

## **The Impact of Communal Conflict-Induced Trauma on the Academic Adjustment of In-School Adolescents in Benue and Nasarawa States, Nigeria.**

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*Abstract— This study examined the impact of trauma on the academic adjustment of in-school adolescents in Benue and Nasarawa States, Nigeria. Guided by three research questions and three hypotheses, the study employed an ex-post facto research design. The population comprised 124,698 students from 622 public secondary schools, with a sample of 399 students selected through a multi-stage sampling procedure. Data were collected using the Trauma and Psycho-Academic Adjustment Questionnaire (TPAAQ), developed by the researcher. The instrument's content and face validity were established through expert review, while a pilot test conducted on 40 students confirmed its test-retest reliability, yielding a high overall Cronbach's Alpha coefficient of 0.93. Data were analyzed using Mean Score and Standard Deviation for the research questions, while chi-square statistics were used to test the hypotheses at a 0.05 significance level. The findings revealed that trauma significantly impacted class attendance, class participation, and concentration. Based on these findings, the study concluded that trauma adversely affected the academic adjustment of in-school adolescents in Benue and Nasarawa States. Consequently, it was recommended that the Ministries of Education in both states provide regular training for teachers on trauma-sensitive instructional strategies to enhance class participation and engagement among affected students.*

**Keywords:** Trauma; Academic adjustment; In-school adolescents; Class attendance; Class participation; Concentration.

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## INTRODUCTION

The academic adjustment of in-school adolescents is a critical determinant of their overall well-being and academic success, yet it is increasingly threatened by various socio-emotional and psychological challenges. When adolescents struggle with poor adjustment, they often exhibit signs of maladaptive behaviour such as withdrawal, aggression, low self-esteem, anxiety, depression, poor concentration, absenteeism, and declining academic performance. These consequences affect not only their immediate academic progress but also increase the risk of school dropout, substance abuse, and long-term emotional distress (Flett & Hewitt, 2019).

The situation is particularly alarming in Nigeria, where adolescents are frequently exposed to traumatic experiences, including insurgency, communal conflicts, domestic violence, sexual abuse, and economic hardship. More recently, the COVID-19 pandemic has exacerbated psycho-academic maladjustment challenges. The pandemic led to prolonged school closures, learning disruptions, and heightened stress, leaving many adolescents struggling with academic disengagement and emotional instability (Eze & Nwosu, 2020). In recent years, Nigerians have confronted a surge in traumatic events—such as communal crisis, kidnapping, cultism, sexual and physical abuse, domestic violence, loss of loved ones, fire outbreaks, floods, accidents, bullying, and child trafficking—which have disrupted their everyday existence. Among those profoundly impacted are adolescents navigating the complex journey of adolescence.

Trauma, if left untreated, can severely affect the well-being of any individual, especially adolescents. The researcher observed that young individuals are often overlooked in discussions of trauma, despite the significant effects it can have on their developmental stage. Despite the prevalence of trauma among Nigerian adolescents, many remain undiagnosed and untreated, prolonging cycles of distress and adversity that have long-lasting effects on individuals. The researcher, through interactions with in-school adolescents in Internally Displaced Persons (IDP) camps in Benue and Nasarawa States, observed that most interventions focus on adults, neglecting adolescents. Provision is often limited to food and other relief materials, thereby overlooking their psychological health. Over time, these adolescents begin to exhibit symptoms of trauma because they are neither diagnosed nor treated. As a school counsellor, frequent complaints from teachers about students' poor academic attitudes—such as low participation and irregular school and class attendance—raised concerns, which prompted this investigation into how trauma may be affecting the psychological and academic adjustment of in-school adolescents.

Research indicates that approximately 25% to 61% of in-school adolescents worldwide have been exposed to at least one traumatic event in their lifetime (Kilpatrick et al., 2013). Research on the prevalence of trauma among in-school adolescents in African countries highlights the significant burden of traumatic

experiences in this population. According to Tol et al. (2019) and Atwoli et al. (2015), a substantial proportion of in-school adolescents in Africa have been exposed to traumatic events, with prevalence rates ranging from 30% to 60%.

Adimula and Ijere (2018) describe traumatic experiences as sustained psychological events that significantly impair a person's daily functioning. These experiences can range from, but are not limited to, experiencing or observing physical, sexual, and emotional abuse; childhood neglect; having a family member with a mental health or substance use disorder; experiencing or witnessing community violence like communal clashes; and poverty or systemic discrimination. The Child Welfare Information Gateway (2014) notes that potentially traumatic events may include abuse (physical, sexual, or emotional); being separated from loved ones (e.g., kidnapping); witnessing harm to a loved one or pet (e.g., domestic or community violence); natural disasters or accidents; and unpredictable parental behaviour due to addiction or mental illness, among others. In this study, trauma is defined as the cumulative psychological distress experienced by in-school adolescents as a result of adverse events at home, school, or within the community, including but not limited to abuse, neglect, violence, parental instability, and the disruptive effects of the COVID-19 pandemic.

