# CHAPTER ONE

## 1.0 INTRODUCTION

Policymakers, psychologists, and educators are becoming increasingly concerned about destructive behavior among secondary school kids (Armstrong, 2021). This conduct is dangerous not just to the individual pupils but also to the entire school setting. It can take many different forms, including hostility, vandalism, drug misuse, and disobedience. The prevalence of destructive behavior is rising, which has made it necessary to investigate the underlying causes of these behaviors and find preventive variables that may lessen their impact. Resilience, or the capacity to respond constructively to adversity, is one such protective feature that has drawn interest (Monypenny, 2021). Developing successful treatments targeted at encouraging healthy behavioral outcomes requires an understanding of the connection between secondary school students' resilience and destructive conduct (Keane and Evans, 2022).

Externalizing and internalizing behaviors are the two main categories into which destructive behavior in secondary school kids can be divided. According to Thunberg, (2020), internalizing behaviors are inward-directed activities like substance addiction and self-harm, whereas externalizing behaviors are outward-directed actions like hostility, violence, and vandalism. Although these actions frequently function as coping strategies for underlying emotional or psychological discomfort, they can also have unfavorable effects like poor academic performance, social isolation, and even legal repercussions (Singh et al. 2020).

As a dynamic process including the interaction of risk and protective factors at the individual, familial, and community levels, resilience is conceptualized (Stainton et al. 2019). It is the ability to positively adjust in the face of difficult circumstances rather than just the absence of psychopathology. According to Anakwe and Dikko (2018) resilient people are able to retain or even improve their mental health even in the face of hardship or misfortune. The ability to withstand obstacles like peer pressure, academic stress, and dysfunctional families without turning to harmful habits is one way that secondary school kids can demonstrate resilience. Key elements of resilience have been found in a number of studies, such as self-efficacy, social support, problem-solving abilities, and a supportive learning environment in schools (Okoro, 2020).

The relationship between destructive conduct and resilience is also significantly shaped by cultural and social factors. Cultural norms and beliefs might affect how students view and handle adversity (Adegoke and Steph, 2017). Students may be more prone to turn to social support as a coping mechanism in collectivist societies. In contrast, adolescents in individualistic cultures that place a high value on independence and personal success may be more likely to internalize stress and turn to unhealthy coping mechanisms like substance misuse or violence in response to difficulties (Mustapha and Odediran, 2019).

## 1.1 Statement of Problem

Globally, educational systems are increasingly concerned about secondary school pupils' destructive behavior. Together with seriously endangering the learning environment, this aggressive, destructive, drug-abusing, and disobedient behavior puts the social and mental health of the students involved at risk. A significant portion of high school students participate in activities that are detrimental to themselves, their classmates, and the larger school community (Tambawal and Rukayya (2017). A fundamental concern is the intricate interaction between personal susceptibilities and external pressures that foster the development of harmful tendencies. Students are especially vulnerable to risk factors such peer pressure, academic stress, family dysfunction, and exposure to violence during adolescence since it is a developmental stage characterized by major psychological, emotional, and social changes (Sheikh et al. 2016). These elements have the potential to overwhelm kids, causing them to turn to unhealthy coping mechanisms, such as destructive behaviors, to deal with their stress and emotional upheaval.

While much attention has been paid to identifying and mitigating these risk factors, there is a growing recognition that not all students exposed to adverse conditions resort to destructive behaviors. Some students demonstrate resilience—the ability to adapt positively in the face of adversity—thereby avoiding or minimizing the impact of these risk factors on their behavior. This observation raises important questions about the role of resilience as a protective factor in preventing destructive behaviors among secondary school students.

Despite the potential significance of resilience in mitigating destructive behavior, there is a lack of comprehensive research that systematically explores the relationship between these two constructs in the context of secondary education. Existing studies have often focused on resilience in general terms, without adequately examining how specific resilience factors (e.g., self-efficacy, social support, problem-solving skills) interact with the various risk factors that secondary school students face. Moreover, much of the research has been conducted in Western contexts, leaving a gap in understanding how cultural, socio-economic, and contextual factors influence the relationship between resilience and destructive behavior in diverse educational settings.

