The Nigerian Educational Psychologists Vol. 21 No. 1, August, 2024. pp. 200-209

PSYCHOSOCIAL CHALLENGES AND COUNSELLING NEEDS OF TRAUMATIZED INTERNALLY DISPLACED STUDENTS IN SOKOTO STATE, NIGERIA: IMPLICATIONS FOR EFFECTIVE INTERVENTION

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Abstract
This paper examined psychosocial challenges and counselling needs of traumatized displaced Students in Sokoto State. Two objectives and two research questions were formulated to guide the research. Descriptive research design was used for the study. A sample of 500 Students were randomly selected from Combined Schools at Government Technical Collage (GTC) Farfaru, Sokoto for the study. Two instruments – Psychosocial Problems of Traumatized Displaced Students Questionnaire (PPTDSIABQ) and Counselling Needs of Traumatized Students' Questionnaire (CNTDSQ) were used for the study. Data obtained were analyzed using frequency and percentage. The results showed that fear and anxieties, feeling of anger, imagining the issue of this insecurity accursed feeling of less concern by State and Federal Government, Fear of death, Night Destroying a whole village by bandit, kidnaping innocent people for ransom are some of the factors associated with displace Students traumatization in Sokoto state. Therefore, it was concluded that both socially and psychologically it affected Students. However, with proper counselling skills, the counsellors can contribute meaningfully toward eliminating or curtailing the trauma in displace Students in Sokoto state some of the negative psychological variables among students includes anxiety, perceived stress, and depressive symptoms and psychosocial issues such as housing concern, financial matters, domestics abuse, grief and loose, isolation among others.
Keywords: Psychosocial Challenges, Counselling Needs, Internally Displaced Students, Insecurity, Banditry

Introduction
The rate at which insecurity and crimes is ravaging the states in the north western Nigeria, especially Sokoto, Zamfara and Katsina States, in recent time is appalling. Banditry and kidnapping have become a means of livelihood for people living in remote villages in some parts of the states. Provoked by several causes such as poverty, hunger, frustrations, rustled cattle, lack of concern by government, etc., these set of people have decided to vent their angers on their fellow human, thereby making life miserable for innocent citizens. Times without number, there are cases

of kidnapping, arm robbery, arson attack, burglary, rape, cattle rustling, attacks on farm land, and numerous heinous crimes. These crimes are being perpetrated on daily bases and hardly is anything being done both at the local, state and federal government level in order to tackle this social menace once and for all. The perpetrators of these crimes have been left to maraud the villages, bushes, roads and all the residential areas in the region freely making life unbearable and miserable to their innocent victims who are usually inhumanly brutalized and often killed. Most often, the victims of these unfortunate incidents are students who are usually, directly or indirectly involved often resulting in emotional trauma which undoubtedly affects their academic achievements.

Herman-Tukur, Astua, and Nwachukwu (2014) has defined trauma as an emotional response to a terrible event like accident, rape or natural disaster. It is a mental condition caused by severe shock especially when the harmful effects last for a long time. Trauma is used to describe experiences or Situations that are emotionally painful or distressful. It is a very difficult or unpleasant experience that causes someone to have mental or emotional problems for a long time. In relation to insecurity and banditry in northern part of Nigeria, especially in Sokoto State, students from insecurity and banditry prone localities such as Sabon Birni, Rabah, Isa, Illela, Tangaza, Tureta, Kebbe Gudu, and Gada, Local Governments of Sokoto state, have been passing through indescribable and unfortunate traumatic situations in their life resulting from loss of their parents and home, personal experience with bandits, lack of comfort, unfamiliarity with their new locations and adaptation, etc.
The experiences of these students often affect their concentration in schools. As said above, the conditions by which displaced students find themselves in their new camps outside their localities helps little in alleviating their suffering. Howell (2014) stated that trauma often results from intensely difficult and painful encounter. There are also physical, psychosocial, psychological and emotional traumas. Events of high emotional intensity, particularly if they are experienced in a vulnerable moment of life may become traumatizing. This shows that student victims of banditry and insecurity deserve more attention so as to improve or maintain their level of socialization. Case of insults, mocking a child, a scare in the darkness, chasing someone with snakes and spiders, slander, losing a parent at an early age, kidnaping someone for ransom, attacking schools at night, attacking villages killing men, women and children, coercion for sexual advantage, etc often have some traumatic effects which require the assistance of a professional psychologist or counsellor to address (Clifford, 2014).

The continuous vulnerability of student of secondary schools and primary school pupils in Sokoto State due to arm bandits activities in the state often result in psychosocial and psychological challenges that needs to be addressed. Insecurity in

the affected Local Government areas of Sabon Birni, Rabah, Isa, Illela, Tangaza, Tureta, Kebbe Gudu, and Gada. In Sokoto State, many local governments have been affected by situations that have created traumatic conditions. These have forced thousands of parents with their children to flee their homes without a clear destination, because of the sudden impact of the situation. This calls for urgent intervention in trauma counselling assist the affected victims.

