**INFLUENCE OF SOCIAL DEMAND, PEER PRESSURE AND ECONOMIC INSTABILITY ON ADOLESCENTS’ BEHAVIOURAL PATTERN**

**ABSTRACT**

The study examined the influence of social demand, peer pressure and economic instability on adolescents’ behavioural pattern in Lagos State: Implication for Counselling in Mainland Local Government Area of Lagos State. In this study, the researcher made some important recommendations that would help in finding possible solutions to the problems identified and investigated in this study. The study employed the descriptive research survey design which was used to assess the responses of the representatives of this study with the aid of the questionnaire and the sampling technique.

Also, a total of 200 (two hundred) respondents were selected and used in this study. And a total of four null hypotheses were formulated and tested with the aid of Pearson Product Moment Correlation Statistics and the independent t-test statistical tool at 0.05 level of significance.

At the end of the testing of hypotheses, the following results emerged:

Hypothesis one revealed that there is a significant influence of social demand on adolescents’ patter of behaviour.

Hypothesis two should that there is a significant relationship between peer pressure and adolescents’ social adjustment.

Hypothesis three showed that there is significant relationship between economic instability and adolescents’ academic performance in school.

Hypothesis four showed that there is no significant gender difference in adolescents’ social adjustment in school.

**CHAPTER ONE**

**INTRODUCTION**

**1.1Background to the Study**

Adolescents today, are generally perceived by the adults as a group who constantly engage in activities which are contrary to the norms, ethics and values of the society. According to Omoegun (2000), the adolescents due to their behaviour which are inimical to society’s norms and values, many at times, fail short of the demands of the society. The society demands that the youths should present good conducts and norms which are acceptable to the general community, which are also prerequisites for healthy living and good interactions in the society. As Onyedika (2003) observes, no decent society would like its youths to be recalcitrant to its laid down values and accepted norms.

According to Onwuama (1988), the youngsters are seen as a group constantly seeking independence from the adult society, particularly, of parents and other authority figures. This need for independence has led adolescents to take a position and views different from those of their parents and other adults, and to act in conformity with their peers, however unconventional their actions may be. Nowadays, it is not unusual to hear some parents complaining about their children’s uncooperative attitudes. These days, children tend to disobey their parents and obey their friends and take directives from them. Agunloye (2000) states that it is very essential for parents to watch out for the company that their adolescent children associate with or keep. A popular adage says, “show me your friend and I will tell you who you are”. This means that if a child associates with drug pushes or abusers, sooner or later, he would join the group. Or if he/she associates with rogues and armed robbers, he/she would sooner or later be persuaded to join the group on one of their trips and share in the booty”. A trial will convince you! So they say.

According to Onuoha (2005), parents are largely responsible for the lapses in the adolescent behaviour, because, they are expected to serve as role-models. Parents need to give more attention to the development of their adolescents in order to inculcate the right sense of discipline and correct orientation in them. This is because, where parents fail to train or bring up their child in the right direction, they (adolescents) tend to uphold the tenets of their of peers. These peers are seemingly inexperienced in child-upbringing, therefore, they inculcate in their friends wrong ideas that do not conform with the norms accepted in the community (Ayodele, 2002).

No doubt, adolescents in our contemporary society, need to be counselled and directed on the best part to follow in life. According to Mundi (2001), the school counsellors have enormous work on their hands, because they cannot afford to sit down and watch the youths who are regarded as the greater tomorrow to act as they like and then turn to deviants in the society. When the counsellors and other significant adult members of the society fail to advise and direct the adolescents against wrong behaviour, they (adolescents) would continue in their wrong acts and uphold them till adult life, and the resultant effect is a disjointed and perverse community in which anything goes, a wild jungle where anarchy reigns supreme.

Due to economic down-turn in Nigeria, and generally in the world today, parents have lost the firm grips they had on their children’s characters (Ajibola, 2000). According to Ajibola, in the olden days, when the economy was stable and in good condition, when parents were indeed breadwinners, they (parents) used to give effective instructions and directions to their children and these instructions were followed to the last letter, but these days, many parents are no more financiers of the home, and this has caused them to loose grips on their command structure to their children. Many parents these days, do not take proper care of their children. For instance, due to economic adversity, in many homes, children go out to work, by way of hawking and doing menial jobs and come to feed their parents. This situation does not warrant these parents to have the moral rights to discipline these children even though in the face of flagrant disobedience of parents’ rules and regulations.

In this perspective, guidance and counsellors have a lot jobs to do, because their natural duties are to advise and diplomatically persuade individuals to follow the part of good life in order to come out of their problems. According to Uzoma (1998), the school should use the counsellors to return the wrong behavioural pattern of the adolescents to the good behavioural patterns where they would conform to the demands and aspirations of the decent society, especially that of the parents, teachers and the significant others in the near community.

**1.2 Statement of the Problem**

Adolescent life is no doubt, a life full of storm and stress. Many adolescents have grown wings and flown above parental control, due to peer pressure and bad ganging up. In many circumstances now, the youths in the society have turned recalcitrants, they hardly obey the rules and regulations stipulated by their parents, teachers and the significant others in the community or the school. The economic downturn in Nigeria today, has caused parents and many adults to become handicapped, and could not usurp authorities on the young ones. In this circumstance, the youths have turned away from their parents, and have focused attention to their peers who have swayed them into becoming armed robbers, prostitutes, violent demonstrators, examination cheats, thieves, hired assassins, thuggs, rioters, rapers drug abusers and addicts etc.

