

# Perceived Influence of Post-Traumatic Stress Disorder on Students' Behavioural Pattern and Academic Performance in Niger State.

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**Abstract:** *Insurgencies such as: boko-haram activities, banditry and herdsmen activities of abduction, killings, kidnapping for ransom are very prevalent in the location of the study. These violence, has left some of these students' homeless and confused, schools have been locked up by the federal government because of the intense nature of violence in the area. Having witness these violence activities no doubt many of these children has experiences Post-Traumatic Stress Disorder. Thus this study examined the perceived influence Post-Traumatic Stress Disorder on students' Behavioural Pattern and Academic Performance in Niger State. The study used explanatory mixed methods research design. The sample of the study was 120 respondents for the quantitative research and 20 respondents from the sample was used for the qualitative research. Purposive sampling technique was used for the quantitative research while simple random sampling technique was used for the qualitative research. Two instruments were used for the collection of data Students perception on Post-Traumatic Stress Disorder, Academic Performance and Behavioural Pattern Questionnaire (SPPAPBPQ) and Interview Guide. The reliability of SPPAPBPQ yielded 0.71 using Pearson correlation. The instruments were both face and content validated by the researcher's supervisor and by lecturers in the department of Special Education, kwara state University. Two research questions and hypotheses each were generated for the study. Independent sample t-test were used to test the null hypotheses at 0.05 level of significance. The result of the study revealed that the perceived influence of Post-Traumatic Stress Disorder on students' Behavioural Pattern and Academic Performance in Niger State is Positive. The result also revealed that there was no significant difference in the perceived influence of Post-Traumatic Stress Disorder on students' Academic Performance in Niger State based on gender ( $t=1.75$ ;  $f=0.38$ ;  $df=118$ ;  $P>0.05$ ), no significant difference in the perceived influence of Post-Traumatic Stress Disorder on students' Behavioural Pattern in Niger State based on gender ( $t=0.72$ ;  $f=2.12$ ;  $df=118$ ;  $P>0.05$ ). Based on the result of the findings it was concluded that post-traumatic stress Disorder influences Students' Academic Performance and Behavioural Pattern based on the perception of students. Notably, the study also concluded that students in Niger State have positive Perception towards the influence of Post-Traumatic Stress Disorder on behavior and academics. It was recommended that Support for students exposed to trauma programs (SSET) should be promoted by teachers, counselors, school owners and school administrators to help students with Post-Traumatic Stress Disorder.*

**Keywords:** Post-Traumatic Stress Disorder, Academic Performance, Behavioural Pattern, Perceived Influence.

## Introduction

The purpose of schooling is to promote students' achievement and education for international competitiveness through fostering educational excellence and ensuring equal access. Educators strive to assist students in getting to know how to come to be productive and precious contributors of the society. Students who have been traumatized in their lives are extra likely to lack self-regulation skills, which reasons a trouble when students enter the faculty device and are cognitively behind their peers, in particular in problem-solving skills. Situational challenges are a normal section of college life; however, extra and extra secondary students are experiencing demanding or detrimental existence challenges which can negatively influence cognitive function, social interactions, and tutorial achievement.

Jaycox (2009) outline trauma as "a sudden, existence threatening event, in which a man or woman experience horrified, terrified, or helpless". Duplechain, Reigner, and Packard (2008) viewed traumatic occasions to include "hearing gunshots, witnessing muggings, stabbings, or shootings; or seeing a lifeless body". According to Kuban and Steele (2011), demanding events also encompass "medical procedures, drowning accidents, residence fires, auto fatalities, substance-abusing parents, divorce, and dwelling with a terminally sick relative". Post-Traumatic Stress Disorder has been a main issue affecting humans both younger and historical as considered in most literatures particularly in the Northern part of Nigeria. Several causes why college students do now not operate well academically and behavior smart has been explored. As observed, little efforts or work has been executed on Post-Traumatic Stress Disorder, this is due to the fact most researchers view Post-Traumatic Stress Disorder as a uncommon disease

which may be a wrong perception, and as such this learn about will focal point on students' Perception to be aware of their thoughts, trust and opinions in regards to the study.