Further, it appears most of the studies conducted, focused on identifying the psychosocial challenges confronting these students and did not consider how these challenges affect students in an educational set-up despite the numerous attentions given to research on psychosocial challenges of students on the global front (John N., Stephen A. D. and Louisa A. 2021). In attack prone areas in the state, there is a general feeling of general uneasiness or nervousness often triggered by perceiving oneself to be vulnerable. The overbearing manner of the people in the community also produces a state of insecurity and trauma among the students. The increasing deadly attacks in the communities and the destruction of properties, businesses and farmlands have forced many inhabitants to locate to nearby towns and villages as well as into neighbouring state and Niger republic. More than 5300 have been killed and more than half of those killed were women, youth and children within the affected local government areas in the state. In Saborn Birni and Isa, about 70% percent of the boarding secondary schools and children have fled their homes and schools to Sokoto metropolis since early 2021 and were distributed to other schools in the city. In March 2021, residents of Gatawa and Gangara Village in Sabon Birmi Local Government and many others from the affected local government areas fled their homes after receiving letters from Bandits warning them of impending attacks if they did not give the bandits ten million Naira each. When the attack eventually happened there were only the old aged men, women, and children were those too weak to flee involved. Nigerian armed forces have also added to the number of displaced people in the affected areas of the report notes. All these have led to experience of traumatic stress disorder among displaced students in Sokoto state. The need to properly manage combinations schools camp in Sokoto state cannot be overemphasized inasmuch as improper management of the group may make the state and countries prone to violent conflicts and other several complexities such as epidemics. However, this research is focused on psychosocial problems and counselling needs of internally displaced students as a result in Sokoto State.

Statement of the problem

Sokoto State is Northern Western Nigeria and it has been ravaged by insecurity and criminality. A lot of indigenes of local governments such as Sabon Birni, Rabah, Isa, Illela, Tangaza, Tureta, Kebbe, Binji, Gada, Gudu, Wamakko and Binji have been displaced to neighbouring towns and cities in the state as a result of unceasing and

unwarranted attacks and killing of innocent people in their homes at night and even on the day time by arm bandits. The situation has continued to extend to more and more villages and nothing much is being done to reduce the rate. As stated above, students are not spared by these bandits. Many have lost their parents, family relatives, friends and even their schools burnt down. These activities often induce a lot of traumatic stress that is rarely taken cognizance of by scholars.

Anxiety among students in Sokoto State is also becoming so rampant, especially following an attempt to curb the group's excesses. Several members of the group were arrested, during the attack also blocking the road or attacking villages, Schools, killing both men and women including the children and collecting their money and animals sparking deadly clashes with Nigerian security forces. Many was arrested and killed by army forces and in police custody (Ade, 2017). Apparently provoked by death of their parent brothers and sisters or tribes, the group escalated the frequency and intensity of attacking some markets at market days, and Some schools during working hours by shooting and kidnapping many people including the students for ransom in some villages and many roads across the Sokoto and neighboring State. The researcher assumed that counseling students in Sokoto State will contribute meaningfully in curbing menace. Counseling basically refer to planned intervention between the client and counselor to assist the client in altering, improving and resolving present trauma, difficulty or discomfort (Wortley, Scot & Tanner, 2013). The professional body i.e. CASSON in the state has much to do in minimizing student's trauma condition. A watchful psychologist or counselor is likely to detect traumatized students. Several studies indicated that risk factors associated with students been traumatized is high (Howell & James, 2015). Some of the risk factors outlined by Wortley, Scot & Tanner, 2013) are reduced attachment to family and community where such predicament is rampant, strict compliance to the rules and regulation laid down by the schools and security personnel in the communities. The counselor needs to strengthen protective factors and take necessary majors to curtail the trauma among students in the state. Protective factors refer to positive influences and mitigate impacts of not been involved in the in trauma.

It is against this background that the study investigated the psychosocial problems and counselling needs of traumatized students in Sokoto state. It is worth noting that these factors are negatively complemented by the impact of ongoing banditry crisis in the study area, which on its own presents great and stress to the psychosocial personality development of these Students and their parent. Tendency of having trauma by a student of falling into the tragedy of being kidnaped either at home, on the road during travelling. Such kind of trauma is real among the both Secondary and young Primary pupils in the study area. Many of their brothers and sisters were

kidnaped and still under the custody of bandits in the bush waiting for their parent to pay the ransom or otherwise to be kill.