Due to the fact that youths of these days have not met the social demands of good values and norms of parents, teachers and others in the larger society, it has not augured well in the social community where orderliness and decorum are expected of all decent members of the society. For this lapses in lives of the young ones, the society, and indeed, parents, teachers and other adult members of the larger community have been at great pain and distress due to the seeming lack of good behaviour in majority of our youngsters. For instance, the laid down norms and expected values of the society, especially of parents and teachers are neglected by the youths, this has caused our social system, a great collapse, and no wonder there is so much decay in the system nowadays.

The above problems necessitated the examination of the influence guidance and counselling on psychosocial adjustment of students in secondary schools.

**1.3   Purpose of the Study**

Specifically the study intends to:

1.  Examine the relationship between school counselling practices and psychosocial adjustment of students.

2.  Investigate the perception of students to guidance and counselling.

3.  Assess the extent of psychological adjustment problems among students.

**1.4   Research Questions**

The following research questions addressed the following:

1.  Is there any relationship between school counselling and students’ psychological adjustment?

2.  To what extent does the students’ perceive guidance and counselling positively?

3.  To what extent does the students’ perceive guidance and counselling negatively?

4.  To what extent do students have psychological problems?

**1.5 Significance of the Study**

This study is essential when we consider the power of peer group influence on the students and the need for guidance to enable the students understand and adjust well within the school environment.

The work would be a contribution to knowledge and literature in the area that the study covered.

It will help to check some re-occurring problems which may hinder the attainment of well planned curriculum.

This study will also be beneficial to the following individuals:

**Parents:** Parents, no doubt, are those who nurture and take care of children after giving birth to them in the home. With this findings and recommendations made in this study, parents would be well informed, pertaining to different levels of patterns of parenting in the home. This study, no doubt will enable parents/guardians to be able to know how best to rear their children and wards, it will help them to be able to identify those recommended parenting styles that will give the children or wards good rearing process and upbringing in the society. This is because children reared in proper ways by good parenting styles, will be different from the children reared under bad or harsh parenting styles. With the application of this recommended styles of parenting, parents would be able to rear children who would be very respectful to them and the society.

**Adolescents:** The children, especially the youth in the society would benefit from the recommendations of this study because it will help them to understand the way of nurturing and bringing them up as adolescent. With this study, children would be able to identify some of the values in the family and society. With this study also, adolescents would be enable to know that they ought to be controlled and obedient to their parents, teachers and the significant others in their communities.

**Teachers:** Teachers would no doubt, be able to understand more, the different aspect of adolescents’ behaviours. Some teachers are parents also, they will be exposed to the essence of child-upbringing by reading this work. This study will create important knowledge on parents’ demands, peer grouping and economic instability. Teachers will also be able to learn the more, that good parenting would be beneficial to both the teachers and the school system where both the teachers and the children are found. This is because, if the children are well brought up, they would be good and right thinking individuals in the society and the school.

**The Society:** The society will benefit from this study because there will be great impact of this study on the individual in the society. Also both the new researchers and students who want to carry out new research on topics related to this study will find this study a reference point or material.

**1.6   Scope of the Study**

The study covers the influence of guidance and counselling on the psychosocial adjustment of students in secondary schools in Mainland Local Government Area of Lagos State.

**1.7 Definition of Terms**

The following terms were defined in this study:

(1)         **Adolescence:** This is described as the age of storm and stress. It is the age before eighteen years. It is a period between childhood and adulthood.

(2)         **Psychological Adjustment:** This is the term that denotes the psychosocial and socialization of an individual child.

(3)         **Transition Period:** This is the period in which an individual or a thing changes from one level to another.

### CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Peer pressure**

As people grow older, they are faced with some challenging decisions (Steinberg & Monahan, 2007). Some don't have a clear right or wrong answer. Other decisions involve serious moral questions. Making decisions is hard enough, and can be even harder when pressured by other people. People of the same age group, like classmates, or workmates are called peers. Your peers are the people with whom you identify and spend time with. In adults, peers may be determined less by age and more by shared interests or professions.

They heavily influence ones behavior, and get one into doing something. Peer pressure occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group. It's something everyone has to deal with, even adults (Rubin, Bukowski, & Parker, 2006). Paying attention to own feelings and beliefs about what is right and wrong can help in knowing the right thing to do. Inner strength and self-confidence can help one to stand firm, walk away, and resist doing something when they know better. Therefore, peer pressure exists for all ages and no one is immune to peer influence.

Peer pressure can be either expressed or implied. In expressed peer pressure, an individual is challenged directly to comply with existing norms. Studies show that both peers are inclined to take risks they do not want to take because they believe the risky behavior will increase their standing in the eyes of their peers and assure their acceptance in the group (Cotterell, 2007).

Implied peer pressure is more subtle and can be harder to combat. For example, a group of peers may make fun of the way another peer is dressed up, pressuring members of their group to dress only in one acceptable style. Often young people who look, dress, or act differently, or who have significant interests that differ from those of their age group become outcasts because of the pressure groups place on their members not to associate with anyone unlike themselves (Perkins, 2003). This can lead the rejected person to feel desperate and depressed.

