RELTIONSHIP BETWEEN POST TRAUMATIC STRESS REACTION AND SCHOOL ADJUSTMENT AMONG PRIMARY SCHOOL PUPILS LIVING IN CONFLICT AREAS OF WUKARI TARABA STATE, NIGERIA

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A DISSERTATION SUBMITTED TO POSTGRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULLFILLMENT FOR THE AWARD OF MASTER DEGREE IN EDUCTIONAL PSYCHOLOGY, DEPARMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

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DECLARATION

I hereby declare that this dissertation title "Relationship between post traumatic stress reaction on school adjustment among primary school pupils living in conflict areas of wukai, Taraba state" has been carried out by me in the department of educational psychology and counselling A.B.U. Zaria. Under the supervision of Professor Khadija Mahmoud and Professor Musa Balarabe. The work has to the best of my knowledge not presented anywhere for the purpose of the award of any degree. All quotation and source of information are either indented or acknowledge by means of references and I am liable for any mistakes in this work.

_____ _____

Buba Mahmud Date

CERTIFICATION

This Dissertation entitled RELATIONSHIP BETWEEN POST TRAUMATIC STRESS REACTION ON SCHOOL ADJUSTMENT AMONG PRIMARY SCHOOL PUPILS LIVING IN CONFLICT AREAS OF WUKARI, TARABA STATE by Buba Mahmud meets the requirement governing the award of Master Degree in Educational Psychology, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late younger brother, sisters Usman, Karimtu and Ruqayyatu as well as my mother in-law, grandmother and aunty Nenne Hauwa Imam Muhammad Bello, Hauwa'u Jauro (Nenne Fatu) and Ummulkulthum Imam Salihu (Goggo Ummu) respectively. May Allah (SWT) forgive them all and reward them with Jannatul Firdaus Amin.

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ABSTRACT

The study examined the Relationship between Post Traumatic Stress Reaction and School Adjustment among Primary School pupils living in Conflict Areas of Wukari, Taraba State. From a population of 49,950, a sample of 382 pupils, out of which 211were males (54.4%) and 170 females (44.6%) was randomly selected. The study was guided by three major objectives. The first was to examine the relationship between post traumatic stress reaction and school adjustment, second was to find out the relationship between post traumatic stress reaction and school adjustment on the bases of gender, and the third was to examine the relationship between posttraumatic stress reaction and school adjustment base on school type. A total of three hypotheses were formulated and tested. Ex post facto design was employed in the conduct of the study. The instruments used to collect data were Biodata form, Child Reaction to Traumatic Events Scale CRTES-R (Jones, Fletcher & Ribbe, 2002) and Child Adjustment Scale CAS (Santrock & Warshark, 1979). Pearson Product Moment Coefficient (r) was the statistical tool used to analyze the data. Results of the analysis indicated that Pupils' posttraumatic stress reaction negatively correlated with their school adjustment (r= -0.875, p=0.000). Similarly, negative influence exists between male and female pupils' posttraumatic stress reaction on their school adjustment (r=-0.913, p=0.000. r=-0.818, p=0.000) and significant negative correlation also exist in Conventional and Nomadic school pupils' posttraumatic stress reaction on their school adjustment (r=-0.874 p=0.000. r=-0.881). It was recommended that appropriate psychological intervention should be given to the pupils who have suffered post traumatic stress reaction so as to enhance their school adjustment through school psychologists, counsellors and teachers among others.

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Operational Definition of Terms

Post traumatic stress Reaction: refers to the pupil's reaction resulting from exposure to an aversive stimulus such as conflict, war, severe oppressive situation, severe abuse and natural disaster which has ended and continues to affect the children capacity to function as well as their psychological well being.

School Adjustment: refers to the pupil's ability to cope with school challenges and responsibilities so as to maintain equilibrium for their proper functioning in the school environment.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Social relation and other form of social interaction among human being are prone to swing harmony to conflict, this makes it easy that conflict is an inherent to human existence, conflicts exist in all human societies at different level, as social interaction and relationship is prone to swing tension and antagonism. Nigeria is the most populous nation in Africa with multitude of religious, ethnic and political fault lines that periodically erupt into communal conflict.

Conflict is a situation where parties have incompatible goals, stand each other's ways, they presume things they think are incompatible. The goals may be economic, political, cultural, social or religious (Eti, 2003). Conflict in this sense refers social phenomenon drives from a clash of goals which could be both personal and social in nature. Conflict is a perceived condition that exists between individuals, groups, societies or nation, in which one or more of the parties perceive incompatible goals and some opportunity for interfering with goal accomplishment of others (Mohammed, 2006). Conflict is considered here as a product of disagreement that is deep-rooted in divergent belief, ideas, interest and perception of people or nation.

Human Right Watch (2002) States that, Conflict in Taraba state-Benue area, which has been going on for decades, is principally between Tivs and Jukuns. While Tiv and Jukun ethnic group had a cordial relationship for centuries, that amiable co-existence progressively turned sour between 1930s through 1950s

because of ecological as well as political changes in Wukari and Benue Valley.

Conflict is an actual or perceived opposition of needs, values and interest. The interests, needs and values of the people are accompanied with accusations and allegations of neglect, oppression, domination, exploitation, victamisation, discrimination, merginalisation, nepotism and bigotry (Brahm, 2003). The discriminatory tendency especially at the local level has been a major and potential source of conflict, especially on the basis of indigeneship or citizenship which is quite problematic because it is directly tied to individual or group access to societal resources including political opportunities that sharpen "we" and "you" divide, between the Jukuns and Kutebs, Tivs, Hausas in Wukari local government, Taraba state that have broken social relationship and lead to psychological trauma and destructions of infrastructure and property (Jega, 2002). Recently Wukari found itself in another cycle of ethno-religious conflict in 2013 and 2014 led to the massive human and materials destruction, displacement of many families shutting down of businesses and schools (Nwanegbo, Odigbo & Ochango 2014). Children in conflict areas are said to be direct victims of violence and witness various life threatening events which can lead to serious and often debilitating post traumatic stress disorder (March & Amaya-jackson, 1994). Children in Wukari local government are vulnerable population that suffer death or injury that sometimes may lead to permanent disability, abduction, malnutrition, overcrowding and psychological uncertainty of various forms of traumatic experiences and their access to education and health service thus

become limited which may in turn result in behaviours such as withdrawal, isolation, anger, nightmares, revenge and aggression.

After every violence conflict, lives and properties are destroyed, apart from these losses, conflict can result in family dislocations, distortion in career, loss of vital organs of the human body, loss of friends, relations and colleagues. In short, conflict result in life-long nightmares that may continue to afflict those that survive the terrible experience they had during the conflict, it may continue to disturb their thinking. This is commonly called post-conflict trauma. As time goes on, the trauma may develop into strong psychological problems that if not quickly and properly handled, may result into biological problems (Mohammed, 2006). Therefore the concept of conflict is relevant in this study as it relates to the area of the study which is the conflict areas of Wukari local government.

Post traumatic stress reaction is an anxiety that may develop in weeks, months or even year after experiencing or witnessing a traumatic event such as loss of loved ones, accident, interpersonal conflict and military combat. As a result, children often experience post traumatic stress disorder that may affect their entire later life and many children with post traumatic stress disorder developed behavior disorder such as aggression that may eventually leads to militants, creating vicious cycle of violence (Burke, 2006). Psychological trauma is as a result of extra ordinary stressful event that shatter one's sense of security, making him/her feel helpless and vulnerable in a dangerous world (Akombo, 2009).

Post traumatic stress reaction is an anxiety disorder associated with reaction that individuals has in response to a traumatic events (Foa & Riggs, 1995). Children

from conflict areas suffer various forms of traumatic experience such as behaviour disorder, anxiety, phobia among others, which may in turn result in behaviors such as withdrawal, isolation, anger, nightmares, revenge, aggression and rebellion. Societies today are becoming more increasing aware of the psychological impact of trauma as a result of communal violence that injure children, make them to be mutilated, dismembered, killed, forced in to military services, sexually abused, exploited and separate them from their families, loosing opportunities to attend school and health care, suffering from various forms of trauma and more (women's commission for refugees women and children, 2000).

Post traumatic stress reaction in children can be displayed in variety of emotional behaviors disturbances, including low self esteem, withdrawal syndrome, nightmares, self blames and aggression against peers and family members, chronic exposure to violence adversely affect children stability to learn, children affected by crisis may not be able to concentrate in their learning because of traumatic experience and continued to have thought of fear in their lives (Peled, Jaffer & Edleson, 1995).

Presently there are pupils in Wukari local government who are too afraid to go to school because they fear for their lives or they imagine they will encounter violence from their fellow pupils or different ethnic group who happen to be their school mates or teachers. Children in the makeshift schools established in the camps are stressed and anxious about their future and this is likely to affect their emotional and psychological stability and is very important for pupil's survival and

future functioning (Onsongo, 2008). This variable is one of the areas of focus in this study.

Birch and Gary (1997) viewed School adjustment as a generic term that refers to school-related out comes. Quite often, school adjustment is defined with respect to absence of negative or maladaptive students out comes like aggression, inattentive or disruptive behavior. In addition to the presence of normative or positive competencies like cooperative, compliment or self regulated behavior. Learners who show signs of adjustment are the well behaved ones. Well adjusted pupils progress continuously in their educational pursuits. They attend to their lessons, pay attention to their teachers and not aggressive towards others. However, those who show the habit of withdrawal, excessive aggression, shy and not taking part in normal school activities and are maladjusted.

Agbakwuru and Agbakwuru (2012) see school adjustment as the process of bringing an individual's behaviors in conformity with the norms of the school setting. It is a continuous process that is geared towards the adaptation of the individual to school life and culture. Gates and Jersild in Mangal (2008) see school adjustment as a continuous process that students vary their behavior to produce a more harmonious relationship with the school environment. School adjustment comprises academic, social and emotional adjustment. It can be taken to mean the process the students adopt in maintaining a balance between their academic, social and emotional needs and the school environment. Indeed students' school adjustment depends on the match between his or her competences, needs and the demands of the school environment.

According to Richard cited in Adeyemo (2005) students' adjustment is "the ability to cope, manage their emotions and anatomy to behave in socially appropriate and responsible way to meet up with the school challenges and responsibilities". This means that adjustment involves coping ability of physiological and emotional components to meet up the demands of school environment. Adjustment potentials enable students deal better with pressures of peers, school life, academic challenges and temptation of alcohol, drugs and sex. School adjustment is an innate psychological disposition to cope with challenges (post traumatic stress reaction) confronting students in school environment and the ability to accommodate any possible outcome or changes. The variables is key to the present study as it is investigated alongside with pupils post traumatic stress reaction in the conflict zone of Wukari local government areas in Taraba state.

1.2 Statement of the *Problem*

Wukari local government in Taraba state found itself in a circle of conflict ranges from Ethno-religious and Political conflict that lead to massive lost of lives and properties in the region. The recent 2013 and 2014 conflicts dislocated many families, shut down schools and exposed primary school pupils into nightmares, fear, anxiety, depression, helplessness and in ability to concentrates sometimes missing school activities which may lead to difficulty in coping with the school challenges. The influctuating circumstances have exposed many pupils the risk of post traumatic stress reaction and school adjustment problems which would impinge their emotional stability and proper adjustment to school programmes.

The reflection of this problem will affect their cognitive development that would lead to confusion, academic difficulties, lowered IQ, learning disabilities, poor language and communication skills development.

The implication of this problem lay in the fact that if this pupils are not given some psychotherapy intervention, they are likely to drift beyond post traumatic stress reaction and run into emotional dysregulation and multiple of domain impaired disorder, such as Aggression, drugs addiction, immunological disorder, cardiovascular, somatoform etc. indeed such pupils would find it difficult to continue with their academic pursue and are likely to drop out of school. Consequently, this will affect the primary school objectives to move in to secondary school for proper education and development.

Cognitive development is vital for Pupil's learning and functioning in academic and social context particularly for successful transition from childhood to adolescent and adulthood.

Therefore investigating into the present condition of the pupils as it relates to their post traumatic stress reaction experiences and adjustment in school became an area of interest to the researcher and therefore deemed it fit for the study.