Objectives

The objectives of the study were:

1. To find out the psychosocial challenges of traumatized internally displaced students in Sokoto State.
2. To find out the counselling approach needed to be adopted to minimize trauma among internally displaced students in Sokoto State.

Research Questions

The study was set to answer the following questions.

1. What are the psychosocial challenges of traumatized internally displaced students in Sokoto State?
2. What are the counselling approaches adopted to minimize trauma among internally displaced students in Sokoto State?

Methodology

This is a descriptive survey design study. The population of the study is 7,515 students from schools' combinations centers in Government Technical College (GTC) Farfaru camps in Sokoto State and Counsellors from Ministry of Education, Ministry of Science Technology and College of Education respectively. The students' victims were assessed to determine psychosocial and psychological problems being experienced as a result of trauma due to insecurity and banditry in some affected local governments areas while the counsellors provided new approaches for curbing students' trauma. Counselling needs approach adopted to minimize the insecurity and banditry Trauma among students in combination Camps of Sokoto State. The choice of SSII Students as a scope was because they are weak and under care givers parent they can be easily traumatized. The researcher randomly selected ten (10) Schools Combination Centers Camps within the Sokoto state in the metropolis. Samples of 50 students were drawn at random from each of the ten selected Centers making a total of 500 students that participated in the study, Counsellors identified and used for the study were 50. Two instruments – Psychosocial Problems of Traumatized Displaced Students Questionnaire (PPTDSIABQ) and Counselling Needs of Traumatized Students' Questionnaire (CNTDSQ) were used for the study. The 20 items directly measuring psychological problems being experienced Trauma of students (PPBEIBIBTSQ). The coding system for the instrument was the modified three point Likert Scale that had 3 to 1 in order of Agree (A) 3 points, Disagree (DA) 2 points, Undecided (UD) 1 point. The CNATSOIBWQ has 10 items for recommendations on how Professional counsellors can approach the menace Trauma on a scale of "Highly effective", "Effective" and

"Not Certain". Items for the instrument were mostly drawn from literature reviewed and suggestions from experts in the Department of Educational Foundations, Faculty of Education and Extension Services Usmanu Danfodiyo University Sokoto. Item derivation process was supervised by a Senior Lecturer expert in the Department of Educational Foundations, Faculty of Education and Extension Services Usmanu Danfodiyo University Sokoto. For face and content validity, the instrument was pilot tested using 50 students from Sani Dingyadi Unity Secondary school Sokoto center Camps and 20 counsellors from Sokoto State Teachers Service Board and Ministry of science and technology Sokoto state respectively. Reliability of the instruments was determined using Cronbach alpha reliability for CNATSOIBQ and PPBETSOBIQ and its coefficients were at .975 and .859 respectively. Data obtained were analyzed using descriptive statistics of frequency count and percentages.

Results

1 What are the psychological and psychosocial problems of traumatized internally displaced students in Sokoto State?

Table 1: psychosocial challenges being experienced of Traumatized Internally Displaced students

S/N	Item Description	Agree	Disagree	Un decide
1.	Attacking villages killing, men, women and children	59.4%	0%	40.6%
2.	Attacking some markets at market days	18.8%	52.7%	28.5%
3	Provoked by death of their Husbands, brothers and sisters	22.3%	62.7%	15%
4	Kidnaping innocent people for ransom	59.0%	17.2%	23.8%
5	Influence of social media	40.7%	21.5%	37.8%
6	Husband rejection and lack of love	3.5%	85.0%	11.5%
7	Less interest in living because of kidnaping	43.1%	38.1%	18.8%
8	Night Destroying a whole village by bandit	69.8%	30.2%	0%
9	Sexual harassment by bandits	33.5%	45.8%	20.6%
10	Feeling of general uneasiness	20.6%	41.0%	38.3%
11	Less concerned by state and fed. Governments	73.8%	26.2%	0%
12	Increasing number of ritualist in the societies	11.5%	41.0%	47.5%
13	Anxiety among the students	41.9%	18.8%	38.9%
14	Stress among students	100%	0%	0%
15	Some students are depressed	56.3%	11.5%	32.3%

The result from table 1 indicated that psychological problems being experienced Trauma factors identified include Attacking villages killing, men, women and children kidnaping innocent people for ransom, less concerned by state and fed.

Governments, Tribalism and Crises in neighborhood/community, and some students are depressed.

1. What are the counselling approaches adopted to minimize trauma among internally displaced students in Sokoto State?

Table 2: Counselling needs approach for curbing the trauma among internally displaced students in Sokoto State.