Adult peer pressure can be challenging when an individual is trying to fit in a certain group given the fact that resources are a key factor here. It is all about the social class of an individual in the society which is as a result of the socialization process that one was exposed to. Having good company is everyone's wish but that may not be the case once there is low self-esteem. In order to curb the challenge, adults begin to work on areas that will help them fit in a given peer group (Fishbeim, 1996). By the time a person reaches the age of forty in a professional or managerial career, it is clear whether he or she will make it to the top of the field. If individuals have not reached their goals by this time, most adjust their level of aspirations and in some cases start over in a new career. Many however are unable to recognize that they have unrealistic aspirations and thus suffer from considerable stress.

Erikson stated that the primary psychosocial task of middle adulthood-ages 45-65 years is to develop generatively or the desire to expand one's influence and commitment to family, society and future generations (Clausen, 1968). In other words the middle adulthood is concerned with forming and guiding the next generation. The middle adult who fails to develop generatively, experiences stagnation, self-absorption with its associated selfindulgence and invalidism. Studies show that most adult peer pressure is about not taking action because, as one get older they fear change. Not only do they fear change for themselves, but also for their friends because if they change we might have to change too (Bibb and Darley, 1968).

#### **2.2. Peer Pressure in Western Culture**

Across a variety of cultural settings, people tend to be friends with those who are most like them. In fact, socio-demographic characteristics are usually the strongest predictors of friendship formation. Different types of peer groups have unique capacities to encourage negative or positive behaviors in their members. In the United States, cliques are often distinguished from other peer groups through the pressure they exert on their members to conform to certain norms in work orientation, drug use, and sexual behavior. Researchers found clear differences among six different cliques in their participation in high-risk health behaviors, including smoking cigarettes, alcohol use, marijuana use, and engagement in illicit sexual behavior (Prinstein, Fetter, and La Green 2001).

The successful formation and navigation of interpersonal relationships with peers is a process central in all cultures. In European-American cultural contexts, an ever-increasing amount of each day is spent in the company of peers, from 10 percent as early as two years of age to 40 percent between the ages of seven and eleven (Voydanoff and Donnelly 1999). By high school, teens are spending more than half of their time in the company of their peers (Updegraff et al. 2001).

In Western cultures, as the amount of time spent with peers increases, so does the influence and support they provide. Popular conceptions regarding the influence of peers often focus on their negative effects-peer pressure-to the exclusion of current empirical research attesting to the myriad positive aspects of peer influence. Supportive relationships between socially skilled adolescents confer developmental advantages while coercive and conflictual relationships confer disadvantages. Hartup (1996) summarizes the situation with the following statement: "Knowing that one has friends tells us one thing, but the identity of his or her friends tells us something else"

##### 2.2.5.2 Peer Pressure and Decision Making among Adults

Peer pressure is generally frowned upon in the adult world but it actually exists and its impact could either be positive or negative. As a positive aspect, it challenges or motivates the adults to do their best. The effect can be viewed as direct, indirect and individual effect on a peer (Friedman, 2011). Directly an individual could experience peer pressure as someone possibly a group leader where he or she is told how to behave. A direct effect could be as a result of the individual being in need to attain something immediately. The adult is fully aware of his peer group and the demands stated and as to adhere to them in order to fit in the social group. Failure to conform to the requirements of their respective group could encourage deviance among his followers (Hoffman, Monge, Chou & Valente, 2007).

Indirectly, group of friends commonly have particular habits or activities that they do together and the adult could also be exposed to another social group where he also acquires other traits. New behaviors and mannerisms are acquired. This is considered as a social group that encourages deviant behavior which one learns from other individuals of the new peer group. At the individual level, an adult undergoes peer pressure. This is attributed to the fact that the individual feels different whenever they find themselves in a given social group and with time they develop an anti-social attitude whereby they are comfortable being alone (Fishbeim, 1996).

When people are in peer groups, their ability to make decisions can be affected by copying the behaviors of the peers. This can be viewed as an act of modelling which is defined as “the processes by which information guides an observer (often without messages conveyed through language) so that conduct is narrowed from „random‟ trial and error toward an intended response. By intended response, we mean that much of the practice takes place covertly, through information processing, decision making and evaluative events in advance of visible or audible overt performance.” Rosenthal and Steffek (1991, p.70).

A person can acquire new behaviors from live or symbolic modeling. Modelling can help a person perform an already acquired behavior in more appropriate ways or at more desirable moments. Modelling is also a process of observing an individual or a group and imitating similar behaviors. This acts as a stimulus for thoughts, beliefs, feelings, and actions of the observer.

**2.2. Theoretical Framework**

In reviewing the theoretical framework - literature and previous researches and studies- I had found that many behavioral and social science theories and models were developed in relation to human behaviors and human relations which were reviewed and discussed. These theories which were reviewed are as follows:

**2.2.1. Behavior Change Theories and Models.**

Among these behavior change theories and models the main elements of these theories reviewed were as follows:

**2.2.1.1. Reinforcement theory:**

This theory describes the consequences that motivate individuals either to continue or

maintained under fairly complex schedules of reinforcement and anticipated future rewards. This theory discussed the following behavioral models:

**a- Health Belief Model**

The health belief model stipulates that a person's health-related behavior depends on the person's perception of four critical areas: the severity of a potential illness, the person's susceptibility to that illness, and the benefits of taking a preventive action, and the barriers to taking that action. The model also incorporates cues to action (e.g., leaving a written reminder to oneself to walk) as important elements in eliciting or maintaining patterns of behavior. The construct of self-efficacy or a person's confidence in his or her ability to successfully perform an action has been added to the model, perhaps allowing it to better account for habitual behaviors, such as a physically active lifestyle.