In many developing countries, including Nigeria, where secondary schools often operate in challenging environments characterized by limited resources, overcrowded classrooms, and high levels of social and economic stress, the need to understand and foster resilience is particularly urgent. The socio-cultural context in which Nigerian secondary school students live may exacerbate the stressors they face, such as the high value placed on academic success, the prevalence of corporal punishment, and the impact of socio-economic disparities. These factors may contribute to a heightened risk of destructive behavior, making it crucial to identify and strengthen the resilience factors that can help students navigate these challenges effectively.

## 1.2 Objectives to the Study

1. To quantify the impact of peer pressure and destructive behavior among secondary school students
2. To assess relationship between social support and destructive behavior among secondary school students
3. To evaluate cultural norms and destructive behavior among secondary school students
4. To create intervention strategies to reduce destructive behavior among secondary school students.

## 1.3 Research Questions

1. What is the impact of peer pressure on destructive behavior among secondary school students?
2. What is the relationship between social support and destructive behavior among secondary school students?
3. How do cultural norms influence destructive behavior among secondary school students?
4. What intervention strategies can be developed to effectively reduce destructive behavior among secondary school students?

## 1.4 Hypotheses

There is no significant difference between the socio demographic factor and the destructive behavior among secondary school

There is no significant difference between resilience and the destructive behavior among secondary school

## 1.5 Scope of study

The scope of this study is limited to examining the relationship between destructive behavior and resilience among secondary school students, focusing specifically on the impact of peer pressure, social support, and cultural norms, as well as evaluating and developing intervention strategies within the educational context of selected schools.

## 1.6 Significance of Study

The study contributes to the existing body of knowledge by providing a deeper understanding of the factors that contribute to destructive behavior among adolescents. Research has shown that adolescence is a critical developmental period marked by increased vulnerability to risk factors such as peer pressure, academic stress, and family dysfunction (Dishion & Snyder, 2016). By identifying and quantifying these risk factors, the study offers valuable insights that can inform the development of targeted interventions aimed at reducing destructive behaviors in schools. This is particularly important as destructive behaviors, such as aggression, vandalism, and substance abuse, not only disrupt the learning environment but also have long-term negative effects on students' academic performance and social development (Farmer et al., 2011).

Also, it emphasizes the role of resilience in mitigating the effects of these risk factors, highlighting the importance of protective factors such as self-efficacy, social support, and problem-solving skills. Resilience has been recognized as a crucial factor in helping individuals cope with adversity and maintain psychological well-being (Masten, 2014). By exploring the relationship between resilience and destructive behavior, the study contributes to the growing body of literature that seeks to understand how resilience can be fostered in educational settings. The findings of this research can be used to design programs and interventions that strengthen students' resilience, thereby reducing the likelihood of destructive behaviors and promoting positive developmental outcomes.

This study is significant because it advances the understanding of the factors that contribute to destructive behavior among secondary school students and the role of resilience in mitigating these behaviors. It addresses critical gaps in the literature, particularly in the context of cultural norms and socio-economic factors, and offers practical recommendations for educators and policymakers. By focusing on both the causes and solutions to destructive behavior, the study has the potential to contribute to the development of more effective interventions that promote the well-being and academic success of students.

## 1.7 Definition of Terms

1. Destructive Behavior: Refers to actions by students that cause harm or disruption within the school environment. This includes behaviors such as aggression, vandalism, defiance, substance abuse, and other forms of misconduct that negatively affect the individual and those around them.

2. Resilience: The ability of students to adapt positively and effectively in the face of adversity, challenges, or stress. Resilience is characterized by traits such as self-efficacy, problem-solving skills, and the ability to seek and utilize social support to overcome difficulties.

3. Peer Pressure: The influence exerted by a peer group on an individual to conform to the group's norms, behaviors, and attitudes. In the context of this study, peer pressure refers to the impact of peers on students' engagement in or resistance to destructive behaviors.

4. Social Support: The perception and reality of being cared for, having assistance available from others, and being part of a supportive social network. Social support can come from family, friends, teachers, and other significant figures in a student's life and plays a crucial role in building resilience.

5. Cultural Norms: Shared expectations and rules that guide the behavior of people within social groups. 6. Risk Factors: Variables that increase the likelihood of students engaging in destructive behavior..

7. Protective Factors: Conditions or attributes that mitigate or eliminate risk in families and communities, contributing to positive outcomes.

8. Intervention Strategies: Planned actions or programs designed to prevent or reduce destructive behaviors and to enhance resilience among students.

9. Educational Context: The environment in which education occurs, including the physical, social, and cultural settings of a school.