1.3 *Objectives of the Study*

The objectives of the study are:

1. To examine the relationship between post traumatic stress reaction and school adjustment among primary school pupils.
2. To determine the relationship between post traumatic stress reaction and school adjustment of male and female primary school pupils.

3. To assess the relationship of post traumatic stress reaction and school adjustment between Conventional and Nomadic school pupils.

1.4 Research Questions

The following research questions are raised for the study:

1. Is there any relationship between post traumatic stress reaction and school adjustment among primary school pupils?
2. Is there any relationship between post traumatic stress reaction and school adjustment of male and female primary school pupils?
3. Is there any relationship between post traumatic stress reaction and school adjustment of Conventional and Nomadic school pupils?

1.5 Research Hypotheses

Below are the hypotheses raised to guide the study

1. There is no significance relationship between post traumatic stress reaction and school adjustment among primary school pupils.
2. There is no significance relationship between post traumatic stress reaction and school adjustment of male and female primary school pupils.
3. There is no significance relationship between post traumatic stress reaction and school adjustment of Conventional and Nomadic school pupils.

1.6 Basic assumptions

The study Assumed that:-

1. Post traumatic stress reaction has relationship with school adjustment among primary school pupils.

2. Relationship exists in post traumatic stress reaction between male and female primary school pupils on their school adjustment

3. Post traumatic stress reaction has relationship with school adjustment between Conventional and Nomadic school pupils.

1.7 Significance of the Study

Childhood post traumatic stress reaction is a major concern of the research and addressing the consequences of post traumatic stress reaction on school adjustment that may affect pupils living in conflict areas. Investigating the effects of post traumatic stress reaction on school adjustment among primary school pupils living in conflicts areas are important to parent, teachers researchers, Wukari conflict areas in particular and the society in general, this is because it can affect school readiness, performance, diminishing cognitive abilities, causing substance abuse, crippling mental alertedness as well as physical health of the pupils. Early identification of children with post traumatic stress reaction and school adjustment problems in conflict areas would help in seeking for immediate intervention so as to help them adjust properly in life and school programmes in particular.

The research findings and recommendations will benefit the society, policy makers and Ministry of Education Taraba state to organize seminars, workshops to teachers, parents, Psychologist, clinicians and counsellors on how to counsel the affected children using appropriate strategies to help them adjust and cope with both school and daily life challenges.

Publishing this research into journals of Educational Psychology would serve as a reference material for Educational Psychologists, Clinicians, Counsellors, Government, Non-governmental Organizations and to others

who will embark on research in the area of post traumatic stress reaction and school adjustment especially as it relates to children living in conflict areas of the world at large and Nigeria in particular.

1.8 Scope and Delimitation of the Study

The subjects for this study are Primary school pupils (approximately 6-12 years) living in conflict areas of Wukari Local Government Taraba state, Post Traumatic Stress Reaction and School Adjustment are the key variables of the study. The study is limited to the conflict areas particularly primary schools such as Bantaje A/B primary school, Bantaje L/G primary school, Tapare primary school, Chediya primary school, Mahanga primary school, Nwuko Nomadic primary school, Labbare Nomadic primary school, Natirda Nomadic primary school, Tapare Nomadic Primary school and Sabon Gida Nomadic Primary school. Some of these primary schools in conflict affected areas are used as camps. The study involved both Boys and Girls pupils, Conventional and Nomadic primary schools, in Wukari local government Area of Taraba State.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature based on the following headings:

- Conceptual Frame Work
- The Concept of Conflict
- The Concept of Post Traumatic Stress Reaction
- The Concept of School Adjustment
- Types of Post Traumatic Stress Reaction
- Gender Difference and Post Traumatic Stress Reaction
- Difference in School Location and Post Traumatic Stress Reaction
- Gender Difference and School Adjustment
- Difference in School Location and School Adjustment
- Influence of Post Traumatic Stress Reaction on School Adjustment
- The Concepts of Conventional and Nomadic Primary Schools
- Theoretical Frame Work
- Marxist Theory of Conflict
- Realistic Conflict Theory
- Mowrer's two-factor theory of Post Traumatic Stress Disorder
- Kurt Lewin Social Learning Theory of Adjustment
- Review of Empirical Studies
- Summary

2.2 Conceptual Frame Work

2.2.01 The Concept of Conflict

Conflict is a state of oppositional disagreement or incompatibility between two or more people or groups of people, which is sometimes characterized by physical violence, disagreement, disharmony or antagonism between citizens of the society. Conflict usually occurs as a result of the scarcity of resources which make people interest and goals to clash (Burton 1987, cited in Mohammed, 2006). Conflict is the tendency of human beings to become antagonistic, particularly when they are faced with irreconcilable or opposing views. This refers to the simultaneous occurrence of two or more mutually opposing impulses or motives (Junaid, 1998). Conflict as explain above is considered to be a product of disagreement that is rooted in the belief system and perception of threat to people's goal attainment.

Conflict is a disagreement or clash of ideas, principles of people as a result of perceived condition that exist between parties (individuals, groups, society, nation etc) in which one or more of the parties perceive goal incompatibility and some opportunity for interfering with the goal accomplishment. Abdullah (2005) describe conflict as a situation of perceived incompatible difference that result in interference or opposition. According to forsyth (1990) Conflict occurs when the action or beliefs of one or more members of a group are unacceptable and hence are resisted by one or more group members.

Mahmoud (2013) observed that violence or conflicts in North Eastern Nigeria have been found to be very contagious leading to loss of lives and properties. That widens the already huge gap of suspicion, distrust and ethno-religious intolerance existing

among various communities, these crises have also resulted in heavy toll on the economy and social life of the people. Businesses in the affected areas have been wiped out and lost investment opportunities. Schools have been closed dawn and their premises in some cases converted to accommodation for the displaced people. As a result these incessant crises, hunger and increased tension continue to mount across the country. The pattern of ethno-religious and economic dichotomy which breeds a great deal of inter-group animosity is reflected for instance in Plateau, Bauchi, Gombe, Adamawa, Taraba and Nasarawa states in varying degrees. This concept is related to the present study conducted in the conflict zones of Wukari local government, Taraba state.

2.2.02 The Concept of Post Traumatic Stress Reaction

Clark and Mitchel (1990) conceptualized post traumatic stress disorder as a disorder that developed through exposure to traumatic events such as war, severe oppressive situation, severe abuse and natural disaster. Post traumatic stress disorder is an Anxiety disorder that develops in response to an extreme psychological or physical trauma. Santrock, (2003) it is a long lasting emotional disorder that occurs after variety of traumatic events. Barlow (1998) identifies war as the most impressive traumatic event in the development of post traumatic stress disorder. He however concur with Norris and Clark (1997) that post traumatic stress disorder does not develop to all people who experienced trauma at the same level but rather attributed the development of post traumatic stress disorder to biological, psychological and social factors. Foy (1992) concluded that the intensity of combat exposure, contribute to the etiology of post traumatic stress disorder in a group of Vietnam War veterans.

According to Santrock (2003) Post traumatic stress disorder is charaterised by intrusive memories of the traumatic events, emotional withdrawal and heightened arousal. Yebuda (2002) viewed post traumatic stress disorder as an Anxiety disorder that may develop months or even years after experiencing or witnessing a traumatic events that includes un expected lost of loved one, accident, interpersonal violence and military combat, the major symptoms of post traumatic stress reaction include:-

1. Re-living the traumatic events in nightmares or flashbacks
2. Hyper arousal resulting in difficulty falling asleep, anger outburst, difficulty in concentrating, hyper vigilance and physical sensations.
3. Avoiding remembering the events along with constricted behaviour and feeling numb, leading to diminished interest in events going on around them or not participating in significant activities, feeling detached or estranged from others.

Generally symptoms of post traumatic stress remain high in the period soon after conflict, recurrent conflict might increase the prevalence of mental disorder, repeated exposure to trauma increase the risk of post traumatic stress reaction and other common forms of mental stress in a well established dose affection relationship (Steel, Chey, Silove, Bryant & Marnane, 2009). Some of the pupils in Wukari local government conflict area lost their relations and are exposed to tension, fear, stress, anxiety, depression as a result of witnessing the killings, gun short and some other forms of violence destruction. Wukari conflict areas are facing the problems of mistrust and hostility, post traumatic stress reaction is therefore one of the major variables under investigation in this study.

2.2.03. The Concept of School Adjustment

Adjustment is a continuous process. Adjustment involves the ability to solve one's personal problem in a socially acceptable and constructive way. Adjustment means the ability to deal with life effectively so as to satisfy personality's needs in constructive way. A well-adjusted person can easily accommodate or adopt himself to changed circumstances by making necessary

changes in his behaviour. Adjusted person's level of aspiration is neither too low nor too high in terms of his own strengths and abilities. Educational aspirations help an individual to achieve his goal set by him or herself. School organizational climate influences proper growth and development of an individual to make him achieved the school goal and adjust properly. If the climate is congenial, the growth maybe fullest and the achievement may be high, otherwise both may be hampered. So, a good organizational climate is mandatory for better school adjustment and high educational aspirations.

School adjustment is the degree of acculturation required or adaptations necessitated for maximizing the educational fit between student's unique characteristics and the distinct nature required for learning environment. Gates and Jersild in Mangal (2008) see school Adjustment as a continious process in which the students vary in their behaviour to produce a more harmonious relationship with the school environment. School Adjustment comprises academic, social and emotional adjustment. It can be taken to mean the process in which students adopt in maintaining a balanced between their academic, social and emotional needs of the school environment.

Indeed school adjustment depends on the match between ones competences, needs and the demand of the school environment, this refers to any school-related outcome under investigation. School adjustment can also be viewed with respect to the absence of negative or maladaptive student outcomes like aggressive, inattentive, or disruptive behavior, in addition to the presence of normative or positive competencies like cooperative, compliant or self-regulated behavior.

Bronfenbrenner (1989) in Ford (1992) maintained that School adjustment is refers to one's ability in coping with school programmes and achievement of goals in social integration, as well as those resulting in positive developmental outcomes for self. Socially integrative goals and desired outcomes that promote the smooth functioning of the social group, social approval, and social acceptance, whereas self-related goals are those that promote the achievement of personal competence, feelings of self-determination, feelings of social and emotional well-being. The goal-based definition implies that classroom competence is highly contend a specific outcome reflecting the degree to which students are able to meet the demands of the school environment as well as achieving their own personal goals.

Ford (1992) also expands on Bronfenbrenner's notion of person-environment fit by specifying four dimensions of competence. The achievement of personal goals, the achievement of goals that are situationally relevant, the use of appropriate means to achieve these goals, and accomplishing goals that result in positive developmental outcomes for the individual. Applying Bronfenbrenner's and Ford's perspectives to school environment suggests that, students will be competent and well-adjusted if the criteria are met. First, students must be able to achieve goals that are valued by

themselves as well as by teachers and peers. Second, they must do so in ways that are sanctioned by the group. Third, the goals must be accomplished in ways that set the stage for other positive out-comes such as healthy self-concept or increased interest in academics. The school and classroom context must provide the structure and support for students to accomplish these goals.

Socialization within school setting can be understood as a function of the amount and quality of structural resources level of the school as well as interpersonal contact with teachers and peers that support efforts to achieve personal as well as socially valued goals (Buhs & Ladd, 2001). Socializing children to function well in a formalized way is a function of school, the development of co-operative, personal behaviour is often attributed to interaction with peers rather than with adults (Younniss, 1994).

School is one of the most important foundation pillar on which the child personality develop. Children learned proficiency in various abilities like learning process and home work, social communication, handling emotion and management of the day to day interaction at home and school. In reality the growing child depend on the immediate environment (Home and School) to meet his growth needs, the concern is therefore extends to how the school facilities can be enhanced and improved to meet the growth needs of children (Raja & Rahamatulah, 2007).

