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**Relationship between Post-Traumatic Stress Disorder
and Social Adjustment among Students of College of
Education Gidanwaya Kaduna State, Nigeria**

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Relationship between Post-Traumatic Stress Disorder and Social Adjustment among Students of College of Education Gidanwaya Kaduna State, Nigeria

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Article Info**Article History**Received:
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21 July 2021**Keywords***Post-Traumatic
Stress Disorder
(anxiety,
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This study examined the Relationship between Post-Traumatic Stress Disorder, Social Adjustment among Students of College of Education Gidan Waya Kaduna State. Three objectives were formulated to guide the study. The study adopted a correlational research design. The target population of the study were four hundred and eleven (411) among Students of College of Education Gidan Waya Kaduna State. The sample of the study were 196 participants drawn from NCEII students. Data was collected using post-traumatic stress disorder inventory (PTSDI) by Harvard refuge trauma adapted from educational media solution, social adjustment inventory (SAI) by Bell. Post-traumatic stress disorder inventory (PSDI) faced and content were validated and had reliability of .856 also social adjustment has a reliability of .898 respectively after pilot testing. The collected data was processed and analyzed using descriptive (frequencies, mean and standard deviation) and inferential statistics Pearson Product Moment Correlation (r). All tests were done at 0.05 alpha level of significance. The finding shows that relationship exist between anxiety and social adjustment of College students ($r=-0.681$, $p=0.001$). Aggression and social adjustment of College students ($r=-0.770$, $p=0.000$). Depression and Social adjustment of College students ($r=-0.795$, $p=0.000$). From the results of the findings it was recommended among others that Conference/workshop should be organized for the Teachers, administrators in order to pay more attention to College students with Post-Traumatic Disorder issues and refer them to psychological testing and counselling centres by adopting this will improve social adjustment of college students. Since there is relationship between anxiety and social adjustment psychologists and counsellors should be encouraged in addressing students with anxiety problem thereby having functional psychological testing and counselling centres for proper social adjustment.

Introduction

Post-traumatic stress disorder occurs when students loss their loved ones, may be in motor accident, plane crash, exposure to violence, students abuse in form of physical, sexual and emotional abuse, and whether related disaster like flood that happened in some parts of the country Nigeria, and bomb explosion have occurred throughout the history of mankind. Students are subjected to various devastating experiences which may be traumatic such as communal violence, public coercion, political violence, death of loved ones which may go unnoticed thereby leading to psychological problems among the students. There are other major acts of violence such as political crisis, farmer herdsmen clash in our society, Religious crisis, bullying and public coercion, are traumatic events confronting students today, especially at the secondary school level, which may easily influence their social and emotional adjustment and academic adjustment (Shalev, 2012). Post-traumatic stress disorder (PTSD) is an anxiety disorder caused by very stressful, frightening or distressing events (National Health Service, 2018). Post-traumatic stress disorder can happen to a person after experiencing a traumatic event that has caused them to feel fearful, shocked, or helpless. It can have long-term effects, including flashbacks, difficulty sleeping, and anxiety (Timothy, 2019).

Shalev, (2012) in his study found out that each year many students sustain injuries from violence, death of friends or family members, and various forms of students abuse, community crisis, wars, exposure to automobile accidents where many people are killed including friends and relatives. Students are subjected to various devastating experiences which may be traumatic such as communal violence, public coercion, political violence, death of loved ones which may go unnoticed thereby leading to psychological problems among the students. The problem that students face are all indices of trauma in which students may exhibit a wide range of reactions, generally referred to as Post Trauma Stress Disorder (PTSD), which usually comes after the disaster. The post-traumatic stress disorder (PTSD) includes fear, flashback, anger, helplessness and so on and the victims may need help from counselors, parents, teachers and the psychologist. Davidson and Smith (2011), in their study provided a relationship data between several early trauma and broad range of later disorders. The study showed that 22% of adult psychiatric out-patients received a diagnosis of post-traumatic stress disorder (PTSD), with vulnerability to trauma greatest during early studentshood and adolescence in a related study. Brooks (2008) found that veterans with combat-related post-traumatic stress disorder were more likely to have a history of students physical, social and emotional abuse than those without post-traumatic stress disorder. Perry, (2013), also found out that the survivor while still arousal state finds it difficult to process information because of the alteration in the functioning of the neocortex. These findings showed that students who have been traumatized remain in a state of fear and will be encompassed with difficulty in processing verbal information. In our schools today many students are dying in silence as a result of exposure to various man-made disasters. They are victims of some unwanted behaviours or what is known as "behaviour excesses" which include aggression, anxiety, and depression this may lead to decline in their social and emotional adjustment as well the academic adjustment.