### b- Tran theoretical Model

In this model, behavior change has been conceptualized as a five-stage process or continuum related to a person's readiness to change: pre contemplation, preparation, action, and maintenance. People are thought to progress through these stages at varying rates, often moving back and forth along the continuum a number of times before attaining the goal of maintenance. Therefore, the stages of change are better described as spiraling or cyclical rather than linear. In this model, people use different processes of change as they move from one stage of change to another. Efficient self-change thus depends on doing the right thing (processes) at the right time (stages). According to this theory, tailoring interventions to match a person's readiness or stage of change is essential. For example, for people who are not yet contemplating becoming more active, encouraging a step-by-step movement along the continuum of change may be more effective than encouraging them to move directly into action.

### C- Relapse Prevention Model

Some researchers have used concepts of relapse prevention to help new exercisers anticipate problems with adherence. Factors that contribute to relapse include negative emotional or physiologic states, limited coping skills, social pressure, interpersonal conflict, limited social support, low motivation, high-risk situations, and stress. Principles of relapse prevention include identifying high-risk situations for relapse (e.g., change in season) and developing appropriate solutions (e.g., finding a place to walk inside during thewinter). Helping peopledistinguish between a lapse (e.g., a few days of not participating in their planned activity) and a relapse (e.g., an extended period of not participating) is thought to improve adherence. (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity, 2006).

#### 2.2.1.2. Theory of Reasoned Action and Theory of Planned Behavior

The theory of reasoned action states that individual performance of a given behavior is about the outcomes of the behavior and the value of these outcomes) and the influence of primarily determined by a person's intention to perform that behavior. This intention is determined by two major factors: the person's attitude toward the behavior (i.e., beliefs the person's social environment or subjective norm (i.e., beliefs about what other people think the person should do, as well as the person's motivation to comply with the opinions of others). The theory of planned behavior adds to the theory of reasoned action the concept of perceived control over the opportunities, resources, and skills necessary to perform a behavior. The concept of perceived behavioral control is similar to the concept of selfefficacy -- person's perception of his or her ability to perform the behavior. Perceived behavioral control over opportunities, resources, and skills necessary to perform a behavior is believed to be a critical aspect of behavior change processes (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity, 2006).

#### **2.2.1.3. Social Learning/Social Cognitive Theory**

Social learning theory, later renamed social cognitive theory, proposes that behavior change is affected by environmental influences, personal factors, and attributes of the behavior itself. Each may affect or be affected by either of the other two. A central tenet of social cognitive theory is the concept of self-efficacy. A person must believe in his or her capability to perform the behavior (i.e., the person must possess self-efficacy) and must perceive an incentive to do so (i.e., the person's positive expectations from performing the behavior must outweigh the negative expectations). Additionally, a person must value the outcomes or consequences that he or she believes will occur as a result of performing a specific behavior or action. Outcomes may be classified as having immediate benefits or long-term benefits. But because these expected out-comes are filtered through a person's expectations or perceptions of being able to perform the behavior in the first place, selfefficacy is believed to be the single most important characteristic that determines a person's behavior change. Self-efficacy can be increased in several ways, among them by providing clear instructions, providing the opportunity for skill development or training, and modeling the desired behavior (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity,2006).

**Social Support**

Often associated with health behaviors such as physical activity, social support is frequently used in behavioral and social research. There is, however, considerable variation in how social support is conceptualized and measured. Social support for physical activity can be instrumental, as in giving a no driver giving a ride to an exercise class; informational, as in telling someone about a walking program in the neighborhood; emotional, as in calling to see how someone is faring with a new walking program; or appraising, as in providing feedback and reinforcement in learning a new skill. Sources of support for physical activity include family members, friends, neighbors, co-workers, and exercise program leaders and participants (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity, 2006).

**2.2.1.4. Behaviorism.**

Behaviorism arising from biological influences and the emotional reaction experimentation in the first half of the 20 century. Behaviorism focused on what could be empirically observed. This theory claimed that the mind was unknowable black box, therefore one could only understand knowing and learning by observing behavior (Schunk, 1996).

**2.2.2. Behavioral theory of education.**

This theory considered as the change in the individual behavior, and this change continues through the whole life. for example: the child is in connection with the environment from his birth hood who try to indulge with it which changes his behavior and through these process, the child gains new methods of behavior which fits with his ambitions which leads to fulfill his needs and achieve his goals. Therefore, education is a continuous change in the individual behavior (Abdul Wahed and Al-Khatib, p24, 2003).

**The Classical behavioral conditioned theories.**

**1- Pavlov's conditioned reflexes and behaviorism's on external stimuli.**

Pavlov experiments determined three process for classical conditioned which are as follows:

1. The generalization.

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1. Recognition.
2. Omitting (Abdul Wahed and Al-Khatib, p26, 2003).

### 2- Watson's conditional classical learning

From Watson's point view, psychological science, is the science of behavior, therefore he emphasized about the role of social environment in the formation and development of the individual personality. The classical conditioned theories help us to explain many of the classroom behaviors at schools, such as fear and upset of the students (Abdul Wahed and Al-Khatib, p26, 2003).