# CHAPTER TWO

## 2.0 LITERATURE REVIEW

## 2.1 Theoretical Framework

Several theoretical frameworks have been proposed to explain the relationship between destructive behavior and resilience. One such framework is the Risk and Resilience Model, which posits that resilience is an outcome of the complex interplay between risk factors and protective factors (Garmezy, 1985). According to this model, students who possess high levels of resilience are more likely to exhibit adaptive behaviors even when exposed to significant risks, whereas those with low resilience are more susceptible to engaging in destructive behaviors.

The Social-Ecological Model, which emphasizes the role of multiple environmental systems in shaping an individual's behavior (Bronfenbrenner, 1979). This model suggests that the presence of supportive relationships and positive social norms within these systems can enhance resilience and reduce the likelihood of destructive behavior.

The Transactional Model of Stress and Coping by Lazarus and Folkman (1984) also provides insights into the relationship between destructive behavior and resilience. This model views coping as a process that involves the appraisal of a stressful situation and the subsequent use of cognitive and behavioral strategies to manage the stress. Resilient students are more likely to engage in problem-focused coping, which involves taking proactive steps to address the source of stress, rather than emotion-focused coping, which may involve avoidance or denial and can lead to destructive behaviors.

## 2.2 Empirical Framework

Empirical research has increasingly focused on exploring the relationship between destructive behavior and resilience among secondary school students. A study by Olsson et al. (2003) found that students with higher levels of resilience were less likely to engage in aggressive behavior, even in the presence of significant stressors such as bullying or family conflict. Similarly, Fergus and Zimmerman (2005) reported that resilience factors such as self-esteem and social competence were negatively correlated with substance abuse among adolescents, suggesting that these factors can serve as protective buffers against the development of destructive behaviors.

In contrast, Schoon and Bynner (2003) highlighted the role of cumulative risk in the development of destructive behaviors, noting that students who face multiple adversities (e.g., low socioeconomic status, family instability) are at a higher risk of exhibiting such behaviors. However, their study also emphasized that the presence of even a few protective factors, such as a supportive adult or a strong sense of self-efficacy, can significantly enhance resilience and reduce the likelihood of destructive behavior.

Kim-Cohen et al. (2004) extended this line of research by examining the long-term outcomes of resilience in children exposed to adverse environments. Their findings suggest that resilient children are not only less likely to engage in destructive behaviors during adolescence but are also more likely to achieve positive outcomes in adulthood, such as stable employment and healthy relationships. This underscores the importance of fostering resilience early in life as a means of preventing the escalation of destructive behaviors over time.

Moreover, studies have explored the role of the school environment in promoting resilience and reducing destructive behavior. Benard (2004) argued that schools that create a positive and inclusive climate, characterized by high expectations, supportive relationships, and opportunities for meaningful participation, are more likely to foster resilience among students. This, in turn, reduces the incidence of destructive behavior by providing students with the resources and support they need to cope with stress in adaptive ways.

## 2.3 Conceptual Framework

The conceptual framework serves as the foundation for understanding the relationship between destructive behavior and resilience among secondary school students. It integrates various theories and concepts to explain how different factors interact to influence student behavior and resilience.

### **2.3.1 **Risk and Resilience Model****

This model posits that destructive behavior and resilience are influenced by a balance between risk factors (e.g., exposure to violence, peer pressure, academic stress) and protective factors (e.g., supportive relationships, self-efficacy, positive school environment) (Garmezy, 1985). According to this model, when risk factors outweigh protective factors, students are more likely to engage in destructive behaviors. Conversely, when protective factors are strong, students are more likely to demonstrate resilience, even in the face of adversity.The **Risk and Resilience Model** suggests that interventions aimed at reducing risk factors and enhancing protective factors can effectively mitigate destructive behavior and promote resilience. This model is particularly relevant in educational settings, where the school environment can serve as a critical protective factor.

### ****2.3.2 Social-Ecological Model****

The **Social-Ecological Model** emphasizes the role of multiple environmental systems—such as the family, school, and community—in shaping individual behavior and resilience (Bronfenbrenner, 1979). This model posits that destructive behavior and resilience are not solely the result of individual traits but are influenced by the broader social context in which students live and interact. According to this model, the interaction between different ecological systems (e.g., the support provided by family and the norms established by the school) plays a crucial role in determining whether a student will engage in destructive behavior or exhibit resilience. This model also highlights the importance of understanding the socio-cultural context when designing interventions to reduce destructive behavior and promote resilience.