Post traumatic symptoms in students and adolescent students may encompass one or more of a broad range of behaviours, including terrified responses to sights, sounds or other sensory input that remind the students of the traumatic experience (s)(Moroz, 2013). Difficulty in sleeping, and concentrating, aggression, anxiety and depression are all triggered by post-traumatic stress. Kowalski (2012) described anxiety as a highly unpleasant felling of fear and apprehension. In the school students are usually found, having unnecessary worries when they are faced with schoolwork or other life challenges.

Aggression refers to a quality of anger and determination that makes one ready to attack other people. It is applicable to male and female. This attacking behaviour may cause feeling of being misunderstanding, unlovable, feeling of discomfort with individual classmates who are always attacked, such aggressive boys and girls becomes angry with every individual around them and may refuse to conform to school authority. The emotional difficulties can incapacitate the students and prevent him or her from normal participation in class work. School students who exhibit aggressiveness are easily distracted by irrelevant sights and sounds they are quick to anger, they shift from one activity to another without necessarily finishing the first one, and seem to get bored easily, they may appear forgetful and confused (Center for Diseases and Control, 2015). Hutchinson & Renfrew (2012) defined aggressive behaviour as those actions carried out by an individual with the intention to cause injury or anxiety to others or even to oneself. This means that aggressive behaviour sometimes takes the form of over reaction, the person may shout or become very agitated over minor incidents.

Depression is a condition of great general interest; it is relatively simple to describe in clinical term but difficult to measure scientifically. Depression is a lowering of mood beyond the range of ups and downs encountered in normal life and sustained over time and to such a degree that

the quality of life of such a person is significantly impaired (Nwankwo, 2010). Defining it scientifically is more difficult and has led to international agreement that it is present only when certain, manifestation of behaviour is exhibited. Depression is an illness that affects the body, mood and thoughts. The risk of developing depression is increasing worldwide particularly among students and adolescent (Munir, 2010).

Social adjustment is an effort by an individual to cope with standards, values and needs of the society in order to be acceptable. Social adjustment refers to the individual development of social cognitive understanding that contributes to social competence, interpersonal relationship or sensitivity and social awareness of how the self-related to other individuals and groups in a complete social world (Thomson 2015). Social adjustment is an important part of social nature of human and human life. It relates to how often individual social experience responses to communication about the thought of social practice, and which social script are to be used for which social situation (Towmoepeau and Ruffman 2012). According to Santrock (2015) social adjustment involves changes in the individual relation with other people companionship, it affirmed that social adjustment remains a highly functional or serviceable word in psychology because it concerns with many ways in which an individual manages his/her social affair so, the behavior has the function of reflecting demands made upon a person by the environment. People's clothing pattern varies with the climate in which they live. It represents social adjustment to the weather and has the function of helping to maintain a relatively constant body temperature and making people feel more comfortable.

Statement of the Problem

Students who experience community violence, political crises, religious crisis, farmers and herdsmen crisis, kidnapping, and shooting may develop feelings of depression, anxiety and aggressive behaviour. As a result of which students may resort to unwanted behaviour which may be contrary to societal norms and values. Individual students may exhibit different behaviour patterns due to personal experiences, and this may influence their social adjustment. College students who are victims of communal violence, political crises, religious crises, kidnapping, that poses insecurity of lives, where students are under perpetual fear and apprehension issue threats and the likes. The traumatic experience may bring about poor social adjustment, lack of concentration and anxiety. Some students may become aggressive due to the rate of community violence, kidnapping, gun shooting, anxious as they cannot cope with the violence in the environment, they find themselves. There are cases of students may lose their parents, loved ones and relatives which is another traumatic experience in students' life, they may go to school but keep re-experiencing the event even when lessons may be going on, thereby having depressed mood, aggression, and anxiety.

The decline in social adjustment among college students would be attributed to anxiety, aggression, and depression among other factors, this is because anxiety in students lacks the reflective thinking ability that requires cognitive task which may also affect the social wellbeing in the school environment. Due to the detrimental effect of anxiety aggression and depression to the lives of students it has become a matter of concern to psychologist, counsellors, school administration, parents, and teachers. Therefore, the problem of the study is to find out if there is any relationship between post-traumatic stress disorder and social adjustment of students at College of Education Gidan Waya, Kaduna.

Objectives

1. To find out the relationship between anxiety and social adjustment among Students of College of Education Gidan Waya Kaduna State.

2. To determine the relationship between aggression and social adjustment among Students of College of Education Gidan Waya Kaduna State.
3. To find out the relationship between depression and social adjustment among Students of College of Education Gidan Waya Kaduna State.