Adolescence is a discrete and critical stage of development characterized by significant changes in physical, psychological, and social growth (Tasnim et al., 2019). This is a stage of life when an individual becomes an emerging adult: physically, emotionally, cognitively, and socially. It is a critical period characterized by significant developmental experiences, including physical and sexual maturation, which play a pivotal role in preparing young individuals for adulthood (Adebayo, 2019). In secondary schools in Nigeria, these developmental changes often lead to various adjustment issues, such as identity crises, peer pressure, and academic stress. Supporting adolescents through these adjustments is therefore crucial for their overall well-being and academic success.

Adjustment involves an individual's general adaptation to their environment and the demands of life, such as the way they relate to other people, handle responsibilities, deal with stress, and meet their own needs for satisfaction (Flett & Hewitt, 2019). Society is dynamic, and change is constant; thus, an individual's ability to review their attitude and behaviour is an essential ingredient of adjustment. The dynamic nature of society necessitates that in-school adolescents in Nigeria continually adjust to changing academic and social environments. This adjustment is vital for their personal and academic growth, as failure to adapt can lead to behavioural and emotional challenges that hinder their educational outcomes (Ogunleye, 2019). Psycho-academic adjustment in in-school adolescents is vital as it equips them to cope with the psychological and academic pressures of a dynamic educational environment. By fostering the ability to

review and adapt their attitudes and behaviours, adolescents can better manage stress and improve their academic performance (Akinpelu, 2021; Ogunleye, 2019).

The psychological adjustment of in-school adolescents in Nigeria is a growing concern, as many students struggle with the pressures of academic expectations, peer relationships, and socio-economic challenges, leading to increased levels of anxiety and depression (Adeoye, 2020). Studies have shown that without proper support, these adjustment difficulties can significantly impact their academic performance and overall well-being (Ogunleye & Akinbode, 2019).

On the other hand, academic adjustment involves changes in students' attitudes, behaviours, and values to adhere to the rules, regulations, and social norms of the school environment, aiming to fit in and be accepted within the new academic setting (Crede & Niehorster, 2012). The worrying nature of academic adjustment among in-school adolescents in Nigeria is a critical issue that affects their academic performance and overall well-being. Many adolescents face challenges in adapting to academic demands, which can lead to anxiety, stress, and decreased motivation (Adeoye, 2019).

Psycho-academic adjustment, according to Wallander and Thompson (2015), is an umbrella term that encompasses both psychological and academic adjustment, reflecting the intertwined nature of emotional well-being and academic performance. Effective psycho-academic adjustment is essential for holistic student development, as psychological well-being supports academic engagement and performance, and vice versa (Pritchard & Wilson, 2017). According to Anyamene et al. (2023), psycho-academic adjustment in adolescents involves adapting to various psychological and academic challenges, including anxiety, depression, self-esteem, self-efficacy, class attendance, homework completion, class participation, and concentration.

The ability of adolescents to actively participate in class can be severely affected by trauma, as it undermines their confidence, focus, and willingness to engage in classroom activities. As an active engagement process, class participation is essential for learning development and encompasses various forms of student involvement, from attending lectures to contributing to discussions and activities that enhance learning outcomes (Precourt & Gainor, 2019). However, adolescents who have experienced trauma, such as abuse, neglect, or loss, often struggle with social anxiety, emotional distress, and difficulty concentrating, making them less likely to participate actively in class. Research suggests that participation in face-to-face classrooms can take different forms, but trauma-exposed students may avoid these activities due to fear of judgment, low self-esteem, or feelings of isolation (Nkhoma et al., 2018). Additionally, the emotional burden of trauma can lead to disengagement from classroom interactions, further hindering academic adjustment and performance.

Trauma can significantly impact class attendance by creating emotional and psychological barriers that hinder an adolescent's ability to engage consistently in

school. Class attendance is a crucial aspect of academic adjustment, as it involves being present in the classroom and maintaining a regular attendance record, which is essential for achieving educational objectives and fostering learning (Ogunyemi & Akinyemi, 2017). However, adolescents who have experienced trauma often struggle with anxiety, depression, and emotional distress, making it difficult for them to attend school regularly. The fear of failure, social isolation, or the inability to concentrate due to intrusive thoughts can contribute to avoidance behaviours, leading to increased absenteeism (Okonkwo & Adeyemi, 2020). Additionally, trauma-induced stress can cause physical symptoms such as headaches, fatigue, or gastrointestinal issues, further discouraging school attendance (Eze, 2018).

Trauma can significantly disrupt an adolescent's ability to concentrate in class, affecting their overall academic adjustment and performance. Concentration is a crucial factor in determining learning quality, as it enables individuals to direct their thinking toward a specific task or subject (Paget & Hanh, 2021). However, students who have experienced trauma often struggle with maintaining focus due to heightened stress, anxiety, and emotional distress. Research suggests that as students' progress through higher levels of education, their ability to sustain concentration in class decreases, particularly among secondary school students. Trauma-exposed adolescents may find it challenging to process new information, stay engaged during lessons, and complete academic tasks efficiently. The cognitive overload caused by trauma-related stress can lead to difficulties in memory retention, task completion, and overall learning efficiency. It is against this backdrop that this study seeks to examine the impact of trauma on the academic adjustment of in-school adolescents in Benue and Nasarawa State, Nigeria.