* **Operant conditioning theory.**

This operant conditioning behaviorist theory which was developed by B.F.Skinner differs from Pavlov's classical conditioned theory which concentrates on uncontrolled responses, while Skinner's theory took into account the methods which can be affected by the external environment on human being and the kind of behaviors which human beings face it. For Pavlov: Stimulates precede the response, while for Skinner: response comes after the stimulates. When applied this theory to education; many concepts were introduced by this theory such as: reinforcement, punishment, shaping and behavior modification. According to Skinner, in order to change some of the negative behaviors, we have to determine the undesirable methods, in this case we can omit the undesirable methods and stimulate the methods of behavior which are undesirable used by the individual and determine the other behavioral methods which we wish to see this individual is practicing instead of the desirable ones (Abdul Wahed and Al-Khatib, p26, 2003).

* **Four stages of knowledge development:**

This theory was developed by Biyajeeh, who stated that there are four stages of knowledge development for all individuals, which are as follows:

\*The feeling-movement stage (At age between 0 -2 years).

* The stage which precedes operations (At age between 2-7 years).
* The stage of feelings operations (At age between 7-11 years).
* The stage of ideal thinking (After the age of 11 years and above). These four stages according to him could be affected by the following factors:
* Maturity.
* Experience.
* Social – interaction.
* Balance.

(Abdul Wahed and Al-Khatib, p26, 2003).

According to Schunk, by observing others, people acquire knowledge, rules, skills, beliefs and attitudes and learn also about the usefulness and appropriateness of behaviors by observing models and consequences of behavior. Therefor behaviors that results in successful consequences are retained ,these that lead to failures are discarded(Schunk,1996).

Burner, a major proponent of constructivist theory, states that "there is a deep human need to respond to others and to operate jointly with them towards an objective" (Bruner, 1996).

#### 2.2.3. Ecological Approaches

A criticism of most theories and models of behavior change is that they emphasize individual behavior change process and pay little attention to socio cultural and physical environmental influences on behavior. Recently, interest has developed in ecological approaches to increasing participation in physical activity. These approaches place the creation of supportive environments on a par with the development of personal skills and the reorientation of health services. The concept of a health-promoting environment has been demonstrated by describing how physical activity could be promoted by establishing environmental supports, such as bike paths, parks, and incentives to encourage walking or bicycling to work.

An underlying theme of ecological perspectives is that the most effective interventions institutional factors, community factors, and public policy. Similarly, another model has occur on multiple levels. A model has been proposed that encompasses several levels of influences on health behaviors: intrapersonal factors,interpersonal and groupfactors, three levels (individual, organizational, and governmental) in four settings (schools, work sites, health care institutions, and communities). Interventions that simultaneously influence these multiple levels and multiple settings may be expected to lead to greater and longerlasting changes and maintenance of existing health-promoting habits. This is a promising area for the design of future intervention research to promote physical activity.

**2.3. Previous studies.**

Many of the previous researches and studies in relation to People's Living Conditions and its affect on human behavior –especially in Palestine- which were reviewed are as follows:

**2.3.1. People's Living Conditions in the Gaza Strip and the West Bank (Palestine).**

The purpose of this study was to review programs supported by the Jerusalem Fund of Canada until 2005 in the West-Bank and Gaza Strip, and to identify future areas for Palestinian community development.

This study came with many recommendations in the area of economic and social selfdevelopment, based on needs which were already identified by several studies, and by professionals, ordinary citizens, youth both male and female, families and government officials.

This study showed that the “Living conditions of Palestinians in the West Bank and the Gaza Strip have drastically deteriorated since the peace process. “ Preventing the majority of Palestinian employees from working inside Israel and allowing only 25% from the West Bank and 16% from Gaza Strip to work inside Israel under complex procedures causing an increase of unemployment and decrease of salaries which affects the general economy.” (Abu Kaff 1999).

” The rate of increase in unemployment in the labor force, in the Palestinian land is 21%, and increase in single parent homes (led by a widow) is 53,670, and 43,627 children (under

## 18) are living with their mothers without fathers. Out of 53,670 single parents (female), only 20% of the women are employed and the rest of the 87.7% are outside the labor force.” (Abu Kaff 1999) .In another study done by FAFO – The living conditions of the Palestinian people in the West-Bank and Gaza Strip,1993 - stated that “These closures and the broader system of movement restrictions by Israelis are beginning to register a cumulative effect observable in a shift from a wage-based economy towards a rapid increase in marginal, lowproductivity, and low-income generating informal-sector activity, this combination of steadily declining living standards and rapid population growth will threaten to set back Palestinian social and economic development… the quality and coverage of education and health care at all levels will decline.” (FAFO, 1993).

Palestinians are living without adequate schools, hospitals, roads, sewers, clean running water, or proper health, housing and social services, more over deteriorating economic conditions, caused by direct Israeli measures that restrict the movements of both people and goods through the Palestinian territories and the outside world. (Wahida C.Valiante, 2005).

A study by the Society of Austria-Arab Relations in1996 found that, “there is a policy of blatant discrimination in planning and development against Palestinian as well as in housing site capacity, Municipal planning schemes for Jewish settlements have been used to restrict the growth of Palestinian neighborhoods. As a result of these policies, the housing crisis for Palestinian in East Jerusalem is now critical…”

” (Austria-Arab, 1996)

**2.3.2. Psycho-social Impact of Socio-economic Conditions on Children &Youth:**

According to the Palestinian Central Bureau of Statistics, “in 1997 there were 1,873,300 people living in the West Bank and 1,022,000 in the Gaza Strip, of which 44% are refugees… “40 % of Palestinian in Gaza and 11% in the West Bank live below poverty line. The number of children under 19 is 1,546,000… 49% are female and 51% are males. The children constitute more than half the total population of 2,8955000. This does not include the Palestinian population of East Jerusalem, which was annexed in 1967.”