Relationships with peers are of central importance to children throughout childhood and adolescence life. Peer relationship provides companionship and entertainment, helps in solving problems, provides personal validation, emotional support and foundation for identity development (Parker & Asher, 1993). In addition, positive peer interactions tend to promote the development of perspective taking and empathic skills

that serve as a basis for cooperative, prosocial and nonaggressive types of behavior (well adjusted). Positive relationships with peers is also been related consistently to a range of academically related accomplishments (Wentzel, 2005).

In light of this evidence that links children's adaptive functioning across social and academic domains, peer-related activities promote social and academic competencies. Peer relationships motivate students in pursuing socially valued goals, behavioral competence, and academic performance. Social competence is one of the criteria used in understanding the contribution of students' peer relationships to the achievement of educational objectives.

An extensive body of work supports the notion that peer acceptance and peer socio-metric status are related to children's motivational and academic functioning in school (Wentzel, 2005). Socio-metric status and peer acceptance also have been related to positive aspects of academic motivation, including pursuit of goals to learn, interest in school, and perceived academic competence. Friendships have been described most often with respect to their functions and qualities (Parker & Asher, 1993). However, having friends at school appears to be related to a range of positive outcomes. Children with friends tend to be more sociable, cooperative and self confident when compared to their peers without friends, children with peers reciprocate and tend to be more independent, emotionally supportive, altruistic, prosocial and less aggressive than those who do not have such friendships (Newcomb & Bagwell, 1995).

Having peers at school also relates to positive aspects of motivation and engagement in school-related activities (Wentzel, 2005). In this regard, children entering kindergarten with existing friends and those who make new friends quickly appear to

make better social and academic adjustments to school than those who do not (Ladd, 1990). Pupils School adjustment is not the same but rather depends on the pupil's levels of post traumatic stress reaction and experience which affect their problem solving skills, low level of social competence and poor academic performance. The concept of school adjustment is relevant in this study as it is investigated along with other variables in this study.

2.2.04 Types of Post Traumatic Stress Reaction

Post traumatic stress reaction is an overwhelming events that goes beyond ones capacity to cope and leaves the victims helpless (Hamblem, 2007). Acute traumatic stress is generally onetime event such as a car accident or natural disaster. Children's responses to Acute Traumatic stress vary Barlow (1998). Acute post traumatic stress disorder varies by its type, severity and duration of exposure which also influence the course of recovery that is compound at developmental stages of children. Acute post traumatic stress disorder can result to cognitive regression problems in pupils like poor impulse control, poor concentration, learning disturbances, misperception of information, altered behaviour, aggressive and disorganized.

Cumulative or Complex Trauma is cause by many traumatic events over a long period of time without a clear beginning or end. It can be cause by nature like floods, hurricane, drought, tornados or by human like homicide, violence, conflicts, criminal acts, abuse, bullying or neglect.

According to National Child Traumatic Stress Network Los Angeles (2003) the term complex trauma describes the dual problem of children's exposure to traumatic events and the impact of this exposure on immediate and long-time outcomes. Complex

trauma refers to children's experience of multiple traumatic events that occur within the care giving system (the social environment that is supposed to be the source of safety and stability in a child's life).

Cumulative or complex trauma is a sequential or simultaneous occurrences of child maltreatment that include emotional abuse and neglect, sexual abuse, physical abuse and witnessing domestic violence that result to emotional dysregulation, loss of a safe base, loss of direction and profound impact on behavioural and cognitive development that impairs one ability to feel safe in the world and to develop sustaining relationships. Complex trauma outcome involves clinical symptomatology that appears after such exposure, exposure to traumatic stress in early life is associated with enduring sequelae that not only incorporate, but also extend beyond post traumatic stress disorder. These sequelae span multiple domains of impaired include:

1. Self regulatory, attachment, anxiety and affective disorders in infancy and childhood.
2. Addiction, aggression, social helplessness and eating disorders.
3. Dissociative, somatoform, cardiovascular, metabolic and immunological disorders
4. Sexual disorder in adolescence and adulthood.
5. Revictimization. (Dube, Anda, Felitti, Chapman, & Giles 2001).

The difference types of post traumatic stress reaction such as Acute Trauma or Cumulative/ Complex Trauma and their associated clinical symptomatology beyond post traumatic stress disorder are likely to manifest among subject of the present study.

2.2.05 Gender Difference and Post Traumatic Stress Reaction

Across countries, cultures and races the lifetime prevalence of posttraumatic stress disorder for women is twice that of men. Nationwide studies in the U.S. have found that the rates of post traumatic stress disorder range from 5 to 6% in men and 10 to 13% among women. Breslau, Chilcoat, Kessler, Peterson & Lucia, (1999). The duration of post traumatic stress disorder is also substantially longer among women, approximately 5 years in women as compared to 2 years in men as reported by Kessler, Sonnega and Bromet (1995) The difference in prevalence rates begins to appear around early adolescence when the prevalence of post traumatic stress disorder among females rises more rapidly until it reaches a rate about twice that of males in adulthood (Perkonigy, Kessler, Storz & Wittchen, 2000).

Despite the higher prevalence of post traumatic stress disorder among women, men consistently report higher overall rates of exposure to traumatic events (Breslau, 2001), which has led some to suggest an inherent vulnerability among women. Breslau, Davis, Peterson and Schultz (1997) says that closer examination of the types of events reveals that men tend to report more instances of accidents, physical assaults and combat trauma than women whereas women are more likely to experience sexual assault (Norris, Foster & Weisshaar, 2002). Among all traumas, sexual trauma is associated with one of the highest rates of post traumatic stress disorder. Therefore, some have proposed that it is the type of trauma that can account for the gender difference in rates of post traumatic stress disorder.

2.2.06 Difference in School Location and Post Traumatic Stress Reaction

According to Institute of Medicine of the National Academics (2007) "Trauma" is the silent killer in Americans rural and frontiers areas, rural people suffer disproportionate number of deaths from post traumatic stress disorder despite decreasing population density in many rural areas compared to their urban counterparts.

Indiana State Department of Health (2007) also found the death risk for rural trauma patient is 15 times greater than for urban trauma patient and the preventable deaths in rural trauma setting are 30% higher than in urban settings. Trauma patient who die in a rural areas without formal post traumatic stress disorder are less severely than those in urban areas who are more likely to die at the scene of the incident.

2.2.07 Gender Difference and School Adjustment

Dantata (2004) describe gender as determined terminology that goes a long way to interpret those characteristics of individuals which make them either male or female. Gender is the process by which individuals is born, that is biological categories of male or female and become the social categories of defined attributes of masculinity or femininity. In the literature, there are some contradictory results for the variable of gender in relation to school adjustment. For some, female students showed higher levels of stress than the male students and they were also found to be having poorer adaptation when compared to male students (Bang, Maruiki & Hodges, 2008).

Singh (2006) is of the view that social climate of the school affects the emotional and total adjustment of students significantly, boys had significantly better health and emotional adjustment than girls whereas girls were significantly better in school adjustment than boys, girls were significantly better than boys in home and school adjustment whereas boys were significantly better in emotional and health adjustment.

Social and Emotional climate of the school interact with gender significantly especially as regard to home, health, social, school, emotional and total adjustment of students.

Sumer (2009) pointed out some differences exist in coping strategies of females and males, where females demonstrate more home cultural identification as acculturation strategy than host culture identification. Bang, Muruiki and Hodges (2008) advocated that gender is a key variable in successful adaptation of students and reported that females have more stress but also have more social provision. They viewed that the observed differences in gender might be as a result of different in cultural roles that were attributed to male and female, females might be perceiving stress different than males, which can be an explanation to gender differences in school adjustment.

2.2.08 Difference in School Location and School Adjustment

According to Raju and Rahmatullah (2007) adjustment of school children was primarily dependent on the school variables like the class in which they were studying, the medium of instruction present in the school and the type of management of the school. Schools children residing in urban areas are better in adjustment than student's residing in rural area.

Yunusa, Baba and Wai (2014) provide some clues on the effects of family environment on student's academic performance and school adjustment. The result shows that family environment affects student's academic performance either positively or negatively in school, irrespective of their gender difference in terms of school adjustment. They further to say that family environment affects student's adjustment in school to be good or abnormal through its involment, support, proximity

and inter personal relationship. Sharma and Gakkar (1991) says that girls exceed boys significantly in their adjustment to general environment and organizational aspect of school, urban school pupils exceed rural school pupils significantly in adjustment to their teachers, mates and self. Students from rich school environment were better adjusted, also the quality of school environment was positively related to school adjustment.

2.2.09 Influence of Post Traumatic Stress Reaction on School Adjustment

In assessing the effect of stress on students include inability to concentrate, settle down to work, memory losses, getting nervous attack feeling frightened for no good reason, difficulties with sleep, heightened irritability and depression (Balarabe, 2003).

Anxiety and hostility can increase arousal and facilate catecholamine in the nervous system which boost overall readiness to act and give rise to blood pressure. So extreme reactivity to anxiety, hostility and anger predispose one to develop hypertension, likewise unexpressed anger and hostility have strong relation to blood pressure, coping skills such as the used of relaxation exercise are ways to vent angry feeling are required to be given to the affected pupils (Mahmoud, 2011).

Pupils with Post Traumatic Stress reaction have an unusual reaction to stimuli, called hyperarousal by health professionals. Like difficulties in attention, regulation, and executive functions, problems with processing novel information, general learning difficulties couple with poor behavioural control like poor modulation of impulses, self destructives behaviour, aggression against others and difficulty in understanding and compliance with school rules, some develops problems of either falling asleep or staying asleep, irritable, angry and outbursts.

Teachers may notice that, such pupils have problems of concentrating and frequently fidget. They may have an increased startle response or experience hypervigilance, flinch when someone moves close or touches them, startle upon hearing loud noises or loud voices, or react negatively to darkness or to bright lights, some pupils may also become aggressive or oppositional, that may regress developmentally and they may develop new fears such as fear of dark or fear of being alone. Teachers should also be aware that children with Post Traumatic Stress Disorder are sometimes misdiagnosed with bipolar disorder, according to the American Academy of Child and Adolescent Psychiatry (Author, 2010).

2.2.10 The Concept of Conventional and Nomadic Primary Schools

Conventional schools are primary schools which are open to everyone and they are owned by local government. Conventional schools are public schools, they are predominantly occupied by indigenes of the local government where they are cited.

According to Mustaqeem (2008), Conventional schools have large spacious buildings, Permanent teachers. All facilities including building, hall, library, furniture and utilities like electricity and water supply etc are provided and financed by government. They also have larger class size. The schools implement the plan, policies and been monitor by ministry of education through Universal Basic Education Board. The conventional primary schools of Wukari local government are the subjects of this study who forms part of the population of primary school pupils experiencing conflict in Wukari local government area.

Nomadic schools are schools planned for the type individuals whose existence is characterized by the absence of a fixed domicile. It is introduced by the Federal

Government of Nigeria to ensure education for all. It was designed to acclimatize the beneficiaries who are the children of Nomads to effectively participate in the educational development of the nation. The constant movement of the nomads in search of green posture for their animals has made it difficult to integrate their children into conventional school.

The establishment of Nomadic schools through the National Commission for Nomadic Education creates wider opportunities for an estimated 9.3 million nomads living in Nigeria to acquire literacy skills. The low literacy rates among pastoral nomads stood at 0.28 (FME, 2005). To improve the literacy rate among Nigeria's nomadic populations, the National Commission for Nomadic Education employed various approaches such as onsite schools, shift schools system as an alternative and Islamiyya schools, to provide literacy education to its nomads. Nomadic primary schools in Wukari local government are the subjects of this study who happens to find themselves in conflict areas of Wukari local government.