The signs of college students with Post-Traumatic Stress Disorder are great and challenging in the lecture room because the study room is a vicinity that is supposed to be conducive for instructing and gaining knowledge of to take place. The Behavioural Pattern of students with Post-Traumatic Stress Disorder can also be seen as difficult due to the fact it deviates from the norm. These behavioural pattern stages from daydreaming, wondering, inattention, nonsocial, re-experiencing of stressful occasions and the likes. The researcher's perceived remark in the vicinity of the study depends extra on the low tutorial overall performance of students' after a hectic match has come about in the locale. Some of these students' feel the way to tackle how they sense after a hectic match is to restriction themselves from each school associated activity. The researcher also observes that students with Post-Traumatic Stress Disorder in the vicinity are no longer given the vital cure or therapy that will assist them overcome trauma.

It has been observed that Academic Performance is one among many variables that represent a student educational success. Students' Academic Performance can either be formative or summative. Academic performance have been described and explained by means of several authors. According to Narad and Abdullah (2016) Academic Performance is the expertise gained which is assessed by using marks by using a trainer and/or academic goals set by using college students and instructors to be achieved over a particular period of time. They brought that these desires are measured with the aid of the usage of non-stop assessment or examinations results. Arhad, Zaidi & Mahmood (2015) also indicated that Academic Performance measures education outcome. Students with Post-Traumatic Stress symptoms may experience significant cognitive impairment (e.g., difficulty with focusing attention and suffering cognitive overload), which negatively impacts academic performance and school retention (Bachrach & Read, 2012).

Post-Traumatic Stress Disorder (PTSD) can be viewed or outline as a psychiatric disease that may also appear in human beings who have skilled or witnessed a disturbing event or scenario such as a herbal disaster, a serious accident, a terrorist act, war/combat, rape, demise threats, visitors collisions, baby abuse, domestic violence, abduction, sexual violence or serious injury. The victims show up their traumatic experiences thru nightmares, flashback, day dreaming, thinking and hallucinations. People with Post-Traumatic Stress Disorder have intense, stressful ideas and feelings associated to their ride that last lengthy after the disturbing tournament has subsided. They may also present the event through flashbacks or nightmares; they may additionally trip sadness, concern or anger; and they can also feel indifferent or estranged from other people. People with Post-Traumatic Stress Disorder can also avoid situations or people that remind them of the hectic event, and they might also have bad reactions to regular phenomenon. Post-Traumatic Stress Disorder is not limited to any one gender or age. Male or female, infant or person can boost Post-Traumatic Stress disorder, however, they may also not continually have the same symptoms. Symptoms of Post-traumatic stress disease in youngsters can take place itself through: bed wetting, regressing behavior such as forgetting how to speak, being strangely clingy, inclined to tears and crying except cause, appearing out or drawing back. These are approaches of expressing the trauma they endured.

Furthermore, there are countless factors that can affect the academic performance and behavioural pattern of students living with Post-Traumatic Stress Disorder. Gender is one of the elements that can impact the Academic Performance and Behavioural Pattern of students with Post-Traumatic Stress Disorder, Gender helps to decide if large distinction exist in the appreciation of male and female. Most findings of gender variations in Posttraumatic stress disease (PTSD) found out that women are mentioned to be identified with Post-Traumatic Stress Disorder after a trauma twice as men and developed better Post-Traumatic Stress Disorder signs than males (Kilpatrick et al., 2013; Pineles et al., 2017). The lifetime occurrence of Post-Traumatic Stress Disorder in females is higher (10.4%) than in males (5.0%). Women have a two to three time's higher risk of growing post-traumatic stress ailment (PTSD) compared to men. Several factors are concerned explaining this distinction (Christiansen & Hansen, 2015)

### **Statement of Problem**

The present researcher has observed that Insurgencies such as: boko-haram activities, banditry and herdsmen activities of abduction, killings, kidnapping for ransom are very prevalent in the location of the study. These violent activities cause many children to drop out from school, live in internally displaced camps and remand homes, pending the time the violence will subside. These violence, has left some of these students' homeless and confused, schools have been locked up by the federal government because of the intense nature of violence in the area, children have watched their loved ones slaughtered and raped in their very eyes, their houses have been set ablaze by unknown gunmen. Having witness these violence activities no doubt many of these children would exhibit symptoms of Post-Traumatic Stress Disorder.

Although a number of studies have been conducted in relation to Perceived Influence of Post-Traumatic Stress Disorder on students' Academic Performance and Behavioural Pattern, but to the best of the researchers' Knowledge most of these studies were conducted outside Niger State where insurgencies is also prevalent. No real study has been conducted to investigate students' perception in relation to Post-Traumatic Stress Disorder, Academic Performance and Behavioural Pattern in Niger State. Hence, the

present study sought to examine the Perceived Influence of Post-Traumatic Stress Disorder on student Behavioural Pattern and Academic Performance in Niger State.