Hypotheses

1. There is no significant relationship between anxiety and social adjustment among Students of College of Education Gidan Waya Kaduna State.
2. There is no significant relationship between aggression and social adjustment among Students of College of Education Gidan Waya Kaduna State.
3. There is no significant relationship between depression and social adjustment among Students of College of Education Gidan Waya Kaduna State.

Research questions

1. What is the relationship between anxiety and social adjustment among Students of College of Education Gidan Waya Kaduna State?
2. What is the relationship between aggression and social adjustment among Students of College of Education Gidan Waya Kaduna State?
3. What is the relationship between depression and social adjustment among Students of College of Education Gidan Waya Kaduna State?

Methodology

This research employed correlational design, according to Mitchell and Jolley (2007) that when researchers want to find out the relationship between two or more variables then correlation design should be used. This design is a form of descriptive research undertaken when dealing with systematic collection of data or information from a population using personal interview, opinion, scale, questionnaire, and observation. This enables the researcher to make generalization in the end of the research. This study involves an investigation of entire population of people or items under the study by collecting data from sample drawn from the population and assuming that these samples are true representation of the entire population. Since the population of this study is large, and sample are to be drawn to represent the entire population, no relation method is appropriate to that effect.

The population of this study was made up of four hundred and eleven (411) college students with trauma symptoms of the five (5) schools namely, school arts and social science, school of language, school of education, school of vocational and technical education. This is the population of students with trauma symptoms across the five schools, the process was carried out using check list to identify the subject with trauma problem. Sample random sampling technique was used in the allocation of the NCE levels. According to Abdullahi, (2015) Simple Random Sampling is a method of selecting a portion of population such that each member of the population has equal chance of being selected. However, this could be done various ways by ballot method and use of table of random numbers. Therefore, the researcher made use of ballot method in selecting the schools. In this method, the element in the population could be assigned numbers or names used directly which are then written on pieces of paper crumple or folded so that the number on each paper is hidden. So, the pieces of paper are put in a bag or a suitable container and shaken thoroughly so the required number of the subject is picked from the bag (possibly without looking into the bag one after the other).

The sample size of this study is 196 NCEII college students with symptoms of trauma from five (5) schools. The sample is drawn from an entire population of NCEII college students with

trauma symptom which is 411. The selection is confirmed to Research Advisor (2006). The researcher purposively targets NCE college students with trauma symptom in College of Education Gidan Waya Kaduna State. Their level of aggression, anxiety and depression will be determined and correlating with their Social Adjustment. Two main instruments were used for this study. The instruments are post-traumatic stress disorder inventory and social adjustment inventory. Post-traumatic stress condition inventory was adapted from educational media solutions (2011) and Harvard program in refuge trauma and it comprises of five (5) Likert scale and it was modified by four (4) Likert scale and subdivided into three categories; Anxiety items consist of ten (10), Aggression items consist of ten (10) and depression ten (10) respectively the observation were made by experts in the educational psychologist in Ahmadu Bello University, Zaria, Social Adjustment Inventory consist of twenty (20) items which consist of five (5) Likert scale for the both inventory.

Validity of the Instruments, to make sure that the final copy of the questionnaire is valid for the study, the researcher submitted the copies to the supervisors for validation. The instruments were validated by educational psychologist in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. Based on the advice some modifications were made. The area of modification includes language interpretation where necessary, clarification of sentences, separation of post-traumatic stress disorder inventory items, the discard of not sure option was made in social adjustment inventory scale and the likes. All the three instruments were validated to determine the content and face validity, their relevance and appropriateness in the study.

The pilot study was carried out in department of agricultural science education, split half techniques was used with the purpose of establishing internal consistency of Post-traumatic stress disorder, social adjustment, inventory after adaptation of these instruments PDST and SAI 40 copies of each were distributed among NCEII college students (who are not going to participate in the main study, but have similar characteristics with the general population of PDST and SAI data collected from pilot study was analyzed using (SPSS) version 20.0 and internal consistency of test reliability co-efficient were obtained Post traumatic stress disorder .856. Social adjustment inventory has the internal consistency of .898. These reliability measures were determined using Cronbach's Alpha. These reliabilities show that the instruments are reliable to collect data for the research.

Reliability of the Instrument, the instruments are reliable as both have an appreciable internal consistency. Post-traumatic stress disorder has the internal consistency of .856, Social adjustment inventory has the internal consistency of .898 respectively. All these were made through split half reliability techniques measures were determined by the use of Cronbach's Alpha. These reliabilities show that the instruments are reliable to collect data for the research. Checklist (Civilian Version) was used to identify the victim who are found with trauma problems, civilian version was found to be appropriate to this type of research work and has the scoring guide as follows <29 - mild trauma, 30-59 - moderate and 60-100 - severe trauma. The data collected were analysed using descriptive and inferential statistics. The study made use of tables for the presentation of data analysis. The descriptive statistics was used to analyse the Bio- data of the subject; percentage, mean and standard deviation was used to answer the research question raised while the inferential statistics of Pearson Product Moment Correlation PPMC(r) was used to test all the three hypotheses.