2.3 Theoretical Frame Work

Below are the reviews of theories in relation to this study

2.3.1 Marxist Theory of Conflict

Marxist Theory of Conflict is closely associated with the economic theory of conflict except for the structuralist emphasis on relationship between parties. In other words, the existence and endurance of conflicts are best explained in terms of economics because people conflict perceived to be fighting over something material (Usen 2008). Conflicts issues transform and undergo mutations overtime. These changes according to Bredal and Malone (quoted in Usen 2008), represent the most basic level, a contest

for control over economic assets, resources and system. Marx critically reviewed the Hegelian philosophy of right which appeared in 1844 and found that material (economic) life conditions the social, political and intellectual life process in general. In the words of Marx, "it is not the consciousness of men that determines their being, but on the contrary, their social being determine their consciousness" (Marx, 1991). Hence, dialectical materialism, as its defining method is characterized by:

1 Dynamic character of social reality

2 Inter-relatedness of different levels of structure

3 Primacy of material condition

Arguably, within every society, a well-placed small number of people (elites) wield absolute power to rule the masses for their own selfish interest, though the masses might benefit in the long run. Karl Marx and Fredrick Engel's share this position in their work Manifesto of the Communist Party. The Marxist conflict approach derives from the assertion that social relations of production under capitalism generates two major and distinct classes in the society (Anugwom 2009) the bourgeoisie class, that is the dominant class (owners of the factors of production) and the proletariat (the subordinate class who submit their labour to earn a living) This social relation is inherently antagonistic and conflictual. Thus, there are always frictions and contestations over what, when, and how.

The basic tenets of the Marxist perspective are:

I. That the fundamental preoccupation of man is survival and the security of material condition primal to other conditions.

II. That the fundamental causes of conflict are rooted in the social relations of production-which include the production and distribution of basic requirements of social life-decidedly always in favour of the privileged class.

III. That the contradictions arising from the interests of the bourgeoisie class and proletariat.

IV. People's behaviour is primarily a reflection of social relationship of economic production.

V. Groups maintain their own distinct cultural values, institutional patterns and political orientation.

VI. Each group tries at all times to maintain its exclusive identity,

VII. Quest to remain independent of other groups create perpetual friction among them.

VIII. There are elements of domination and subordination in same social setting (Otite, 1990).

Conflict in Taraba State, Wukari specifically is centre on competition for land as well as control over economic resources and Political power, three major factors plays some role in ethnic conflict of Wukari that is Land issue, the Political factor and indigene-settler question. Wukari conflicts blotted stability and instigated economic and social dislocation in Wukari local government that protracted inter-ethnic feuds.

2.3.2 Realistic Conflict Theory

According to a social Psychologist Muzafer Sherif (1966) who explains the observed phenomena based on functional relations between groups. This theory is important to the psychological understanding of group Conflict, his main contribution is known as

Realistic Conflict theory that account for group conflict, negative, prejudices and stereotype as being the result of competition between groups for desired resources.

Sherif (1966) argued that inter group conflict (i.e. conflict between groups) occurs when two groups are in competition for limited resources. The theory is also supported by Robbert (1961) Cave experiment. That observed conflict as a friction between two groups. Jukum and Tiv ethnic group in Wukari had cordial relationship for centuries that amiable co-existence progressively turned to sour as a result of ecological as well as political changes in the area. The high discriminatory tendency especially at the local level has been a major source of conflict in Wukari especially at the basis of indegenship or citizenship is quite problematic, that broken the social relationship because is tied with individual or group access to societal resources.

2.3.3 Mowrer's two-factor theory of Post Traumatic Stress Disorder

Mowrer's two-factor theory (1960) has been the most influential in the explanation of the pathological anxiety seen in post traumatic stress disorder. In this theory (learning theory), fear is acquired through classical conditioning, in which a neutral stimulus is paired with an aversive stimulus, so that they come to elicit a conditioned of fear response. Several theorists invoked this theory to explain the symptoms of post traumatic stress disorder, the previous neutral stimuli that was present during the trauma come to elicit anxiety themselves. Through generalization and second-order conditioning, additional stimuli that are associated with either the feared stimuli or neutral stimuli that is present during the trauma also come to evoke fear. Likewise, thoughts and images acquired the capacity to cause anxiety. Subsequently, avoidance behavior is established through the process of operant conditioning. In this process, an

individual learns to reduce trauma-related anxiety through avoidance of or escape from the Condition Stimulus. Escape and avoidance behaviors become established through the process of negative reinforcement, via their predicted capacity to end the aversive fear state. Fear is maintained as symptoms of post traumatic stress reaction. This theory therefore forms the basis of investigation the variable on post traumatic stress reaction in this study.

2.3.4. Kurt Lewin Social Learning Theory of Adjustment

The theory sees behaviour as a function of individual inherent attitude and his/her environment. Lewin (1946) maintained that human behaviour in general is perfect function of the person concerned plus the environment. He buttressed his argument by illustrating his point diagrammatically in a synthesis formula thus:

B= F (P and E) where B= Behaviour

P= Personal factor (cognitive)

E= Environment

In line with this theory Arkoff (1968) quoted in Abdullah, Elias, Mahyuddin, and Uli (2009) is of the view that school adjustment refers to person's interaction with his or her environment that covers academic achievement, personal growth and accomplishments within and outside the classroom.

Ladd (1989) also further described school adjustment as a dynamic process in which the child attempts to adapt the demands of the school environment. This means that School adjustment refers to the degree in which a child becomes interested, engaged, comfortable and successful in his or her school environment. Likewise, Perry and Weinstein (1998) Conceptualized school adjustment as a multifaceted task, involving

adaptation to the intellectual, socio-emotional and behavioral demands of the school environment and the classroom learning activities as reflected in individual physical, psychological and academic routine.

Adjustment according to the social learning theory is a product of interaction between the individual and his social environment and this variable is one of the focuses of this study.

2.4 Reviewed of Empirical Studies

Below are the reviewed of the related Empirical studies

The empirical studies reviewed on post traumatic stress reaction (PSTR) reported that there is highly significant correlation between severity and subscale of avoidance, arousal, and re-experiencing ($p>0.01$) there were no correlation between boys and girls, younger and adult age group. The most frequently reported symptoms of post traumatic experience identified are: sleep disturbances (64.46%), easily startle (61.98%) and sense of foreshadowing (62.8%). Sa'eed and Al-hasimi (2008) they further reported that children who are severe to very severe post traumatic stress disorder reaction was 90(74.4%) of the number of participants with (score >40) while 63 children (70%) of the severe and very severe reactions recorded in the school are directly bombarded by mortar bombs or physically injured. children with moderate to very severe reaction were 106(87.6%) of the total number of participants (121). The mean CPTSD-R1 score was 52.9, (SD=18.2), range (8-80). Highly significant correlation was reported between arousal and re-experiencing while avoidance is higher than re-experiencing. Analysis of variance revealed no significant difference in age, gender and religion. The study only find the significant correlation between

severity and high severity post traumatic stress disorder which it has to use non parametric statistical tools of Pearson product moment correlation (r) to analyzed the data and it also revealed no significant difference in age, gender and religion difference. The findings are related to hypothesis one of the present study which intends to study relationship between post traumatic stress reaction and school adjustment among primary school pupils.

A meta-analysis by Tolin and Foa (2006) revealed that the rates of post traumatic stress disorder by gender for the past 25 years and the type of trauma accounts for gender difference in post traumatic stress disorder diagnoses, They found that within the same types of traumatic events, that including natural disasters, accidents, combat and physical assault. Females had higher rates of post traumatic stress disorder and greater severity of post traumatic stress disorder than males, males reported slightly greater rates of post traumatic stress disorder than females.

Furthermore, Tolin and Foa (2006) Classify perpetrator and type, Betrayal trauma theory and other studies of interpersonal violence involving a close relationship between the perpetrator and victim have demonstrated that these forms of trauma can result in more severe symptoms of posttraumatic stress. DePrince and Freyd (2002) also reported that since women who experienced betrayal trauma frequently than men, this type of trauma may be an overlooked but is a significant factor that account for gender differences in posttraumatic stress. Some evidence supports equivalent rates of post traumatic stress disorder while others have found higher rates among women.

Breslau, Chilcoat, Kessler, Peterson and Lucia (1999) examined prevalence rates within four different categories of trauma assaultive violence, other injuries or

shocking events and sudden unexpected death of a friend, the study found that the overall gender difference in rates of Post Traumatic Stress Disorder was primarily accounted for by exposure to violence with rates of 35.7% in females as opposed to 6.0% in males, though Breslau (2001) found that the conditional risk for Post Traumatic Stress Disorder for all trauma types was twice high in women (13.0%) than in men (6.2%), this difference was primarily due to a much more elevated conditional risk associated with assaultive violence among women (35.7%) than men (6.0%).

While Ahmed (1992) study the severity of post traumatic stress disorder which revealed proportionate levels between the extent of trauma and its exposure, 32 children of (26.5%) whose schools exposed to direct mortar explosions and 11 children of (9%) who had been physically injured are reported in the study with very severe reactions. It was the same findings as in children expose to sniper attack in the play ground of school (Pynoos, Fredrick & Nader, 1987). The finding is related to the present study as it is one of the key variables for investigation.

Osongo (2008) Pointed out that the post election violence had psychological effects on the pupils as a result of unpredicted and traumatic events, pupils suffer various forms of traumatic experiences that result to maladjustment, behaviour disorders and phobias among others which result into behaviour like withdrawal, isolation, anger, nightmares, revenge, aggression and rebellion. The result consisted with that of Women's Commission for Refugee Women and Children (2000) that pointed out during the times of violence, children suffers various forms of trauma and the role of traumatic events in the development of post traumatic stress disorder is well established in the study. That child's behaviour may change after a traumatic events

such as not wanting to sleep alone at night, may have trouble falling asleep or nightmare. One may also noticed personality change, pupils may become more irritable or difficult to control their emotions, showing an increase temper tantrums. Some children become more withdrawn from other younger ones who are unable to put their emotions into words, some may act out their fears or concern in play. The above study's findings are in line with hypothesis of this study.

Nduta, Odera and Obaka (2014) found a significant relationship between traumatic experience and exposure to post traumatic stress disorder, children who are reported with high number of traumatic experience had higher levels of post traumatic stress reaction disorder than those with few traumatic experience, the study also found that some specific traumatic experience had stronger association with post traumatic stress reaction than others, these include seeing property been looted, seeing an injured friend, been displaced from home, seeing dead bodies and living in an internally displaced camps these are some specific traumatic experience that is also been experienced by the subject of the present study.

In another study conducted by Raju and Rahamatullah (2007) the term school adjustment is determined by gender, class, the medium of instructions adopted in the school and the management of the school, the study emphasizes gender difference in school adjustment that depend on the above mention variables, but the comparative study of the school adjustment and academic achievement of college students by Gannai and Ashraf (2013) shows that no significant difference was found between the male and female college students in terms of total score obtained in school adjustment. The two groups have no difference interms of scores obtained separately on any

dimension of the scale. This is contrary to assumption of this study because the college students also struggle with body image, their culture pays a great deal of attention to the appearance of their bodies, particularly during young adulthood. This is contrary to Nigerian culture especially that of the subject of the study.

Yuguda and Ibrahim (2013) conducted a research on ethno-religious conflict in Taraba state and its implication on socio-economic, political and educational development of youths revealed salient issues on ethno-religious conflict in Nigeria with particular focus on Taraba state, the study find that ethno-religious conflict in Nigeria, particularly Taraba state are many and continue to increase in number, the frequency of these ethno-religious conflict and their impact on the socio-economic, educational and political life of Nigerians. People always challenge government, other major stakeholders and communities for not putting urgent rightful strategy under control, therefore, deliberate attempt must be made to stop this ugly menace, otherwise, the clamour for unity and development will remain a myth. The study is too general wide in scope especially in education which has many components part that come together to form the whole system, one of the components is a learner, whose psychological condition is the central core in learning process.

2.5 Summary

The review of related studies in influence of post traumatic stress reaction on school adjustment for this study has shows that post traumatic stress reaction as a disorder that develops after variety of exposure to traumatic event which result to difference reaction that depend on the gender and school location. While school Adjustment is a continual process in which the students vary in their behaviour to produce a more

harmonious relationship with the school environment, School Adjustment comprises academic, social and emotional adjustment.

Maxis' and Realistic Conflict theory has been reviewed that explain conflict in terms of economic because people in Wukari conflict area perceived to be fighting over some scarce resource and political fault line, while Mowrer's two-factor theory of Post Traumatic Stress Disorder explained the pathological anxiety seen in post traumatic stress disorder that is the basis of this study and kurt lewin social learning theory of Adjustment, which maintained that human behaviour in general is perfect function of the person concerned plus the environment.