A study conducted by a psychologist among 10-14, 15-18, & 19-22 year olds in refugee camps throughout the West Bank and Gaza Strip reflects their sense of reality. “All groups identified the political situation as the main risk factor to a healthy life. The younger group identified the impact of such political instability in personal terms such as father working in Israel… and when there is a closure, the father gets angry and the whole house is then affected by his anger. Deteriorating economic condition lead to stress and anger and the fear of their fathers not returning if anything happened at work (Stress also occurs) because of fathers not being able to work due to Israeli checkpoint and barriers limiting travel. Most cannot even travel to West Bank even for a visit.” Furthermore the study found that the young people in discussion groups “suffered from low morale and depression over their future. There are few jobs and usually the houses are crowded so they go out most of the time. There is a problem of young people becoming bored, isolated, with nothing to do, and turning to delinquent behavior (or sometimes being manipulated by the Israeli security services, the Shin Bet, into drug use or collaboration).Without any focus and direction for the young people, then as one youth worker pointed out, they will continue to work for low wages without any future and security. Chances are that they will be prone to depression, aggression, and psychological and emotional problems and these can have a very deleterious effect on the well being of the individual and the society.” Surprisingly there has been no study done on Post-traumatic Stress Disorder among Palestinian youths who have been subjected to repeated emotional shocks and severe trauma. Children are the future of Palestinian society, and are its human resources for reconstructing and rebuilding a civil society. Therefore it is important that we invest in their psychological and emotional wellbeing so they become productive and useful citizens (Wahida C.Valiante, 2005).

**2.3.3. What motivates human behavior?**

*UCLA Psychology Professor Shelley Taylor offers surprising insights into human nature****.*** This study was done by *Professor Shelle*y Taylor; she argues that nurturing others and caring for their needs are as wired into our genes as our aggressive and competitive nature."The tending instinct is every bit as tenacious as our more aggressive, selfish side," Taylor argues in "The Tending Instinct: How Nurturing Is Essential to Who We Are and How We Live" (Henry Holt). "Tending to others is as natural, as biologically based, as searching for food or sleeping."

An internationally renowned scientist in the field of stress and health, Taylor conducted years of research and analyzed more than 1,000 research studies before writing this book.

"I originally assumed that biology largely determines behavior," Taylor said, "and so it was a tantalizing surprise to see how clearly social relationships forge our underlying biology, even at the level of gene expression. Chief among these social forces are the ways in which people take care of one another and tend to one another's needs. An early warm and nurturing relationship, such as mothers often enjoy with their children, is as vital to development as calcium is to bones.

"The benefits that tending provides to children, especially those with genetic risks, are substantial. Children who are well tended in early childhood grow up with better social and emotional ways of meeting the world. Even in adult relationships, we tend to each other's needs in ways that sustain long and healthy lives."

"Tending is instinctive, and affects our biology at every stage of life," she said. "We have neuro-circuitrys for tending as surely as we have biological circuitry for obtaining food and reproducing ourselves. How people fare in times of stress -- from how calm they are to their likelihood of becoming ill -- depends on the quality of the tending they receive."

**What role does our genetic makeup play in determining our behavior?**

"The genome is like an architect's first plan, a rough projection of how a person may turn out," Taylor argues. "This plan is revised during the course of the building process. The kitchen is rotated 90 degrees; the living room is extended a few feet. Later, the owner adds a bathroom, perhaps even a second story. This is what happens when genes meet the environment in which they find expression, and tending is a large part of this environment.

"From life in the womb to the surprisingly resilient brain of old age, the social environment molds and shapes the expression of our genetic heritage until the genetic contribution is sometimes barely evident. A mother's tending can completely eliminate the potential effects of a gene; a risk for a disease can fail to materialize with nurturing, and a genetic propensity may lead to one outcome for one person and the opposite for another, based on the tending they received.

"Who we are -- our character, even our physical health -- depends on the people who tend to us and how well we get along with them -- our mothers, fathers, friends and lovers."

Nurturing contact with parents in early childhood, combined with social support during times of stress, good friends (especially female friends), and a strong, loving relationship (especially with a wife) "all protect against the psychological and health problems that stress otherwise promotes," she writes.

People with social support have "younger" stress systems and better protection against major chronic diseases, Taylor writes. Strong ties with family and close friends protect against health ailments, while social isolation increases the risk for all causes of death, including heart disease, cancer, strokes and accidents.

"More than 100 scientific studies show that people who have social support and who are

connected to their families, their colleagues at work, their communities, their churches and their friends all prosper biologically," Taylor said.

Taylor's own research over many years shows that turning to one's social group for safety and support is a common way for people to cope with stress. "The fact that one can see a similar pattern in animals suggests that turning to others may have quite old biological origins," she writes.

With the enormous popularity of cell phones, Taylor noted, we now carry our social support network with us wherever we go. Friendships are vital, she said, and "social ties are the cheapest medicine we have."