**Research Questions**

1. What is the Perceived Influence of Post-Traumatic Stress Disorder on Students’ Behavioural Pattern in Niger State?
2. What is the Perceived Influence of Post-Traumatic Stress Disorder on Students’ Academic Performance in Niger State?

**Hypotheses**

- Ho1. There is no significant difference on the Perceived Influence of Post-Traumatic Stress Disorder on students’ Academic Performance based on gender.
- Ho2. There is no significant difference on the Perceived Influence of Post-Traumatic Stress Disorder on Students’ Behavioural Pattern based on gender.

**Methodology**

Explanatory Mixed methods research design was used to investigate the Perceived Influence of Post-Traumatic Stress Disorder on students’ Academic Performance and behavioural pattern in Niger state. The study employed both qualitative and quantitative research that will help answer research questions. The design involved collecting data to test hypotheses and to answer the research question that was raised in the study through questionnaire and interview. Mixed method research helps to report things in their original state using two different methods. Descriptive survey was employed for the quantitative aspect of this research while thematic analysis was used for the qualitative aspect. Thematic analysis allows researchers to interpret and construct meaning from data. The population for the study consist of all Public Senior Secondary school one students in three Local Government Area of Niger state (Suleja, Tafa and Wushishi). The number of Public Senior Secondary School one students in Niger metropolis is estimated to be 3251 in 42 public schools, including male and female (Niger State Ministry of Education, 2012). Three Local Government Areas; Suleja, Wushishi and Tafa were purposively selected from the twenty five (25) Local Government Area in Niger State. , Two schools from each of the local government area were purposively selected to focus on areas where insurgencies is prevalent and also on affected schools, making it a total number of six schools for the study. 20 students were randomly selected from each of the Classrooms to focus only on students that have been diagnosed with various disorders including Post-Traumatic Stress Disorder, making a total of 120 respondents. Twenty students was also selected from the sample to answer interview questions using simple random sampling technique. Two research instruments were used for the collection of data: a self-structured questionnaire, Students perception on Post-Traumatic Stress Disorder, Academic Performance and Behavioural Pattern Questionnaire (SPPAPBPQ) and Interview Guide. The first data was generated using well-structured modified likert scale questionnaire with 4 points scale. Strongly agree-4, Agree-3 disagree-2 and strongly disagree-1 are logically employed to quantitatively reflect this order of ranking and to ensure validity of the questionnaire used for the study

An introductory letter was collected from the Head of Department of Special Education to introduce the researcher to the schools, and to facilitate the smooth administration and collection of research instruments. The data collection lasted for three weeks and the services of three research assistants will be employed. The study adopted both qualitative and quantitative analysis, for the quantitative analysis the data collected from the research questions were analyzed using descriptive statistics of mean, percentage and frequency count. Hypotheses were analyzed using independent sample T-test at 0.05 level of significance. Thematic analysis was used for the qualitative data of the study in other to bring out themes and provide answers to the questions.

**Results**

The results of the analysis obtained for the research are presented in tables below.

Table 1.

S/N	ITEM	SA	A	D	SD	MEAN
1	Recurrent thoughts or memories of the most hurtful or terrifying events.	80(66.7)	22(18.3)	5(4.2)	13(10.8)	3.4
2	Feeling as though the event is happening again	577(47.5)	41(34.2)	14(11.7)	88(6.)	3.2
3	Feeling detached or withdrawn from people	60(50.0)	29(24.2)	21(17.5)	9(7.5)	3.3
4	Less interest in daily activities	69(57.5)	29(24.2)	14(11.7)	8(6.77)	3.3
5	Feeling irritable, aggressive, hyper vigilant and easily startled	47(39.2)	46(38.3)	14(11.7)	13(10.8)	3.1
6	Avoiding thoughts or feelings associated with the traumatic or hurtful events	50(41.7)	46(38.3)	14(11.7)	10(8.3)	3.1

7	Having difficulty dealing with new situations	35(29.2)	45(37.5)	29(24.2)	11(9.2)	2.9
8	Nervousness, anxiety and depression may make you want to spend more time alone	60(50.0)	30(25.0)	18(15.0)	12(10.0)	3.2
9	Feeling less attached to my teacher and caregivers as a result of what I experienced	43(35.8)	28(23.3)	13(10.8)	36(30.0)	2.7
10	Sudden emotional or physical reaction when reminded of the most hurtful or traumatic events	52(43.3)	33(27.5)	18(15.0)	17(14.2)	3.0
WEIGHTED MEAN 3.1						