The empirical studies of post traumatic stress reaction and school adjustment observed the following findings that there is highly significant correlation in severity, avoidance, arousal and re-experiencing in post traumatic stress reaction and the level of traumatic reaction. While another study revealed that, the severity of post traumatic stress reaction (PSTR) was proportionate to the proximity and extends of the exposure. Another study finds that school adjustment is determined by gender class, medium of instruction and the school management, while on the other hand it was find that family environment affects the school adjustment. The study focused on the relationship between post traumatic stress reaction and school adjustment.

This subject matter has been research on in various part of the world particularly as it relates to conflict war zones in Gaza, Nairobi Kenya, Iraq, Bosnia etc however in Nigeria a few studies focusing conflict on socio-economic, political, religious, tribal etc have been dealt with but this kind of study has not covered the Wukari local government who have long been experiencing conflict of different nature. This is

therefore the identified gap which the study intends to fill in addition to contribute to the knowledge in the area of relationship between post traumatic stress reaction and children school adjustment. Lastly conflict in Nigeria and Taraba state in particular are many and continue to increase in number. The present study is to breach the gap of knowledge that the empirical study are not carried out especially in north eastern Nigeria and to conflict affected areas on the Relationship between Post Traumatic Stress Reaction on School Adjustment of Primary School Pupils.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

The focus of this chapter is on the research design, population of the study, sample and sampling technique. The instrumentation, validity of the instruments and its reliability, procedure for data collection and procedure for data analysis.

3.2 Research Design

The research design adopted for the study is ex post facto, Ex post facto is a Latin word meaning "after the fact" or retroactive design. Ex post facto research design is a method of testing out the possible antecedent of events that have happen but cannot be manipulated by the researcher, it also explore cause and effect relationship where cause already exist (Lammers & Badia 2005).Thus, the researcher is examining retroactive effects of natural occurring events that is Post Traumatic Stress Reaction on the subsequent outcome which is the School Adjustment with a view of establishing a causal link between them. Ex post facto is use to designate action taken to change the effect given to a set of circumstances, this action relate back to a prior time that is Post Traumatic Stress Reaction and imposes the new effects on "School Adjustment" upon the same set of circumstance that exist at the time of the occurrence. The researcher considers ex post facto design as the most appropriate because it deemed fit for the study.

3.3 The Population

The target populations of the study are all Primary Schools in Wukari local government that is been located in indifferent part of Wukari local government. The study covered one hundred and forty two (142) primary schools, Conventional and Nomadic Primary Schools with population of forty nine thousand nine hundred and fifty (49,950) pupils. (See appendix A) that consist of both boys and girls primary schools pupils in Wukari local government (Taraba state Universal Basic Education Board, 2014).

3.4 Sample and Sampling Technique

The sample of the study comprises of three hundred and eighty two 382 pupils in five (5) Conventional and five (5) Nomadic Primary Schools that are purposively selected from the most affected and accessible conflict areas in Wukari local government. Kerijcie and Morgan (1970) table was used in determining sample size of a giving population, the adopted table states that for a population of forty nine thousand nine hundred and fifty pupils (49,950), an appropriate sample size should be three hundred and eighty two (382) pupils. Therefore it justifies the reason for the researcher to use the sample size of three hundred and eighty two (382) that are distributed according to the population of each schools, which connotes that, the higher the population of each school the higher the sample size.

In sampling technique, the researcher used simple random sampling technique, because the technique will ensure that everybody has equal or independent chance of becoming part of the selection or sample that has the characteristics of the population. Detailed information can be obtained from the table 3.1 below.

Table 3.1 Sample Distribution of Conventional and Nomadic Primary Schools.

S/No.	Schools	Population	Sample	Males	Females	Total/ Percentage
1.	Bantage A/B Primary school	376	64	32	32	64 (17%)
2.	Bantage L/G Primary School	642	110	55	55	110(29%)
3.	Chediya Primary School	278	48	28	28	44 (12%)
4.	Mahanga Primary School	289	50	25	25	50(13%)
5.	Tapare Primary School	263	45	22	23	45(12%)
6.	Labbare Nomadic Primary School	95	16	8	8	16(4%)
7.	Natirda Nomadic Primary School	88	15	8	7	15(4%)
8.	Nwuko Nomadic Primary School	53	10	5	5	10(2%)
9.	Tapare Nomadic Primary School	100	17	8	9	17(5%)
10.	Sabon Gida Nomadic Primary School	43	7	3	4	7(2%)
	Total	**2227**	**382**	**191**	**191**	**382(100%)**

Source: Taraba state Universal Basic Education Board, Jalingo (2014).

3.5 Instrumentation

Two instruments were used to collect data for the study, they include Child Reaction to Traumatic Event Scale and Child Adjustment Scale. Both instruments were adapted, modified and translated into Fulfulde language for nomadic schools and Hausa language for conventional schools by the researcher to suit the culture of the subjects on ground for this study, the two instruments are divided into three sections. Section A Bio Data of the respondents, section B Post Traumatic Stress Reaction questionnaire and sections C School Adjustment questionnaire.

3.5.1 Child Reaction to Traumatic Events Scale (CRTES-R)

Child Reaction to Traumatic Events Scale (CRTES-R) developed by Jones, Fletcher and Ribbe (2002) was adapted to assess Post Traumatic Stress Reaction among primary school pupils living in conflict areas of Wukari local government, the scale has 23 self report items, rated on four (4) likert scale, the scores are classified as follows by Diagnostic and Statistical Manual of Mental Disorder (DSM-IV) criteria for post traumatic stress disorder with mild 1 to 11, 12 to 24 Moderate, 25 to 39 severe, while 40 to 59 very severe and a score of 60 above is recommendated for Psychiatric Diagnostic (American Psychiatric Association,1994). The instrument is validated and has reliability valued at 0.91.

3.5.2 Child Adjustment Scale (CAS)

The Child Adjustment Scale developed by Santrock, and Warshark, (1979) was adapted and modified to suit the circumstance of the Pupils under this study. It has 33 self report items that are divided into four categories which are: Peer Relation, School Works Habit, Emotional Health stability and Compliance to School Authority with reliability valued at 0.76, 0.79, 0.66 and 0.80 respectively. They are scored in four (4) likert scale ranging from 33 to 132 (Santrock & Warshak 1979).

3.5.3 Validity of the Instruments

The instrument was validated by experts in the department of Educational Psychology and Counselling ABU Zaria. The adapted questionnaire of Child Reaction to Traumatic Events Scale (CRTES-R) and Child Adjustment Scale (CAS) was translated into Fulfulde and Hausa languages, by experts in Fulfulde and Hausa languages. The

observations of tenses, grammar and suitable terms in Fulfulde and Hausa languages were used to suit the study during validation process and all corrections were incorporated into the final draft of the questionnaire.

3.5.4 Reliability of the instruments

The reliability of the research instrument concerns with the extent to which the instrument yields the same results on repeated trials. There will be generally a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979). The data obtained from the pilot study were statistically analyzed for the purpose of reliability. The Cronbach's alpha reliability coefficient was used to test the questionnaire. The Cronbach's reliability statistics was used because the study was an ex post facto. Consequently, reliability coefficient of Cronbach's alpha of 0.964 and 0.987 was obtained on Child Reaction Traumatic Event Scale (CRTES-R) and Child's Adjustment Scale (CAS) respectively. The reliability coefficient was considered adequate for the internal consistencies of the instruments. This concurred with confirmation of test of reliability according to Spiegel (1992) an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable the instrument and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. Thus therefore this confirmed the instruments were highly reliable.

In order to ascertain the reliability of the questionnaires, a pilot study was conducted in kanam local government of Plateau state, with fifty (50) questionnaires using two primary schools, one Conventional and a Nomadic primary schools that are not part of

the study but who happen to experience some communal conflicts in the past at their communities. The data collected was scored, coded and analyzed with statistical package for social science (SPSS). This is in line with Kerlinger (1973) as cited in Manion & Marrison (2007) that the used of pilot study is the best way to validate an instrument before data collection.

3.6 Procedure for Data Collection

The school heads was informed through an introductory letter from the Department of Educational Psychology and Counselling A.B.U. Zaria. The researcher used on the spot questionnaire administration technique. He first start with creating rapport and understanding the pupils through the assistance of some teachers in the schools, the teachers served as research assistants in administering the questionnaire inside their classrooms.

The researcher was assisted by the teachers as research assistance to administer the questionnaires to the Pupils, which are collected back when the responders have finish responding to the items in the questionnaires. Administering the questionnaire toke the researcher four (4) weeks to cover all the schools and the filled questionnaires was coded and subjected to statistical analysis.

3.7 Procedure for Data Analysis

Data collected has been subjected to analysis using the *Pearson Product Moment Correlation coefficient (PPMr).* The *Pearson Product Moment Correlation Coefficient was used to test hypothesis 1, 2 and 3* to find out the Relationship between Post Traumatic Stress Reaction on School Adjustment among Primary school pupils living

in conflict areas of Wukari Taraba State. All hypotheses were tested at 0.05 levels of significance.

CHAPTER FOUR
RESULT AND DISCUSSION

4.1 Introduction.

The study primarily aimed at assessing the influence of post traumatic reaction on school adjustment among primary school pupils in Wukari local government Taraba state. Three objectives were formulated Out of a sample of 382 Conventional and Nomadic primary school pupils, 381 pupils participate and provided complete data used for the analysis. The statistical package of the social sciences 20th edition was used for the analysis. The first section of this chapter presents demographic variables of the respondents in frequencies and percentages base on respondents' gender and school type, see appendix B for research question. The second section presents and interprets the three null research hypotheses by means of inferential statistical techniques of Pearson Product Moment Correlation (r) statistics. All hypotheses were tested at 0.05 alpha level of significance and the third section outlined the major findings and its discussion.

4.2 Descriptive Analysis of Bio Data Variables

The bio data variables used in this study are gender and school type. This section gives the description of pupils' responses based on the research hypotheses formulated.

Table 4.1 Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	211	55.4
Female	170	44.6
Total	**381**	**100.0**

The table above shows that a total of two hundred and eleven (211) representing 55.4% are male pupils and the rest one hundred and seventy (170) representing 44.6% are female pupils. This suggests that both male and female primary school pupils are represented in this study.

Table 4.2 Distribution of Respondents by School Type

School Type	Frequency	Percentage
Conventional	316	82.9
Nomadic	65	17.1
Total	**381**	**100.0**

A total of three hundred and eighty one (381) pupils responded on school type out of which three hundred and sixteen (316) representing 82.9% were sampled from Conventional schools and sixty five (65) representing 17.1% are from Nomadic primary schools.

4.3 Testing of Research Hypotheses

In this section, three hypotheses were stated to guide the conduct of this study. The hypotheses were tested using Pearson Product Moment Correlation Coefficient. The probability of retaining or rejecting the hypotheses is $P \leq 0.05$.

Hypothesis 1: This null hypothesis states that there is no significant relationship between Post Traumatic Stress Reaction and School Adjustment among primary school pupils living in conflict areas. This hypothesis was analysed with SPSS using

inferential statistical tools of Pearson Product correlation Coefficient to determine the relationship between the variables.

Table 4.3 Pearson Product Moment Correlation (r) statistics on the Relationship between Post Traumatic Stress Reaction and School Adjustment among Primary School Pupils

Variables	N	MEAN	S.D	Corr. Index r	Df	P =
Post traumatic stress reaction	383	50.86	11.67	-.875**	380	0.000
School Adjustment	383	71.17	13.30			0.000

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

The Analysis of Pearson Product Moment Correlation (r) in table 4.3 above revealed a significant negative relationship post traumatic stress reaction on school adjustment among primary school pupils. Because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation r value -.875 and df of three hundred and eighty (380) The correlation between the two variables is negative, which shows that while there is an increase in post traumatic stress reaction the school adjustment decrease. This shows that post traumatic stress reaction significantly has negative influenced among primary school pupils on their school adjustment that include peer relation, emotional health stability, school work habit and compliance to school authority with correlation r value -.875**, -.875**,-.560** and -.560**

respectively. Hence, the null hypothesis which states that there is no significant influence of post traumatic stress reaction on school adjustment among primary school pupils is here rejected.