### ****2.3.3 Transactional Model of Stress and Coping****

The **Transactional Model of Stress and Coping** (Lazarus & Folkman, 1984) views coping as a dynamic process in which individuals evaluate stressors and decide on strategies to manage them. This model distinguishes between problem-focused coping, which involves taking action to address the source of stress, and emotion-focused coping, which involves managing the emotional response to stress. In the context of secondary school students, resilient students are more likely to engage in problem-focused coping, which reduces the likelihood of destructive behaviors. Conversely, students who rely on emotion-focused coping, such as avoidance or denial, may be more prone to engaging in destructive behaviors as a way to manage their stress.

## 2.4 The Prevalence and Types of Destructive Behavior in Secondary Schools

Destructive behavior in secondary schools is a significant concern, as it not only disrupts the educational environment but also has long-term implications for the students involved. These behaviors, which include aggression, vandalism, substance abuse, and defiance, are increasingly prevalent in schools around the world, reflecting broader social and psychological issues among adolescents. Aggression is one of the most common forms of destructive behavior observed in secondary schools. It manifests as physical or verbal violence towards peers or teachers, and it often stems from underlying issues such as frustration, low self-esteem, or exposure to violence at home or in the community (Olweus, 2013). Aggressive behavior can lead to serious consequences, including school suspensions, legal issues, and long-term emotional and psychological harm for both the aggressor and the victim (Espelage et al., 2014).

Vandalism is another prevalent form of destructive behavior in schools, where students deliberately damage or deface school property. This behavior is often an expression of rebellion or a means to gain attention, and it is commonly associated with peer influence and a lack of respect for authority (Miller, 2012). The financial cost of repairing vandalism, combined with the negative impact on the school environment, makes it a significant issue for educational institutions. Vandalism can also be a gateway behavior, leading to more serious delinquent activities if not addressed early (Gottfredson & Hirschi, 2019).

Substance abuse among secondary school students is a growing concern, with many adolescents experimenting with drugs and alcohol at an early age. This behavior is often linked to peer pressure, family issues, and the desire to cope with stress or fit in with certain social groups (Johnston et al., 2013). Substance abuse not only impairs students' academic performance but also increases the likelihood of engaging in other destructive behaviors, such as violence and criminal activity (Sussman et al., 2014). The prevalence of substance abuse in schools underscores the need for comprehensive prevention and intervention programs that address the root causes of this behavior.

Defiance, characterized by a refusal to comply with rules or authority, is also a common form of destructive behavior in secondary schools. This behavior can manifest as talking back to teachers, skipping classes, or refusing to participate in school activities. Defiance is often a reaction to perceived injustices or a means of asserting independence, but it can escalate into more serious disciplinary issues if not managed appropriately (Wang & Dishion, 2012). The prevalence of defiant behavior highlights the importance of fostering positive student-teacher relationships and creating an environment where students feel respected and valued.

The prevalence of these destructive behaviors varies depending on factors such as socio-economic status, cultural background, and the overall school environment. Schools in economically disadvantaged areas, for example, tend to experience higher rates of aggression, vandalism, and substance abuse, often due to the additional stressors faced by students in these communities (Farrington & Ttofi, 2011). Similarly, cultural norms can influence the types and prevalence of destructive behaviors, with some behaviors being more accepted or tolerated in certain cultural contexts (Bronfenbrenner, 2005).

## 2.5 Risk Factors Contributing to Destructive Behavior in Adolescents

One of the most significant risk factors contributing to destructive behavior is peer pressure. During adolescence, the influence of peers becomes increasingly dominant as individuals seek acceptance and belonging within their social groups. Peer pressure can lead adolescents to engage in risky behaviors, such as substance abuse, vandalism, and aggression, as a means of conforming to group norms (Simons-Morton & Farhat, 2010). Adolescents who associate with peers who exhibit destructive behaviors are more likely to adopt similar behaviors themselves, partly due to the desire to fit in and avoid social rejection (Dishion & Tipsord, 2011). This peer influence is particularly potent in environments where positive role models or supportive relationships with adults are lacking.