Results

Hypothesis one: This null hypothesis states that there is no significant relationship between Anxiety and Social Adjustment among Students of College of Education Gidan Waya Kaduna State.

Table 1: Pearson Product Moment Correlation (PPMC) statistics on the relationship between anxiety and social adjustment

Variables	N	Mean	SD	Df	Correlation index r	P
Anxiety	194	34.411	8.8763	192	-0.681	0.001
Social Adjustment	194	66.437	17.1282			

Correlation is significant at the 0.05 level (2-tailed).

Table 1 indicated that, Pearson Product Moment Correlation (PPMC) statistics showed that significant relationship exist between Anxiety and Social Adjustment among Students of College of Education Gidan Waya Kaduna State. Reason being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of -0.681 at df 192. There is negative relationship between anxiety and social adjustment. That is, the higher the students level of anxiety, the lower the social adjustment and vice versa. Consequently, the null hypothesis which state that there is no significant relationship between anxiety and social adjustment among Students of College of Education Gidan Waya Kaduna State, is hereby rejected.

Hypothesis Two: This null hypothesis states that there is no significant relationship between Aggression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State.

Table 2: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Aggression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State.

Variables	N	Mean	SD	Df	Correlation index r	P
Aggression	194	32.349	8.5752	192	-0.770	0.000
Social Adjustment	194	66.437	17.1282			

Correlation is significant at the 0.05 level (2-tailed).

Table 2 indicated that, Pearson Product Moment Correlation (PPMC) statistics showed that significant relationship exist between Aggression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State. Reason being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of -0.770 at df 192. There is negative relationship between Aggression and Social Adjustment. That is, the higher the student’s level of aggression, the lower the social adjustment and vice versa. Consequently, the null hypothesis which states that there is no significant relationship between Aggression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State, is hereby rejected.

Hypothesis Three: This null hypothesis state that there is no significant relationship between Depression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State

Table 3: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Depression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State.

Variables	N	Mean	SD	Df	Correlation index r	P
Depression	194	34.356	6.7289	192	-0.795	0.000
Social Adjustment	194	66.437	17.1282			

Correlation is significant at the 0.05 level (2-tailed).

Table 3 indicated that, Pearson Product Moment Correlation (PPMC) statistics showed that significant relationship exist between Depression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State. Reason being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of 0.795 at df 192. There is negative relationship between Depression and Social Adjustment is inversely proportional. That is, the higher the students level of Depression, the lower the social adjustment and vice versa. Consequently, the null hypothesis which state that there is no significant relationship between Depression and Social Adjustment among Students of College of Education Gidan Waya Kaduna State, is hereby rejected.

Discussion

The findings of this research indicated that significant relationship exist between anxiety and social adjustment of NCEII college student. The findings agree with that of Mishra (2011) who revealed that there is a positive relationship between stress and students' adjustment. The findings of this research indicated that significant relationship exist between aggression and social adjustment of NCEII college student. The findings agree with Munir (2010) who revealed that pupils' posttraumatic stress reaction negatively correlated with school adjustment. The study indicated that there is significant relationship exist between depression and social adjustment of NCEII college student. The finding agrees with that of Brooks (2008) found that veterans with combat-related post-traumatic stress disorder were more likely to have a history of students physical, social and emotional abuse than those without post-traumatic stress disorder

Conclusion

Based on the findings, it was concluded that student with anxiety can easily affect their social adjustment in College of Education Gidan Waya Kaduna State, Student with moderate aggression can easily affect their social adjustment than those with low aggression among NCEII College of Education Gidan Waya Kaduna State. Student with moderate depression can easily affect their social adjustment than those with low depression.

Recommendations

The following recommendations are given on the basis of findings of this research

1. Since there is negative relationship between anxiety and social adjustment psychologist and counsellors should be encouraged in addressing students with anxiety problem thereby having functional psychological testing and counseling centres for proper social adjustment.

2. Since there is negative relationship between aggression and social adjustment psychologist and counsellors should be encouraged in addressing students with aggression problems in Godo-godo and Kafanchan zonal educational inspectorate division.
3. Conference/workshop should be organized for the Teachers, administrators in order to pay more attention to secondary schools students with depression issues and refer them to psychological testing and counseling centres by adopting this will improve social adjustment of students.

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