Hypothesis 2: This null hypothesis state that there is no significant relationship between Post traumatic stress reaction and School adjustment of male and female primary school pupilsliving in conflict areas of wukari local government, This hypothesis was analysed with SPSS using inferential statistical tools of Pearson Product correlation Coefficient to determine the relationship between the variables.

Table 4.4 Pearson Product Moment Correlation (r) statistics on the Relationship between Post Traumatic STRESS reaction and School Adjustment by Gender

Variables	N	MEAN	S.D	Corr. Index r	Df	P=
Post traumatic stress reaction of Male	211	49.44	11.98	-.913**	210	0.000
School Adjustment of Male	211	68.40	14.17			
Post traumatic stress reaction of Female	170	52.62	11.05	-.818**	169	0.000
School Adjustment of Female	170	74.60	11.27			

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

Table 4.4 above of pearsons product moment correlation statistics revealed that significant negative correlation exist in post traumatic stress reaction and school

adjustment of both male and female primary school pupils and the correlation is proportional, because both male and female calculated p value is 0.000, lower than 0.05 alpha level of significance with a correlation r value of -.913 and -.818 at df of two hundred and ten (210) and one hundred and sixty nine (169) respectively. Also male and female primary school pupils post traumatic stress reaction calculated mean score is 49.4408 and 52.6294 respectively, their school adjustment mean score is 68.4028 and 74.6059 for both of them respectively, implying that both male and female pupils has proportional negative correlation in post traumatic stress reaction and school adjustment. This indicates that the higher the post traumatic stress reaction the lower the school adjustment, the relationship did not differ both correlation coefficient are significant at 0.05 significant level of confidence. Hence the null hypothesis which says there is no significant relationship between post traumatic stress reaction and school adjustment by gender is here accepted and retained.

Hypothesis Three: The null hypothesis states that there is no significant Relationship between Post traumatic stress reaction and School adjustment of primary school pupils by school type. This hypothesis was analysed with SPSS using statistical tools of Pearson Product correlation Coefficient to determine the relationship between the variables.

Table 4.5 Pearson Product Moment Correlation (r) statistics on the Relationship between Post Traumatic Stress Reaction and School Adjustment by School type

Variables	N	MEAN	S.D	Corr. Index r	Df	P =
Post traumatic stress reaction of Conventional Schools	316	50.69	11.54	-.871	31	0.

School adjustment of Conventional Schools	316	70.92	13.16	-.874**	5	0.000
Post traumatic stress reaction of Nomadic Schools	65	51.69	12.34			
School adjustment of Nomadic Schools	65	72.35	14.01	-.881**	64	0.000

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

Table 4.5 above revealed statistically significant negative correlations between post traumatic stress reaction of primary school pupils on their school adjustment, This is because Conventional primary schools pupils calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation r value -.874 and df of three hundred and fifteen (315). The correlation between the two is therefore negative. This suggests that post traumatic stress reaction significantly correlate with school adjustment negatively with respect to school type. The table also showed significant negative correlation between post traumatic stress reaction and school adjustment among Nomadic primary school pupils, because the calculated p-value of 0.000 is lower than the 0.05 alpha level of significance at a correlation r value -.881 and df of sixty four (64). Therefore the correlation between the two is negative. Suggesting that post traumatic stress reaction significantly correlate with school adjustment negatively among Nomadic primary school pupils and the relationship is not different both

correlation coefficient are significant at 0.05 significant level of confidence, Hence the null hypothesis which states that there is no significant relationship between post traumatic stress reaction and school adjustment by school type is here rejected.

4.4 Summary of Major Findings

The followings are the summary of the major findings

1. Negative influence exists in post traumatic stress reaction and school adjustment among primary school pupils (with r value of -.875** and p value of 0.000). The correlation between the two is not proportional while increase of one, a decrease of the other takes place.
2. Significant negative correlation exists in male pupils' post traumatic stress reaction on school adjustment (with r value of -.913** and p value of 0.000). The relationship between the two variables is negative as post traumatic stress reaction increase the school adjustment will decrease. Negative correlation also exists in post traumatic stress reaction and school adjustment of female primary school pupils (with r value of -.818** and p value of 0.000). The relationship between the two variables does not differ by gender.
3. Negative correlation exists in post traumatic stress reaction on school adjustment of Conventional primary school pupils (with r value -.874** and p value of 0.000). The correlation between the two variables is negative which implies negative effect of post traumatic stress reaction on school adjustment. Significant negative correlation also exists in post traumatic stress reaction and school adjustment of Nomadic primary school pupils (with r value -.881** and p value of 0.000). The relationship between the two variables is not proportional as one increase the other decrease.

4.5 Discussion of Findings

The purpose of this study was to examine the influence of post traumatic stress reaction on school adjustment among primary school pupils living in conflict areas of Wukari, Taraba state. This section therefore discusses the findings of the study. In terms of the hypotheses tested in the study. Results revealed statistically significant negative correlation between Post traumatic stress reaction and school adjustment (r = -.875) among primary school pupils investigated. The negative correlation is high which suggests that the level of pupils' post traumatic reaction is significantly negative as compared with their school adjustment. Post traumatic stress reaction has weakened the pupils normative or positive competencies and their harmonious relationship with their school environment that include peer relation, emotional health stability, school work habit and compliance to school authority with correlation r value of -.875**,-.875**, -.560** and -.560** respectively as post traumatic stress reaction was correlated with the subscale of school adjustment. The result further concurred with the view of Foy (1992) and Barlow (1998) that the intensity of one's exposure to traumatic events could affect individual's biological, psychological and social wellbeing. Here, the results also indicate that when the post traumatic reaction is high, the school adjustment will be low. Thus, the emotional withdrawal, isolation and arousal created by the traumatic events results to maladaptive student outcome like inattentive or disruptive behaviour. This result suggests that, coping with school programmes will depend on pupils' ability to manage their biological, psychological and social problems through interventions. This is in line with the findings of National Child Traumatic Network Los Angeles (2003) which states that the impact of post

traumatic stress reaction could be immediately after the events or even last long-time. The participants of this study have witness re-current of different conflict that exposed them to post traumatic experience, yet their reactions seems to influence their school adjustment.

Results of findings by gender established significant proportional gender correlation in pupils' school adjustment as a result of post traumatic stress reactions, the results shows significant negative correlation between post traumatic stress reaction and school adjustment of male (r =-.913), and female (r = -.818) primary school pupils. This implies that both male and female pupils living in Wukari conflict areas are really affected by post traumatic experience that reflects negatively in their school adjustment. In comparing the effect between male and female pupils, the results suggest that the correlation between post traumatic stress reactions and school adjustment of male and female pupils is proportional. In the previous studies reviewed earlier, inconsistent results were established on the influence of gender in post traumatic stress reactions and pupil's school adjustment. According to some studies (Sa'eed & Al-hasimi; 2008; Tolin & Fora; 2006; Breslau, 2001) there is a significant gender effect on children's post traumatic reactions where females had higher rate of post traumatic stress disorder than their males counterpart while Ganni and Ashraf (2013) reported no significant difference between male and female pupils' in post traumatic stress reaction as well as school adjustment. The reason for this inconsistency lay in the fact that every trauma has its own cause, type, magnitude and even the level of exposure. The history of post traumatic stress reaction of every group participants among the studies reviewed differs which result to gender difference. The

other reason may include that the study was carried out in different societies of different cultural believes.

Likewise, a higher negative correlation was also found between post traumatic stress reactions and school adjustment of Nomadic primary school pupils. The results depicts that, the impact of post traumatic stress reactions on Nomadic school pupils' adjustment is a bit higher than there Conventional schools pupils counterpart. This concurred with the findings of Institute of Medicine of the National Academics (2007). That Trauma is the silent killer in Americans rural and frontiers areas, rural people suffer disproportionate number of deaths from post traumatic stress disorder despite decreasing population density in many rural areas compared to their urban counterparts. Also the findings is in line with the Indiana State Department of Health (2007) who found the death risk for rural trauma patient is 15 times greater than for urban trauma patient and the preventable deaths in rural trauma setting are 30% higher than in urban settings. The findings has some implications as all Nomadic schools are found in rural areas were the magnitude of conflict are more re-current and intense than urban areas. Thus, looking at the nature of each school type and where it is cited may be a reason for the difference. The Conventional schools are situated in urban areas where the conflicts are less intense and more securities were deployed in urban areas than rural areas, this had put them (Nomadic schools) into certain disadvantage areas and to have higher level of post traumatic stress reaction than Conventional schools in urban areas.

CHAPTER FIVE

SUMMARY, CONCULUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the research work from chapter one to five, conclusion and recommendations. The study is on relationship between post traumatic stress reaction on school adjustment among primary school pupils living in conflict areas of Wukari, Taraba state.

5.2 Summary

Five chapters formed the structure of this research. Chapter one presented the background, the statement of the problem, purpose of the study, research questions, three hypotheses, scope and delimitations, In line with the research objectives. The study is significant to teachers, school administrators, counsellors, psychologist and Taraba state ministry of education including the students and their parents in Wukari local government area and Taraba state as a whole. Chapter two presented the literature reviews that are divided into three Conceptual frame works, Theoretical Frame work and Empirical studies. Concepts like Post Traumatic Stress Reaction, School Adjustment, Conflict, Types of Post Traumatic Stress Reaction, Gender Difference and Post Traumatic Stress Reaction, Difference in School Location and Post Traumatic Stress Reaction, Gender Difference and School Adjustment, Difference in School Location and School Adjustment, Influence of Post Traumatic Stress Reaction on School Adjustment,

The Concepts of Conventional and Nomadic Primary Schools were all discussed. Similarly literature on Theories that guided the study was reviewed, the theory of Marxist Conflict Theory, Realistic Conflict Theory, Mowrer's two-factor theory of

Post Traumatic Stress Disorder and Kurt Lewin Social Learning Theory of Adjustment, the reviewed of Empirical Studies related to the study and summary of the chapter.

Chapter three presented research methodology, research design as well as instrumentation. The population, sample size and sampling technique were presented together with validity, reliability and pilot study of the instruments used. Procedure for data collection and analysis was also highlighted. Chapter four presented the data analysis of Descriptive statistics that describe bio data variables, inferential statistics used in testing of the research hypotheses, summary of the major findings was highlighted and discussion of the findings. Chapter five presented the summary of chapter one to five, conclusion, recommendations are also made base on the findings of the study and some suggestion for further study.

5.3 Conclusions.

The following conclusions can be deduced based on the result of the study post traumatic stress reaction on school adjustment among primary school pupils living in conflict areas of Wukari, Taraba state.

1. Negative correlation exists between Post traumatic stress reaction and school adjustment among primary school pupils.
2. Both Male and Female primary school pupils living in conflict areas of Wukari have negative correlation between Post traumatic stress reaction and school adjustment.

3. Both conventional and nomadic primary school pupils living in conflict areas of Wukari have negative correlation between post traumatic stress reaction and their school adjustment.

5.4 Recommendations

The following recommendations are suggested base on the findings of the study:

1. Immediate psychological intervention is needed to all primary school pupils living in conflict areas of Wukari by Psychologist and Counsellors so as to reduce pupils post traumatic stress reaction and enhance their school adjustment.
2. All pupils affected with post traumatic stress condition should be exposed to psychological intervention irrespective of their gender disposition.
3. All pupils in both Conventional and Nomadic schools who have manifested post traumatic stress condition should be exposed to psychological intervention irrespective of their school type difference.

5.5 Suggestions for further studies

Based on the findings of this study, the following suggestions are made:-

1. Demographic variables such as urban/rural, age and levels of the trauma should be studied so as to see if difference exists in post traumatic stress reaction and school adjustment among primary school pupils living in conflict areas.
2. Studies need to be carried out on Effect of post traumatic stress reaction on school adjustment among students of higher institutions of learning living in conflict areas.

3. Studies need to be carried out in other geopolitical zones of Nigeria that experienced conflict on Effect of post traumatic stress reaction on school adjustment of primary school pupils.