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Research Design**

For the purpose of this study, the research design of concern is mainly descriptive in nature employing the field dimension. Research design is mainly defined as the grand plan structure or strategy designed to ensure the collection of data from sample respondents with a given population. We used the survey research method in the work.

**3.2 Population of Study**

Our population of study is limited to the influence of social demand, peer pressure and economic instability on adolescents’ behavioural pattern.

The population of study would consist mainly of the households in mainland local government area in Lagos. The primary focus should remain the social demand, peer pressure, economic instability and behavioral pattern.

**3.3 Sample and Sampling Technique**

The sampling technique for this work was a purposeful random sampling, due to the nature of information needed.

Both adolescents and adults were selected for this study to make up 100 respondents

**3.6 Research Instrument**

The research for this study was the questionnaire approach. Specifically, close-ended questionnaires type was adopted in preference to open-ended questionnaire type. The choice of the former was influenced based on the following facts:

- It helps the researcher to overcome the problem of decoding

- It overcomes the problem of low percentage response on the part of the respondents

- It is self-administered requiring no assistance from the researcher.

**3.7 Method of Data Collection**

The data collection method is the survey method through the administration of questionnaires. Thus the data collected are primary data. The researcher administered questionnaires personally.

**3.8 Validity and Reliability of Instrument**

In order to ascertain the validity of the instrument, the questionnaire was designed by the researcher and given to some households in mainland local government area to make their input.

Finally, the researcher used the input from the questionnaires from both experts in the field and the project supervisor in the final modification of the instrument.

**3.9 Method of Data Analysis**

The method of data analysis entails the use of simple ratios and percentage.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.0 Introduction**

This chapter deals with research questions and treatment.

1.           Is there any relationship between school counselling and students’ psychological adjustment?

2.           To what extent does the students’ perceive guidance and counselling positively?

3.           To what extent does the students’ perceive guidance and counselling negatively?

4.           To what extent do students have psychological problems?

**Research Question One:**  there is a relationship between school counselling and students’ psychological adjustment?

**Table 4.1**

|  |  |  |
| --- | --- | --- |
| **Alternate** | **Frequency** | **Percentage** |
| Agreed  Strongly agreed  Strongly Disagreed  Disagreed  Uncertain | 6  4  10  10  10 | 15  10  25  25  25 |
| **Total** | **40** | **100** |

**Source:** Field Survey.

From the table above 10 respondents disagreed that there is no relationship between school counselling and students’ psychological adjustment, 6 respondents agreed to this.

**Research Question Two:** To what extent does the students perceive guidance and counselling positively

**Table 4.2**

|  |  |  |
| --- | --- | --- |
| **Alternate** | **Frequency** | **Percentage** |
| A large extent  moderately  a little extent  Uncertain | 6  10  12  12 | 10  1.5  25  25 |
| **Total** | **40** | **100** |

**Source:** Field Survey.

From the table above twelve respondents agreed that students perceive guidance and counselling positively to a little extent. six respondents agreed that students perceive guidance and counselling positively to a large extent.

twelve respondents were uncertain.

**Research Question three:** To what extent does the students’ perceive guidance and counselling negatively?

**Table 4.2**

|  |  |  |
| --- | --- | --- |
| **Alternate** | **Frequency** | **Percentage** |
| A large extent  moderately  a little extent  Uncertain | 9  7  13  11 | 22.5  17.5  32.5  27.5 |
| **Total** | **40** | **100** |

**Source:** Field Survey.

From the table above thirteen respondents agreed that students perceive guidance and counselling positively to a little extent. Nine respondents agreed that students perceive guidance and counselling positively to a large extent.

Eleven respondents were uncertain.

**Research Question four:** To what extent do students have psychological problems?  
**Table 4.2**

|  |  |  |
| --- | --- | --- |
| **Alternate** | **Frequency** | **Percentage** |
| A large extent  moderately  a little extent  Uncertain | 17  5  7  11 | 42.5  12.5  17.5  27.5 |
| **Total** | **40** | **100** |

**Source:** Field Survey.

From the table above seven respondents agreed that students perceive guidance and counselling positively to a little extent. seventeen respondents agreed that students perceive guidance and counselling positively to a large extent.

Eleven respondents were uncertain.

**4.4 Review of findings**

This study looked at "behavioral pattern" and tried to figure out how social expectations, economic instability and peer pressure affects it. it also looked at the person's strengths and the strengths in her/his family and community, and work to honor and build from these strengths. Recognizing that some people can live in the same Conditions (socio-economic and political) of poverty, discrimination, abuse, oppression, etc. and develop in healthy ways while others develop problem behaviors; the researcher saw that and said" it's what is inside of ourselves that counts so much". While always working to address these difficult conditions so that all can meet their basic needs and experience freedom, the researcher also saw that and said "this freedom is within each individual no matter what the circumstances, therefore and as a result to this fact, resistance of negative circumstances must be within each individual to promote his positive behavior and gain freedom". This study was trying to help people to connect to their innate health and wisdom, to their creative power of thinking, given to them by God/great spirit/universe or however one defines this source of all power, creativity and love, helping them to see that they do have power in themselves to connect to that source, to feel that creative power, to choose thinking and behavior based on this connection to creation rather than relying only on the living conditions whatever it might be - a negative or positive conditions- under which they live to determine their behavior, human relations and freedom .