Note: The figures in parentheses are in percentages

Table 2 showed the perceived influence of Post-Traumatic stress disorder on behavioural pattern. The following shows the perceived influence of Post-Traumatic stress disorder on behavioural pattern as follows: Recurrent thoughts or memories of the most hurtful or terrifying events(3.4), Feeling as though the event is happening again (3.2), Feeling detached or withdrawn from people (3.3), Less interest in daily activities (3.3),Feeling irritable, aggressive, hyper vigilant and easily startled (3.1), Avoiding thoughts or feelings associated with the traumatic or hurtful events(3.1)Having difficulty dealing with new situations (2.9), Nervousness, anxiety and depression may make you want to spend more time alone (3.2), Feeling less attached to my teacher and caregivers as a result of what I experienced(2.7) and Sudden emotional or physical reaction when reminded of the most hurtful or traumatic events(3.0). The weighted mean was3.1, which mean that calculated mean was greater than fixed mean (2.5). This implies that the perceived influence of Post-Traumatic stress disorder on behavioural pattern is positive.

Table 2

S/N	ITEM	SA	A	D	SD	MEAN
1	My academic performance has dropped as a result of traumatic experiences	51(42.5)	38(31.7)	15(12.5)	16(13.3)	3.0
2	PTSD has made me lose focus on school related activities	47(39.2)	43(35.8)	14(11.7)	16(13.3)	3.0
3	I feel my teachers and parents do not understand the impact of PTSD on me	46(38.3)	45(37.5)	17(14.2)	11(9.2)	3.0
4	I find it difficult confiding in my teachers and asking for help during classwork	51(42.5)	43(35.8)	<b>14(11.7)</b>	12(10.0)	3.1
5	It is challenging for me to read and comprehend my classwork and assignment	41(34.2)	40(33.3)	22(18.3)	15(12.5)	2.9
6	PTSD affect academic performance and social adjustment	53(44.2)	36(30.0)	16(13.3)	15(12.5)	3.1
7	PTSD can be linked to decreased academic success and cognitive level	45(37.5)	42(35.0)	20(16.7)	13(10.8)	3.0
8	I face attention and memory loss as well as limited visual since the accident	32(26.7)	46(38.3)	25(20.8)	17(14.2)	2.8
9	I feel less motivated in academic activities and score low grades in homework and classwork	44(36.7)	41(34.2)	14(11.7)	21(17.5)	3.0
10	PTSD has led to academic failure and school dropout	46(38.3)	25(20.8)	21(17.5)	28(23.3)	2.7
WEIGHTED MEAN 3.0						

Note: The figures in parentheses are in percentages

Table 2 showed the perceived influence of Post-Traumatic stress disorder on academic performance. The following shows the perceived influence of Post-Traumatic stress disorder on academic performance as follows: My academic performance has dropped as a result of traumatic experiences(3.0), PTSD has made me lose focus on school related activities (3.0), I feel my teachers and parents do not understand the impact of PTSD on me(3.0), I find it difficult confiding in my teachers and asking for help during classwork (3.1),It is challenging for me to read and comprehend my classwork and assignment (2.9), PTSD affect academic performance and social adjustment(3.1),PTSD can be linked to decreased academic success and cognitive level (3.0), I face attention and memory loss as well as limited visual since the accident (2.8), I feel less motivated in academic activities and score low grades in homework and classwork(3.0) and PTSD has led to academic failure and school dropout(2.7). The weighted mean was3.0, which mean that calculated mean was greater than fixed mean (2.5). This implies that the perceived influence of Post-Traumatic stress disorder on academic performance is positive.

Table 3: Summary of t test result showing the perceived influence of Post-Traumatic stress disorder on students' academic performance based on gender.

	Gender	N	Mean	Std. Deviation	t	f	Df	Sig	Decision
Academic performance	Male	50	30.10	4.67	1.75	0.38	118	0.54	Not Sig
	Female	70	28.50	5.15					

From table 3 showed the summary of t-test result showing the perceived influence of Post-Traumatic stress disorder on students' academic performance based on gender. It was revealed that male students had mean score 30.10 and standard deviation 4.67 while female students had mean score 28.50 and standard deviation 5.15, the t was 1.75, degree of freedom 118, F was 0.38 and significant level of 0.54 ( $P > 0.05$ ). This implies that there was no significant difference in perceived influence of Post-Traumatic stress disorder on students' academic performance based on gender. Therefore, the null hypothesis that states that there was no significant difference in the perceived influence of Post-Traumatic stress disorder on students' academic performance based on gender was not rejected.

