58 degrees of freedom and a p-value of 0.394. The mean difference in post-therapy stealing scores between male and female students is 0.08000, with a standard error difference of 0.09308. The 95% confidence interval for the mean difference ranges from -0.10632 to 0.26632, which includes zero. This study indicates that there is no significant difference in the effectiveness of Adlerian counselling therapy on stealing behaviours between male and female students in Jalingo Education Zone Taraba State.

Discussion

The finding of this study indicated there was no significant difference in the effectiveness of Adlerian counselling therapy on stealing behaviour between male and female secondary school students in Jalingo Education Zone Taraba State, Nigeria. This signifies that Adlerian counselling therapy is gender friendly in respect to stealing behaviour of male and female students in Jalingo Education Zone Taraba state, Nigeria. The finding agrees with Badeji and Bola (2013) finding which revealed that there is significant effect of Adlerian therapy among the subject who received the treatment than those who do not attended the treatment. The finding agrees with Khaleeh (2016) finding which showed that stealing was common and increasing behaviour problem among male and female, thus no significant difference in stealing behaviour of secondary school students in Jalingo Education Zone Taraba State, Nigeria.

Conclusions:

Based on the results of the study, it was concluded that Adlerian counselling therapy was effective on stealing behaviour of secondary school students in Jalingo Education Zone Taraba State,

Nigeria. It showed that there was an average reduction in stealing behaviour of secondary school students in Jalingo Education Zone Taraba State, Nigeria. Therefore, students exposed to Adlerian counselling therapy had a significant change in their stealing behaviour. Finally, Adlerian counselling therapy is gender friendly in regard to male and female with maladaptive behaviour of stealing among secondary school students in Jalingo Education Zone Taraba State, Nigeria. Hence, the importance of Adlerian Counselling Therapy in bringing positive change among secondary school students cannot be over emphasized.

Recommendations:

The counselling implications of the findings of this present study along side related recommendations are as follows:

1. Counsellors, therapists, psychologists and many other professionals on intervention programmes associated issues as a matter of fact should be persuaded to make use of Adlerian counselling therapy as an intervention strategy toward assisting secondary school students with other maladaptive behaviours to have a change in their behaviours.
2. Counsellors, therapists and psychologists should be encouraged and assisted financially in order to attend conferences workshops to understand the use of counselling interventions or therapies (Adlerian therapy) which seems new so as to help them in handling behaviour problems of students and others.

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