Family dynamics also play a critical role in the development of destructive behavior in adolescents. Dysfunctional family environments, characterized by poor communication, lack of emotional support, and inconsistent discipline, have been shown to increase the likelihood of adolescents engaging in destructive behaviors (Lansford et al., 2010). Children from families experiencing high levels of conflict, divorce, or parental neglect are more prone to acting out as a coping mechanism for their emotional distress (García-Moya et al., 2014). Moreover, exposure to domestic violence or parental substance abuse can normalize aggressive or harmful behaviors, leading adolescents to replicate these actions in other settings, such as school (Herrenkohl et al., 2008).

Academic stress is another significant risk factor that contributes to destructive behavior among adolescents. The pressure to perform well academically, combined with the fear of failure, can create immense stress for students. This stress is often compounded by unrealistic expectations from parents and teachers, leading to feelings of inadequacy and frustration (Kaplan et al., 2005). In some cases, students may resort to destructive behaviors as a way to express their frustration or as an outlet for their stress (Moksnes et al., 2016). The pressure to achieve academic success can also lead to cheating, lying, or other dishonest behaviors, further contributing to a cycle of negative actions.

Exposure to violence, whether in the community or through media, is another critical risk factor for destructive behavior in adolescents. Research has shown that adolescents who are exposed to violence are more likely to engage in aggressive and antisocial behaviors (Fowler et al., 2009). This exposure can desensitize individuals to the consequences of violence, making them more likely to use aggression as a means of solving conflicts or asserting dominance (Dodge et al., 2006). Additionally, adolescents who witness or experience violence may develop a sense of hopelessness or powerlessness, which can manifest in destructive behaviors as a form of rebellion or a cry for help.

## 2.6 The Role of Resilience in Mitigating Destructive Behavior

Resilience, defined as the capacity to adapt positively in the face of adversity, plays a crucial role in mitigating destructive behavior among adolescents. Research has consistently shown that resilience acts as a protective factor, buffering individuals from the negative effects of risk factors such as peer pressure, family dysfunction, and academic stress (Masten, 2014). Adolescents with high resilience are better equipped to navigate challenges without resorting to destructive behaviors, such as aggression, substance abuse, or defiance, which are often responses to stress or environmental pressures.

One of the key components of resilience is self-efficacy, which refers to an individual’s belief in their ability to exert control over their environment and achieve desired outcomes. High self-efficacy has been linked to lower levels of destructive behavior in adolescents, as it promotes problem-solving and coping strategies that help them manage stress in a constructive manner (Bandura, 1997). Furthermore, social support is another critical element of resilience. Adolescents who have strong support systems, including relationships with family, peers, and teachers, are less likely to engage in destructive behaviors. Social support provides emotional and practical resources that help individuals cope with challenges and reinforces positive behaviors (Werner & Smith, 2001).

The role of resilience in preventing destructive behavior is also influenced by the individual’s capacity for emotional regulation. Adolescents who can effectively manage their emotions are less likely to respond impulsively to stress, reducing the likelihood of engaging in harmful behaviors (Gross, 2002). Moreover, resilience fosters a sense of purpose and future orientation, which can deter adolescents from engaging in behaviors that may jeopardize their long-term goals (Zimmerman et al., 2013).

## 2.7 The Influence of Cultural and Contextual Factors on Destructive Behavior and Resilience

Cultural and contextual factors play a critical role in shaping the behaviors and resilience of adolescents, particularly in secondary school settings. Cultural norms, which encompass shared beliefs, values, and practices within a community, significantly influence how students perceive and respond to challenges, including those that may lead to destructive behaviors. For instance, in some cultures, aggressive behavior may be more socially accepted or even encouraged as a sign of strength, thereby increasing the likelihood of such behaviors among adolescents (Bronfenbrenner, 1979). Conversely, cultures that emphasize communal support and conflict resolution may foster resilience, enabling students to navigate adversities without resorting to destructive actions (Ungar, 2008).

Contextual factors, such as socio-economic status (SES) and the educational environment, also contribute to the development of both destructive behavior and resilience. Adolescents from lower SES backgrounds often face heightened stress due to economic hardships, limited access to resources, and exposure to neighborhood violence, all of which can contribute to destructive behaviors (Evans & Kim, 2013). These students may have fewer opportunities to develop resilience due to the lack of supportive networks and access to quality education (Luthar, 2006). In contrast, students in more affluent contexts may benefit from environments that promote resilience through access to extracurricular activities, mentoring programs, and psychological support services (Masten & Reed, 2002).