Table 4: Summary of t test result showing the perceived influence of Post-Traumatic stress disorder on students' behavioural pattern based on gender.

	Gender	N	Mean	Std. Deviation	T	F	Df	Sig	Decision
Behavioural pattern	Male	50	30.86	4.06	0.72	2.12	118	0.15	Not Sig
	Female	70	30.27	4.69					

From table 5 showed the summary of t-test result showing the perceived influence of Post-Traumatic stress disorder on students' behavioural pattern based on gender. It was revealed that male students had mean score 30.86 and standard deviation 4.06 while female students had mean score 30.27 and standard deviation 4.69, the t was 0.72, degree of freedom 118, F was 2.12 and significant level of 0.15 ( $P > 0.05$ ). This implies that there was no significant difference in the perceived influence of Post-Traumatic stress disorder on students' behavioural pattern based on gender. Therefore, the null hypothesis that states that there was no significant difference in the perceived influence of Post-Traumatic stress disorder on students' behavioural pattern based on gender was not rejected.

## Discussion of Findings

The findings of this study revealed that the Perceived Influence of Post-Traumatic Stress Disorder on students' Behavioural Pattern and Academic performance in Niger State is Positive, and it was shown that this students re-experience traumatic events and it influences their Academic performance, their Behavioural Pattern and their relationship with teachers and peers. Their positive perception could be as a result of reoccurring insurgencies happening in the location. This study corroborate with (Kuban & Steele, 2011), who reported that exposure to trauma can impact learning, behaviour, and social, emotional and psychological functioning. However, the study contradicts Weems et al. (2013) showed no direct relationship between hurricane-exposed children and academic achievement but found an indirect relationship between PTSD and test anxiety.

The findings was clearly articulated in the qualitative aspect of the study. Thematic analysis revealed that 18 respondents representing 80% reported to have positive perception. Notably, thematic analysis carried out on this study shows that Post-Traumatic Stress Disorder influences students' behavioural pattern and academic performance. Only eight out of 20 respondents during the interview reported that their Academic performance is "okay" and only two out of twenty respondents reported that their relationship with peers after the incident has been "normal". This findings is in tandem with Jawad (2016), the researcher reported that there was high rate of PTSD among secondary school students, and PTSD had a negative impact on their school achievement. His study showed that majority of students diagnosed with PTSD in secondary schools has low school and academic achievement. Green et al, (2010) finds out that Children exposed to trauma are significantly more likely to develop a psychiatric disorder, anxiety disorder and emotional and behavioural disorder compared to their non-exposed peers. This simply means that PTSD can Influence students' relationship in the classroom between their peers and teachers and even in the wider environment.

Findings revealed that there was no significant difference on the perceived influence of Post-Traumatic Stress Disorder on students' Behavioural Pattern and Academic Performance based on gender. Judging by this outcome, it can be said that being male or female does not determine students' perception towards Post-Traumatic Stress Disorder. However, this outcome conflicts with

Olf, Langeland, Draijer & Gersons, (2007) who finds out that, a number of individual and trauma-related characteristics have been hypothesized to contribute to gender differences in Post-Traumatic Stress Disorder including sex differences in psychophysiology and differences in appraisal of threat, dissociation, coping style and social support. This findings is also in disagreement Christiansen & Hansen (2015) who stated that Women have a two to three time's higher risk of developing post-traumatic stress disorder (PTSD) compared to men. Several factors are involved explaining this difference which can be linked to their attitude and perceptions.

### **Recommendation**

1. Support for students exposed to trauma programs (SSET) should be promoted by teachers, counselors, school owners and school administrators to help students with Post-Traumatic Stress Disorder.
2. Ministry of Education and Schools should adopt the Cognitive Behavioural Therapy as a means of helping adjust Academic Performance and Behavioural Pattern of students' diagnosed with Post-Traumatic Stress Disorder.
3. The Nigerian government should introduce sensitizations programs for all members in society where insurgencies is prevalent and urge all members to work hand in hand with the National Child Traumatic Stress Network.

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