**CHAPTER FIVE**

**CONCLUSION AND RECOMMENDATION**

**5.1 Conclusion:**

To conclude, we can briefly summarize the main ideas discussed above which are as follows:

* Factors which might strongly affect and determines different types of human behavior styles created are mostly related to people's community' characteristics under which they are living which part of it reflects their living conditions, their norms ,believes, their psychological and emotional feelings towards each other within their community and towards other people of other communities and cultures.
* Same styles of behavior can occur in different communities of different characteristics for an ethic, religious, psychological or historical rivalry reasons.
* Behavioral styles of the same ones differ in its characteristics' too at the same time, depending upon the reasons behind the creation of each style in the same / different community / communities and under the same characteristic of that/those community/communities which could be related to other factors (e.g., The low level of education in CA and the higher one in CB, as discussed above under point 5.
* These five characteristics discussed above do not reflects the whole characteristics' of both communities, it represents only a few of it, which the researcher assumed it as a samples to test, more over these results of this testing methodology doesn’t mean that, it is a common and the only results which could be reached, but it is the opposite case in reality- since reality shows for example that whenever democracy found to be available and exist in the society, people behavioral styles must be assertive ,democratic and positive and visa-versa – which is applicable to all of it’s characteristics discussed above in points (1-5) in a normal and real situations, in which a positive characteristics of any community must yields positive behavioral styles and visa-versa.
* **Techniques which might help us to deal with difficult people:**

The researcher suggested the following techniques as a tool to help us in dealing with difficult behavioral styles of people, these techniques suggested are shown in the below table.

Collect the required Data and information, and then analyze the personality type of the individual:

The Timetable shown below could help us to collect the required data and information about others as the first step, and to analyze the collected data and information as the second step, in order to understand others very well and then proceed to deal with them as the third and final step

Human behavioral styles are subjected not only to socio-economic and political living conditions of the people, but to many other factors such as genetic, psychological, brain structure, norms and values act.

The development and enhancement of human behavior must be preceded by the deep understanding of those factors which affects and determines human behavioral styles through the understanding of its interdependent and interrelated relationship, and through finding out how these relations could be affected and changed among those different factors and other variables as what have been done by this research.

More over this research came to the conclusion that, the improvement of human behavior at the local or international level could leads to more cooperation, collaboration among people and exchange their experiences with each other, which enhances and promote their skills and productivity, leading to better socio-economic living conditions which strengthen those people to live under a good and positive political conditions and gain their freedom and independence.

The above minimum mentioned expected outcomes as a results of improvement in human behavior will leads automatically to bring about much more improvement in human behavior- creates a positive, productive, peaceful, assertive and creative behavioral styles of people- which will contributes strongly and directly to decrease violence, aggressiveness among people and build a peaceful societies and in turn a peaceful globe.

The ten elements shown in the chart above, on which human behavior might be based on, could be understood through discussing briefly any one of these 10 elements, such as element number one (1) - Self-Interest-Based Behavior- as an example.

Self-Interest-Based Behavior element means that, an individual behaves according to his own interests only, taking into consideration and concentrated on the achievement of his own personal goals and final mission and vision.

Burner stated that as mentioned before in this research that, "there is a deep human need to respond to others and to operate jointly with them towards an objective (Burner, 1996). This statement can be applied too to the second (2) elements

Group-interests- based behavior- as shown in the above chart. In both cases, either there is an individual objective or group objectives, human behavior might be based on one of these elements or in both of it at the same time.

This type of personal behavior which based on the first element might leads to less cooperation with others and the individual might became more aggressive in order to gain his objectives. In this case he could be categorized as a difficult person or a user (the individual who uses others relations to gain his own goals and objectives).

Therefore, to achieve the individual objectives through a self-interest -based behavior doesn’t nesecassry means that this could be achieve through a limited number of behaviors and in a limited time, it depends on many factors which might affect his behavior which usually comes prior to, during and after any behavior, the individual behaviors might allow him to gain his objectives either in the short-run or in the long - run or face a failure. This type of behavior might deteriorate human relations among people at the local level in one hand, and at the international level in the other hand.

The discussed above element (No1) can easily helps us to understand the rest of other nine elements of behavior. We have to note that, these nine elements could be influenced by these 10 elements and his relationship with each of it.

**5.4. Recommendations for future research.**

* To study and understand human behavior deeply, what you have to do? The first step is that, you have to live and deal directly with a given samples of people of different cultures in their communities for at least 6 months - as the least and the minimum time - to be spent in each of these communities, in order to be able to understand the minimum information about their behavior and human relations. Human behavior is not an easy task to understand it thoroughly in reality which might need tens of years to understand for the reason that , still the previous studies either the ones which have been done by the scientists or the researchers at the individual or at the institutional level did not reach up to date to a clear and accepted common vision and it will never happen in the future because, human behavior issue is related to human beings directly, their behaviors are not stable and static due to many factors as this study concluded, more over, some of our human behavior cant be measured since it is related to our emotional and psychological feelings.
* The same living conditions of a given group of people are not always necessary reflects and determines the same behavioral styles, since there are many other major and sub-major factors intervene in determining people's behavioral styles such as, religious, ethnic, psychological, emotional, genetic, nutritional and environmental factors.
* Human behavior is the most important element of growth and development for any society, therefore, great attention must be given to improve and change negative behaviors into a positive ones. The achievement of this task lays directly on the first hand on governments and on the educational institutions on the other hand.

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