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APPENDIX A

TARABA STATE UNIVERSAL BASIC EDUCATION BOARD H/QTRS.

JALINGO

***ENROLMENT DATA ON PUBLIC PRIMARY* SCHOOLS.**

LGUBEA: WUKARI 2013/2014 SESSION

S/N	SCHOOL	NUMBER OF PUPILS		
		M	F	T
1	ARDO IGBA	231	186	417
2	RITI	383	251	634
3	BIDI	191	115	306
4	TUNAR!	335	534	869
5	ANDO TORO	77	47	124
6	TOR RUAM	92	70	162
7	GINDIN DOROWA	1,280	655	1,935
8	KUMUTU	86	83	169
9	TSE GOOSU	105	102	207
10	KENTA	679	578	1,257
11	GIDAN YAKU	197	136	333
12	BYE PYI	235	179	414
13	SUWE	103	120	223
14	ALAMINI	235	275	510
15	BENBUKA AGYO	233	133	366
16	ANDO KWATSWEN	138	89	227
17	WARAWA	193	138	331
18	MAIDODO	167	123	290
19	MOTO AZUM	124	111	235
20	MUCHIYA	70	99	169
21	NAKAMBO	75	73	148
2	NATIRDA NOM	43	45	88

2				
23	SABONGIDA NOM	21	22	43
24	ANYAM	150	115	265
25	BYE GYA	140	180	320
26	KOLE	223	156	379
27	IKYERNUM	148	130	278
28	TSE AVAAN	255	168	423
29	KINKISO	290	322	612
30	JIBU	149	123	272
31	ALH. KABEJEN	0	0	0
32	TUKWI DEKE	291	135	426
33	MAHANGA	165	124	289
34	MALE	170	143	313
35	SOKUNDI	536	430	966
36	GUIDU GHANA	172	80	252
37	WUKARI EAST	695	706	1 ,401
38	CHINKAL	621	406	1,027
39	SONDI	515	362	877
40	SHAREGH	258	211	469
41	CHUDAN	98	52	150
42	IDOF1	92	69	161
43	ARUFU	132	95	227
44	AVYI	213	217	430

45	NWUKAN	195	135	330
46	CHONKU	113	96	209
47	TSIKEN	143	87	230
48	ABEVA	121	93	214
49	NURU ISLAMIYA	855	502	1,357
50	NWUTSA	112	173	285
51	NWUKO	210	176	386
52	AN DO IKWE	146	106	252
53	KINEKA'A	166	102	268
54	KWATAN TSUFA	125	117	242
55	SHAUSU	112	67	179
56	VAASE	67	26	93
57	ZANDOKU	124	110	234
58	ABAKO	181	68	249
59	WUKARI NORTH	97	79	176
60	RAFIN KADA	797	560	1,357
61	UKANDE	61	49	110
62	BEGHANYAM	110	101	211
63	NYAKWALE	130	76	206
64	SOHVVA	.62	59	121
65	TSOKWA KASU	91	57	148
66	ABIEM	143	82	225
6	WUKARI CENTRAL	934	832	1,766

7				
68	AKWANA	186	204	390
69	EBENEZER	209	161	370
70	GIDAN IDI	731	307	1,038
71	JABWANJE	345	388	733
72	GIDAN ADAMU	83	74	157
73	GAMYI	77	108	185
74	ST. MARY'S	379	374	753
75	TAPAREN SARKI	77	72	149
76	CHEDIYA	196	82	278
77	ABEN	154	122	276
78	ATSCIAGA	142	76	218
79	NWUNYO	126	72	198
80	BANTAJE A/B	275	101	376
81	TAPARE	176	87	263
82	TAPARE MOM	46	54	100
83	GBORBEGHA	240	307	547
84	NDO-DAA	219	184	403
85	BYE YOLA	74	77	151
36	TUDUN WADA	35	35	70
87	M/KATA IKO NZU	144	117	261
88	BENKAHO	312	173	485
89	MARMARA ISLAMIYA	326	301	627

90	SAVO	151	105	256
91	WANA	251	137	388
92	AHYUKU	133	89	222
93	WYAMHINA	135	115	250
94	IGBOGODO	117	124	241
95	BYEPITA	182	118	300
96	NAYI NAWA	40	45	85
97	IKPEREN	13	17	30
98	NUMA	109	96	205
99	VAAYEM	16	13	29
100	AGIL	233	129	362
101	GAKUNDO	192	124	316
102	GIDAN IDI NOM	0	0	0
103	LABARE NOM	45	50	95
104	KAMBERI OLD	72	54	126
105	BANTAJE L/G	444	198	642
106	KWAOR	90	122	212
107	AGAN	172	116	288
1	KAMBERI	68	66	134

08				
109	IGBAYIMA	180	200	380
110	NEW MARKET	261	269	530
111	NWUKO NOM	26	27	53
112	GYIDAGBENDE	62	97	159
113	NYERCHIA	120	100	220
114	FYAYI	26	34	60
115	TARVER	86	82	168
116	IKYANDE	124	144	268
117	AKO/MARAR. NWUKYON	108	128	236
118	KINDA KAN	105	73	178
119	GIDAN HAMIDU	166	126	292
120	K/KABAVVA	90	43	133
121	JATO WUSU	150	100	250
122	KINDA SHANI	134	144	278
1	PWADZU	117	194	311

23				
124	ASON	172	95	267
125	MBADEGA	185	108	293
126	KPANAWA	159	164	323
127	AGENA	250	177	427
128	AN DO ATO	233	168	401
129	NWUBAN	135	75	210
130	BYE PYI OLD	105	126	231
131	LADAN	140	179	319
132	ASSA	106	79	185
133	NGOLPERDE NOM	0	0	0
134	CHIA	135	167	302
135	UNUFO	169	129	298
136	GANDO NIKE	126	143	269
137	ADIGBENDO	224	202	426
1	ASHITSA	145	121	266

38				
139	TAR	210	189	399
140	DEMEUJ	623	393	1,016
141	NYINYA	307	219	526
142	FEMALE MODEL	0	225	225
G/TOTAL		**27,895**	**22,055**	**49,950**

APPENDIX B
Research Questions

Question One: Does Post Traumatic Stress reaction correlate with school adjustment among primary school pupils?

Table 1. Distribution of response on the relationship between post traumatic stress reaction and school adjustment among primary school pupils

VARIABLES	N	Mean	Std. dev
Post traumatic stress reaction	381	50.8635	11.67464
School Adjustment	381	71.1706	13.30749

The above table depicts the respondents on post traumatic stress reaction total 381 with mean score of 50.8635 and standard deviation of 11.67464 while school adjustment has 381 respondents also with mean score of 71.1706 and standard deviation of 13.30749.

Question Two: To what extent does post traumatic stress reaction correlate with school adjustment between Male and female primary school pupils?

Table 2 Distribution of responses on the relationship between post traumatic stress reaction and school adjustment by Gender.

Variable	Sex	N	Mean	Std.dev
Post traumatic stress reaction	Male	211	49.4408	11.98968
	Female	170	52.6294	11.05330
school adjustment	Male	211	68.4028	14.17388
	Female	170	74.6059	11.27457

Table 4.3.2 indicates the mean score of male and female on post traumatic stress reaction and school adjustment. The mean score of male as 49.4408 and 68.4028 for post traumatic stress reaction and school adjustment respectively with standard deviation of 11.98968 for post traumatic stress reaction and 14.17388 for school adjustment. While female respondents obtained a mean score of 52.6294 and 74.6059 for post traumatic stress reaction and school adjustment respectively with standard deviation of post traumatic stress reaction 11.05330 and school adjustment 11.27457.

Question Three: Does post Traumatic Stress reaction correlate with school adjustment between Conventional and Nomadic primary school pupils?

Table 3 Distribution of responses on post traumatic stress reaction and school adjustment by school type

Variable	Schools	N	Mean	Std. dev
Post traumatic stress reaction	Conventional	316	50.6930	11.54552
	Nomadic	65	51.6923	12.34266
School adjustment	conventional	316	70.9272	13.16818
	Nomadic	65	72.3538	14.01052

Table 4.3.3

shows that conventional schools had a mean score of 50.6930 and standard deviation of 11.54552 for post traumatic stress reaction and for School adjustment the mean score of 70.9272 with standard deviation of 13.16818.while Nomadic schools has post traumatic stress reaction mean score of 51.6930 and standard deviation of 12.34 266 and also for school adjustment with a mean score of 72.3538 and standard deviation of 14.01052.

APPENDIX C
Child Reaction to Traumatic Events Scale (CRTES-R)

Section A Bio Data

Instruction: Please tick (√) inside the boxes as it's reflect your condition or situation.

Gender *Male* ☐ *Female* ☐

School type *Conventional* ☐ *Nomadic* ☐

Child Reaction to Traumatic Events Scale (CRTES-R)

S/N	ITEMS	NOT ALWAYS	RARELY	SOME TIMES	OFTEN
1	Always I think of the crisis events when I didn't mean to				
2	I stopped upsetting myself when I think about crisis				
3	I tried not to remember				
4	I have trouble falling asleep when I think about the event in the crisis				
5	I have strong feelings about the crisis				
6	I dream about the crisis				
7	I stay away from things that remind me of crisis				
8	I feel like the crisis would not happen again				
9	I tried not talk about the crisis				
10	I kept seeing the event over and over in my mind				
11	Other things kept me thinking about crisis				
12	I have lots of feelings about the crisis but I don't pay attention to them				
13	I tried not think about crisis				
14	Little things brought back feelings about the crisis				
15	I don't have feelings about the crisis any more				
16	I get angry and upset easily after the crisis				
17	Any sudden sound makes me jump or surprises me				
18	A sudden sound makes me feel like the crisis is happening again				
19	I have trouble keeping my mind on what I am doing				
20	Thinking about the crisis makes my heart				

	beat faster				
21	Thinking about the crisis makes me to breath with difficulty				
22	Thinking about the crisis make sure sweat				
23	I kept checking to make sure nothing else bad happens to me again				

Adapted and modified by the researcher from Jones, R. T., Feletcher, K., & Ribbe, D. R., (2002) Child's Reaction to Post Traumatic Event Scale(CRTES-R), Psychology Department, Stress and Coping Lab, 4102 Derring, Hall, Virginia Tech University, Blacksburg, VA24060.

Child Adjustment Scale (CAS)

Section A Bio Data

Instruction: Please tick (√) inside the boxes as its reflect your condition or situation.

Gender *Male* ☐ *Female* ☐

School type *Conventional* ☐ *Nomadic* ☐

Child Adjustment Scale (CAS)

Items					
S/N	**peer relation**	**Hardly ever**	**Not usually**	**Usually**	**Always**
1	I like teasing other pupils				
2	I am well known to my teachers and colleagues				
3	I share things with my school mates				
4	I argue with other pupils				
5	I have the zeal for helping my colleagues				
6	I do not interrupt others while they are talking				
7	I fight whoever annoys me				
8	I ignore those that I have no business with				
9	I am talkative				

10	I always take revenge on others				
11	I follows my friends advice				
12	My friends blame me for disclosing their secrets				
School work Habits					
13	There is always an urge in me to help my friends in school				
14	The school environment easily diverts my attention				
15	I am always ready to deal with any upcoming event in school				
16	I work hard to solve my problems in school independently				
17	I keep persisting in school tasks even if it is difficult until I complete it				
18	I am very slow in learning new topics/subjects				
19	I quit playing in school any time problems come up				
20	Every aspect of my school work is achieved by my ability to coordinate them				
21	I have desire to achieve good in school				
22	I work all my assignments without the help of my brothers, friends and sisters				
Emotional Health Stability					
23	It pleases me to share what I have with others				
24	I used to feel a lots joy within the school and beyond				
25	New things frighten me				
26	I participate in all school activities				
27	I used to feel sad				
28	I feels much affection to those that are dearest to me				
29	I used to feel comfortable and reserved in a crow				
30	I feel shy in school				
Compliance to School Authority					
31	I like to show respect to teachers				
32	I always follow my teachers command even if I am under punishment				
33	I feel is most for me to obey my parents and teachers				

Adapted and Modified by the researcher from Santrock, J.W., & Warshak, R. A. (1979) Child Adjustment Scale. Journal of Social Issues, 35,112-125.