The educational context itself, including the school’s culture and the relationships between teachers and students, is a powerful influence. Schools that foster a positive, inclusive culture and provide strong social support are more likely to help students build resilience, reducing the likelihood of destructive behaviors (Rutter, 2012). For example, schools that emphasize emotional learning and provide safe spaces for students to express themselves can mitigate the impact of external stressors and promote healthier coping mechanisms (Benard, 2004).

## 2.8 Intervention Strategies to Enhance Resilience and Reduce Destructive Behavior in Schools

Intervention strategies designed to enhance resilience and reduce destructive behavior in schools are crucial in addressing the complex challenges faced by adolescents. Research indicates that effective interventions often involve a combination of individual-focused programs and school-wide initiatives. These programs typically include cognitive-behavioral techniques and social-emotional learning (SEL) approaches, which equip students with the tools to manage stress and conflict constructively (Durlak et al., 2011). School-wide interventions that foster a supportive and inclusive environment are also critical. Positive Behavioral Interventions and Supports (PBIS), a framework implemented in many schools, emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors (Bradshaw et al., 2012). By creating clear expectations and reinforcing positive behavior, PBIS helps to reduce incidents of destructive behavior and promote a more positive school climate.

Additionally, interventions that involve family and community engagement have been found to be particularly effective. Programs that encourage parental involvement and strengthen home-school communication can enhance the resilience of students by providing a consistent support system both at school and at home (Masten, 2014). Moreover, community-based initiatives that offer mentorship and extracurricular activities provide students with additional resources and role models, further mitigating the risk of destructive behavior (Benson et al., 2006).

# CHAPTER THREE

**3.1 Research Design**

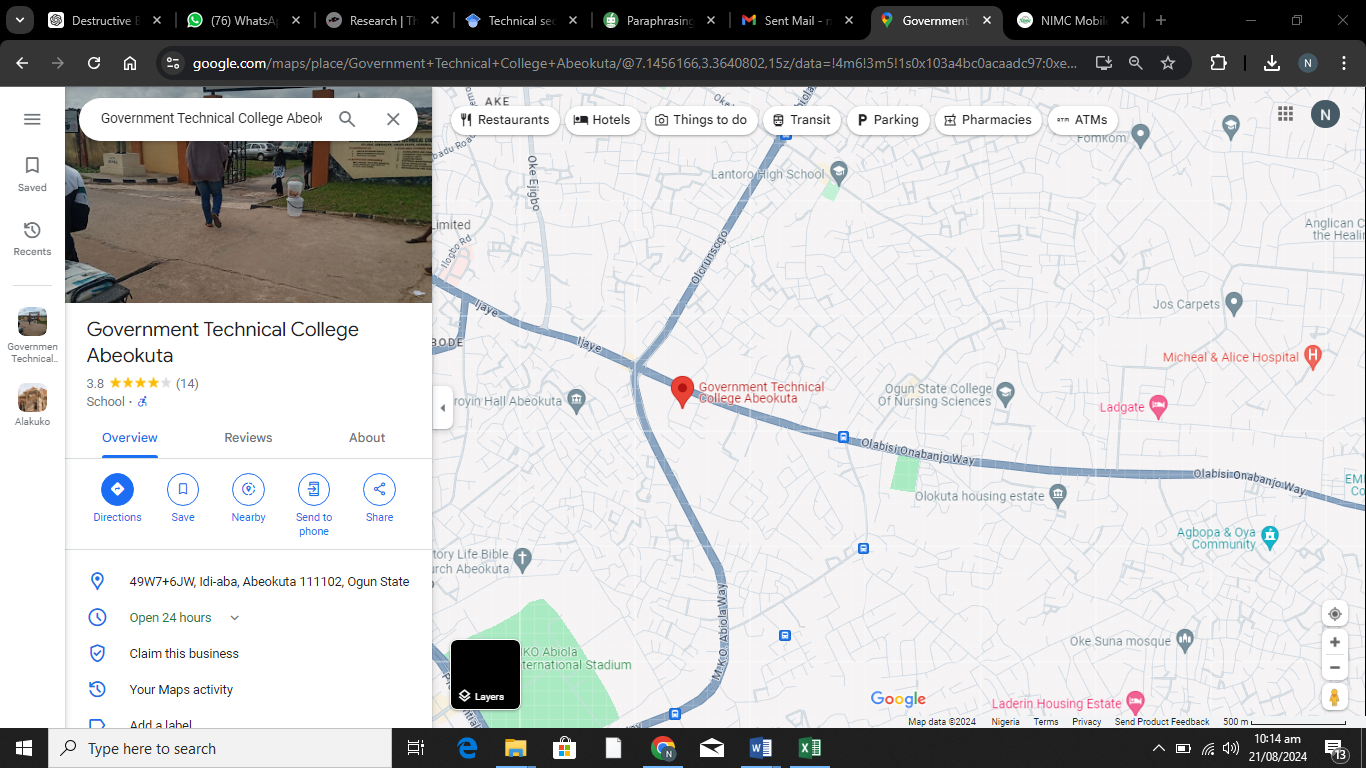
This research employed a descriptive survey design to gather data through questionnaires, providing valuable insights into young people's attitudes, experiences, and perceptions regarding substance abuse, its sources, and its effects on their well-being.