S/N	Item Description	Agree	Disagree	Un decide
1.	Building good relationship with students.	52.1%	47.9%	0%
2.	Strengthen students attachment with my family/community	64.8%	35.2%	0%
3	Revamp office of the counsellors in villages	47.6%	52.4%	0%
4	Building up students perceived self-worth	49.3%	50.7%	0%
5	Pro-active counseling	37.2%	62.8%	0%
6	Reaching out to students in IDPS through orientation and group counselling	46.5%	53.5%	0%
7	Spreading counselling reaching out for update about students in communities	75.1%	24.9%	0%
8	Emphasizing drug-free-life	61.7%	38.3%	0%
9	Inviting students suspected to have Psychosocial problems factors for counselling	64.4%	35.6%	0%
10	Separating friends when one is negatively influencing the other for leaving the IDPs Camps.	59.7%	40.3%	0%

The result in table 2 shows that counseling approaches recommended by having different combinations of students in the internally displaced parsons camp (IDPC) counsellors in curbing psychosocial challenges of internally displaced traumatized students. Rated highly effective was building good relationship with students, strengthen students' attachment with my family/community, spreading counselling reaching out for update about students in communities, emphasizing drug-free-life, inviting students suspected to have trauma factors for counseling and separating friends when one is negatively influencing the other for leaving the CAMPS.

Discussion

The study found factors associated with psychosocial problems trauma to include Attacking villages killing, men, women and children, kidnaping innocent people for ransom, less concerned by state and fed. Governments, Tribalism and Crises in neighborhood/community, and seen more than 600 bandits with weapons on the roads going for mission. The findings aligned with risk factors outlined by Worley, Scot and Tanner (2013) as strengthen attachment to family and community, poor students' academic concern, drug abuse and over reliance on anti-social friends. This finding agrees with Welch and Sheridan (2005) who identified parent less concern habit as a risk factors and Reddy *et al.* (2011) who reported low-self-esteem as a risk

factor, Eme and Ibietan (2012) who found insecurity and banditry trauma as, poverty and corruption to be some of the risk factors enhancing banditry recruitment in some part of the country. It is worth noting that these factors are negatively complemented by the impact of ongoing banditry crisis in the study area, which on its own presents great fair, stress, trauma and psychosocial personality development of the students

The study found some effective counseling approaches towards curbing trauma among students. These are building good relationship with students; through group and individual counselling, reaching out for update about students suspected to have trauma risk factors for counseling and separating friends when one is negatively influencing the other. These recommendations are in line with the position of Obidigbo (2014), who outlined protective factors of banditry trauma include; building strong family attachment, disbanding students gathering involving known delinquents at unhealthy corners of the CAMPS, strengthening positive counselor-students relationship, regular feedback from husband on students and child behavior through addressing the victims from time to time, discouraging unhealthy friendship among men and women victims. The counsellors need to strengthen protective factors as observed by Wortley *et al.* (2013). These protective factors are likely to produce positively influences that may mitigate impacts of eliminating trauma from the students and strengthen good thinking and decrease likelihood of been traumatized. Value education becomes imperative in stabilizing the students and there is need for the following:

1. Fostering a supportive and engaging learning environment makes Students who feel supported and engaged in their learning are more likely to value education.
2. Connect learning to real-life situations: When students understand how their education is relevant to their lives, they are more likely to value it. Teachers can connect the curriculum to real-life situations, such as using math to calculate budgets or science to understand climate change.
3. Emphasize the benefits of education: Students may not always understand the long-term benefits of education, so it's important to emphasize them. This includes higher earnings, better job opportunities, improved health, and more.
4. Encourage curiosity and exploration: When students are encouraged to explore their interests and passions, they are more likely to value education. Teachers can provide opportunities for students to pursue their interests through independent research, projects, or extracurricular activities.
5. Celebrate achievements: Recognizing and celebrating students' achievements can help them feel proud of their accomplishments and

motivated to continue learning. This can be done through awards, certificates, or other forms of recognition.

Conclusion

From the findings of the study, the researcher concluded that there are high risk factors associated with insecurity and banditry among traumatized student due to insecurity and banditry in Sokoto state. These are both socially and psychologically induced. However, with proper counseling skills, the professional counsellors can contribute meaningfully towards sensitization of students and instilling values such as which is capable of curtailing the likelihood of traumatizing both junior and senior students in the affected areas in Sokoto State.

Recommendations

1 There is need for sponsoring Professional counsellors by the government and NGOs in order to brace-up in sensitization of student in all the CAMPS for the uncommon challenges of assisting students in an insecure environment, as the study found insecurity and banditry as risk factor associated with student's trauma.

2 There is need for putting more effort by the government in addressing the issue of insecurity challenges in the northwestern region for the sake of peace and stability for the system of education to progress and for students to have enabling environment for learning and to save students from psychological and psychosocial problems.

3 There is need for putting more emphasis on teaching values to our students at all level of education so that our younger can inculcate the right values.

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