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APPENDIX D

Kansancewar Dalibi bayan Yanayin Firgici

Sashi na A Bayani akan mai amsa tambayoyin dake biye

Amsa waɗ anan tanbayoyin ta hanyar yin alama kamar haka (√) a cikin akwati wanda ya yi daidai da yanayin da kake ko kike ciki.

Jinsi Namiji ☐ Mace ☐

Irin Makaranta Ta kowa da kowa ☐ Ta yayan makiyaya ☐

Sashi na B Kasancewar Dalibi bayan yanayi na Firgici

S/N	Hali	Ba Koda Yaushe ba	Ba kassafai ba	Wasu lokuta	Jefi-Jefi
1	Nakan tuna rikicin koda ba na so tunawa				
2	Duk lokacin da na tuna ko aka tuna mini rikicin da ya faru nakan rasa inda zan sa kaina				
3	Ina iya kokari kada in tuna da abinda ya faru				
4	Ina kasa samun barci don hotunan faɗ ace-faɗ ace da na gani suka bijiro mini				

5	In matukar damuwa game da rigingimun da suka faru				
6	Ko a cikin mafarki, ina ganin miyagun abubuwa da suka faru				
7	Ina kiyaye duk abinda zai tuna minida rikicin garinmu				
8	Ina rokon Allah yasa rikicin faɗa ba zai sake faruwa ba				
9	Ina iya tattauna abinda ya faru da kowa				
10	Koda yaushe ina tuna abinda ya faru				
11	Wasu abubuwa kan sa in tuna da rikicin				
12	Rikisin yana damu na sai dai ban hangi mafita ba				
13	Har yanzu ina iya kokari na in manta da abinda ya faru				
14	Tunawa da abinda ya faru a rikicin kan ta da min hankali				
15	Na kan damu kaina kan rikicin				
16	Abu kadan kan harzu kani				
17	Hayaniya kaɗ an kan ta da mini hankali				
18	Nakan ji Kamar rikicin zai faru kuma				
19	Abu kaɗ an kan sa in ji Kamar ana ne				
20	Bana fahimtar abubuwa sosai tun bayan rikicin				
21	Hankalina kan tashi duk lokacin da na tuna rikicin				
22	Duk lokacin da na tuna da rikincin zufa kan keto mini				
23	Daga bayan rikicin na kan kiyaye cewa wani abu na tashin hankali bai sake samu na ba				

Source: Translated by G.L. Likko and adapted from jones, R. T., Feletcher, K., & Ribbe, D. R., (2002) Child Reaction to Traumatic Stress Scale -Revised (CRTES). Psychology Department, Stress and Coping Lab, 4102 Derring, Hall, Vrginia Tec University, Blacksburg, VA24060.

Sashi na A Bayani akan mai amsa tambayoyin dake biye

Amsa waɗ anan tanbayoyin ta hanyar yin alama kamar haka (√) a cikin akwati Wanda ya yi daidai da yanayin da kake ko kike ciki.

Jinsi Namiji ☐ Mace ☐

Irin Makaranta Ta kowa da kowa ☐ Ta yayan kiyaya ☐

Sashi na B Ma'aunin Gwada Natsuwar Dalibi

S/N	Hulda da tsararraki	Ba Haka ba ne	Ba kassafai ba	Wasu Lokuta	Koda Yaushe
1	Ni mutum ne mai yawan tsokanar abokai na				
2	Sannanne ne ni a wajen mallamai da sauran ɗ alibai				
3	Nakan raba abinda na samu da sauran ɗ alibai				
4	Ina da yawan gardama da tsararrakina				
5	Ina da himmar taimakawa abokan karatu na				
6	Ban katse wa kowa Maganarsa				
7	Nakan saɓ awa duk wanda ya bani haushi				
8	Bana shiga harkar da ba tawa ba				
9	Ina da yawan surutu				
10	Nakan dauki martini ga duk wanda yace dani 'kule' in ce das hi 'cas'				
11	Nakan bi ra'ayin abokai na				
12	Abokaina kan zargeni da cewa ina yaɗ a sirrinsu				
	Harkar Aikin Makaranta				
13	Na kan ji Kamar tunzura ni ake don in taimaki abokan karatu na				
14	Maka rantarmu da fasalinta kan dauke mini hankali				
15	A shirye nake in aiwatar da duk abinda zai taso min a makaranta				
16	Da kaina nakan magance matsala kowace dake iya tasomin a makarata				
17	Nakan dage in kammala aiki na a makaranta duk wuyarsa				
18	Ina da rauni wajen koyon sabon darasi sai dai abinshi a hankali				
19	Na kan kauracewa duk wa ni nau'in wasa a lokacin da nake fuskantar kalubale a makaranta				
20	Tsare-tsaren aiki na a makaranta na kai ni ga nassara				
21	Ina matukar son ganin na samu na sara a makaranta				
22	Na kan yi jinga na a gida ba tare da taimakon kowa ba				
	Lafiya da Annushuwa				
23	Na kan ji daɗ i a raina duk lokacin da aka karu da ni				
24	Na kan ji annashuwa a ko'in da makaranta				
25	Na kan ji tsoron sababbin abubuwa sosai				
26	Na kan shiga duk abinda makaranta ta tsara mana				
27	Na kan ji ina cikin damuwa mafi yawan lokuta				

28	Ina yawan begen waɗanda ke kauna ta				
29	Na kanji daɗi da natsuwa a raina dukk sanda nake cikin mutane				
30	Ina jin kun yar Magana a makaranta				
Biyayya ga Hukumar Makaranta					
31	Ina yawan girmama mallamaina a makaranta				
32	Ina bin umurnin mallamaina ko da horo suka bani				
33	Dole ne biyayya ga iyaye da mallamai				

Source: translated by G.L. Likko, and adapted from Santrock, J.W., & Warshak, R. A., (1979). Child adjustment scale. Journal of Social Issues, 35,112-125.

APPENDIX E
Foodo Kultoorol Bikkoy

Jaabu ɣamɗe garooje ɗo e suftugo suudu yaduudu be ko leeɓ ani ma fuh be diidugo banihi (√)

Yebre Arandere Ɣamɗe dow jabotooɗo

Jinsu ɣameteeɗo Gorko ☐ Debbo ☐

Njangirnde de ngonɗa Nde komoi fuh ☐ Nde ɓiɓɓe waynaa ☐

Yebre Diɗabre Ɣamɗe Dow kultorool

S/N	**Ɣamɗe**	Sam	Falja falja	Fere go	Denifuh
1	Miɗo numa konu ha wakkati haanay mi numa				
2	Miɗo salo ummingo hakkilo'am nde minuntina ko minumti konu fuh				
3	Miɗo habda ta minumta ko fe'i ha konu ko saali				
4	Doy ɗiɗo salora yam nde mi numti konu man fuh				
5	Miɗo numta kono ko saali ɗo masin				
6	Miɗo hoyɗa konu masin				
7	Miɗo ɗoylo ko numtintayam konu fuh				
8	Miɗo yi'a ba konu kam metata fe'ago				
9	Miɗo habda ta mi wolwa haala ko lonciti konu fuh				
10	Miɗo numta ko fe'i yaake fere fere ha konu ko saali ɗo				
11	Kuujeji fere ɗo numtinayam konu				
12	Kuujeji ɗuɗɗe ɗo numtinayam konu sai mi ɗoyloɗe				
13	Miɗo habda mi yeejita ko fi'e ha konu				

14	Kuuje seƒ ƒa ɓ awo man ƒo numtinayam konu ko saali ƒo				
15	Mi numata konu sam jotta kam				
16	Kuuje seƒ ƒa ɓ awo konu man ƒo hulnayam				
17	Sonyo seƒ ƒa hulnayam haami diwtora				
18	Sonyo seƒ ƒa ferego waƒ ayam ba jotta konu man fe'ata				
19	Berde'am ƒo ta'a ɓ awo konu man hami saklo				
20	Numtugo konu ƒo taynayam ɓ erde masin				
21	Numtugo konu ƒo waƒ a pofle'am ɓ iilo				
22	Numtugo konu ƒo waƒ a mi wulwina				
23	Miƒ o habda yiigo wala hunde fere fe'i be am				

Source: Translated by Buba, M. and adapted from Jones, R. T., Feletcher, K., & Ribbe, D. R., (2002) Child Reaction to Traumatic Stress Scale -Revised (CRTES) Psychology Department, Stress and Coping Lab, 4102 Derring, Hall, Virginia Tech University, Blacksburg, VA24060.

Ɣamƒ e ɓ ikkoy dow wovtungo ɓ awu kultoorol ha njangirde

Jaabu ɣamƒ e garooje ƒo be suftugo suudu yaduudu be ko leɓ ɓ ani mafuh be diidugo banihi (√)

Yebre Arandere Ɣamƒ e dow jabotooƒ o

Jinsu ɣameteeƒ o Gorko ☐ Debbo ☐

Njangirnde de ngonaƒ a Nde komoi fuh ☐ Nde ɓ iɓ ɓ e waynaa ☐

Yebre Diƒ abre Ɣamƒ e Dow wovtungo ɓ awu kultoorol ha njanngirde

S/N	**Fukarajo e Ngorgiraaɓ e mun**	Saƒ ƒu n	Na koodey	wafaga	Koodey
1	Mi tonɣo tooƒ o fukaraaɓ e derƒ am'en				
2	Mi vela i'am njo ha nder fukaraaɓ e nbandam'em e				

	mallum en				
3	Mi cahiiɗ o nder ngogiraaɓ e am				
4	miɗ o ha'otira e fukaraaɓ e nbandam'em				
5	Mi tiinoɗ o masin ha wallugo woɓ ɓ e				
6	Miɗ o heeɗ iitano woɓ ɓ e to ɗ o wolwa				
7	Miɗ o haɓ a e tonɣiɗ o yam fuh				
8	Miɗ o ɗ oylo kalla momi walla haaje fuh				
9	Mi bollolo nder himɓ e masin				
10	Mi ɗ accata nyamade tonyande				
11	miɗ o jaɓ ata sawara fukaraaɓ e nbandam'em				
12	Miɗ o felle nyoore himɓ e				
Fukaraajo e kuude Njangirde					
13	Miɗ o maari cusal masin ha wallungo fukaraaɓ e nbandam'em				
14	Baabal njangirde amin ɗ o hulna yam masin				
15	Miɗ o hakkilaani jangirde am masin				
16	Miɗ o hunca na hore'am haaje ha njangirde				
17	Miɗ o tiino masin ha njangirde am ko kuugal njagirde man ɗ o saɗ i				
18	Mi ɗ ay ɗ o ha njangugo darseje kese ha njangirde				
19	Miɗ o ɗ acca fiijudugo be fukaraaɓ e nbandam'em to luural fudɗ i				
20	Taskaram am ha kuuɗ e njangirde am ɗ o hewtinayan nassaraku				
21	Miɗ o yeeli njammingo ha njangirde am				
22	Miɗ o habda tiini dow njagirde am huwa kuuɗ e njangirde fuh e hoore'am				
Njamu e De'itare					
23	Miɗ o nana belɗ un masin to fukaraaɓ e bandam'en ɓ esdori e am				
24	Miɗ o nana belɗ um masin ha njangirde be ko toy fuh				
25	Kuuje kesse ɗ on hullnayam ha njangirde amin				
26	Ko njangirde amin taskani amin fuh Miɗ o nasta ɗ un wada e am				
28	Berde'am do mitta meere koros				
29	Miɗ o semta wolwungo nder fukaraaɓ e bandam'en				
Tokkango Kitaaɗ i Njangirde					
30	Miɗ o teddina janginooɓ e amin				
31	Miɗ o tokki kiitaɗ i njangirde amin ko fottanai yan ha yonki'am				
33	Teddinngo janginooɓ e e saaro ɗ um dole on ha dow am				

Source: Translated by Buba, M. and adapted from Santrock, J.W., & Warshak, R. A., (1979). Child Adjustment Scale. Journal of Social Issues, 35,112-125