**3.2 STUDY AREA**

Government Science and Technical College (GSTC) Idi-Aba, Abeokuta is a renowned educational institution located in Abeokuta, the capital of Ogun State, Nigeria. Established with a focus on providing quality technical and vocational education, GSTC Idi-Aba offers a variety of programs aimed at equipping students with practical skills in fields such as engineering, technology, and applied sciences

**3.3 POPULATION OF THE STUDY**

Government Science & Technical College (GSTC) Idi-Aba, Abeokuta, Ogun State. The college, known for its emphasis on science and technical education, plays a significant role in the development of skilled professionals in various technical fields.



**3.4 Sample Size and Sampling Techniques**

**3.4.1 Sample Size**

The study will employ Taro Yamane's formula to determine the optimal sample size, as presented by Verma et al. (2017). The formula is:

Using the Taro Yamane's formula for sample size calculation:

n = N / (1 + N(e^2))

Where:

n = sample size

N = population size (approximately 35,600 in this case)

e = desired level of precision (usually 0.05 or 5%)

Let's calculate:

n = 35,600 / (1 + 35,600(0.05^2))

n = 35,600 / (1 + 892)

n = 35,600 / 893

n = 399

So, the minimum sample size required for this study is approximately 399 respondents, given a population size of 35,600 and a desired level of precision of 5%.

Then, add an attrition rate of 50

Total sample size (n) = 450 respondents

**3.4.2 Sampling Technique**

This study utilized a multi-stage sampling approach to select a representative sample of respondents. Various sectors within the Government Science and Technical College (GSTC) Idi-Aba, Abeokuta, was visited. Additionally, a random sampling method was applied to choose individual respondents, ensuring the sample is both unbiased and representative for the study.

**3.5 Research Instruments**

This research instrument is designed to collect data on demographics, resilience, anxiety and stress, spirituality and disruptive behavior scale for adolescents (DISBA). This study examines the relationship between Anxiety, Stress, Disruptive and Coping Mechanisms among secondary school stduents. A mixed-methods approach, using in-person, online, and paper questionnaires to collect data.

There will be five (5) sections in this questionnaire which are:

**Section A:** Contains ten (10) questions addressing the Socio-demographic characteristics of the  
respondents (data on age, gender, religion, and other relevant demographic characteristics).

**Section B:** Contains twelve (6) questions addressing the Resilience (I tend to bounce back quickly after hard times, I have a hard time making it through stressful events e.t.c).

**Section C:** Contains twenty-seven (27) questions addressing the anxiety and stress (I found it hard to wind down, I was aware of dryness of my mouth, I couldn’t seem to experience any positive feeling at all e.t.c)

**Section D:** Contains twenty-three (23) questions addressing spirituality (I find meaning in my life experiences, I have a sense of purpose, I am happy about the person I have become).

**Section E:** Contains twenty-nine (29) questions addressing Disruptive Behavior Scale for Adolescents (DISBA) (I hit the school trees and break their branches, I stick gum on the seats, I love to carve on the school benches),

**3.6 Method of Data Analysis**

The collected data was subjected to a statistical package for social sciences (SRD) both descriptive and inferential statistical analysis to achieve the research objectives. Descriptive statistics, including frequency, percentage, and ranking, will be used to summarize and organize the data in a meaningful way. Furthermore, Pearson product-moment correlation analysis will be applied to test the research hypothesis and examine the relationships between variables

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