## **STATEMENT OF THE PROBLEM**

The academic adjustment of in-school adolescents presents a significant challenge to students striving to achieve proper adjustment in all domains of their lives. Adolescence is a critical period marked by rapid physical, emotional, and cognitive development, during which individuals are particularly vulnerable to the impact of traumatic experiences. While students are expected to navigate academic challenges while maintaining optimal mental health, the presence of trauma often leads to maladaptive coping strategies, emotional dysregulation, and academic underachievement.

Trauma can significantly disrupt an adolescent's ability to concentrate in class, affecting their overall academic adjustment and performance. The consequences of trauma on academic adjustment among in-school adolescents are complex and pose significant implications for their future success and well-being. Untreated trauma can manifest in various forms, including post-traumatic stress symptoms, depression,

anxiety, and difficulties in concentration and memory (National Child Traumatic Stress Network, 2018). These psychological symptoms not only interfere with an adolescent's ability to engage in learning but also contribute to behavioural problems, social withdrawal, and academic disengagement. Without appropriate intervention, the negative impact of trauma can persist over time, leading to academic failure, school dropout, and long-term mental health issues (Pynoos et al., 2019). Thus, addressing the psycho-academic effects of trauma is imperative to promote adolescents' overall adjustment and academic success.

While researchers like Abubakar and Yusuf (2022) have explored the association between trauma exposure and various outcomes, including mental health, academic performance, and school engagement, a gap remains in understanding the specific mechanisms underlying the relationship between trauma and psycho-academic adjustment among in-school adolescents in the Nigerian context. Although some studies have focused on the prevalence and correlates of trauma exposure, few have examined the effectiveness of targeted interventions in addressing the psycho-academic needs of traumatized students (Layne et al., 2014). This study, therefore, aims to investigate the impact of trauma on the academic adjustment of in-school adolescents in Benue and Nasarawa State, Nigeria.

### **PURPOSE OF THE STUDY**

The purpose of this study was to examine the impact of trauma on the academic adjustment of in-school adolescents in Benue and Nasarawa States, Nigeria. Specifically, the study sought to:

1. Ascertain the impact of trauma on the class attendance of in-school adolescents.
2. Determine the impact of trauma on the class participation of in-school adolescents.
3. Find out the impact of trauma on the concentration of in-school adolescents.

### **RESEARCH QUESTIONS**

This study was guided by the following research questions:

1. How does trauma impact the class attendance of in-school adolescents in Benue and Nasarawa States, Nigeria?
2. In what way does trauma impact the class participation of in-school adolescents in Benue and Nasarawa States, Nigeria?
3. What is the impact of trauma on the concentration of in-school adolescents in Benue and Nasarawa States, Nigeria?

### **Hypotheses**

The following hypotheses were formulated and tested at a 0.05 level of significance:

1. Trauma has no significant impact on the class attendance of in-school adolescents in Benue and Nasarawa State, Nigeria.
2. There is no significant impact of trauma on the class participation of in-school adolescents in Benue and Nasarawa State, Nigeria.
3. Trauma has no significant impact on the concentration of in-school adolescents in Benue and Nasarawa State, Nigeria.

## **RESEARCH METHOD**

### **Research Design**

This study employed an ex-post facto research design. According to Kerlinger (1973), an ex-post facto research design is a systematic empirical inquiry in which the researcher does not have direct control over independent variables because their manifestations have already occurred or because they are inherently not manipulable. Instead, the researcher investigates the effects of these variables retrospectively by analyzing their impacts on the dependent variables.

### **Population of the Study**

The population of the study comprised 124,698 in-school adolescents across 622 public secondary schools within the study area. Of this number, 21,000 in-school adolescents in 197 public secondary schools are in Benue State, while 103,698 in-school adolescents in 425 public secondary schools are in Nasarawa State (Benue State Teaching Service Board, 2023; Ministry of Education, Nasarawa State, 2023). The sample size for this study comprised 399 in-school adolescents from 12 public secondary schools, selected through a multi-stage sampling procedure. This was based on the minimum sample size requirement as proposed by Emaikwu (2023).

### **Instrument for Data Collection**

The instrument used for data collection was a structured questionnaire titled "Trauma and Academic Adjustment Questionnaire (TAAQ)," developed by the researcher. The questionnaire contained 15 items designed to elicit information relating to the objectives of the study. It was subdivided into three clusters, each with 5 items based on the study variables (class attendance, class participation, concentration). The items were structured with a four-point Likert scale response mode: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

### **Procedure for Data Collection**

In view of the large geographical location of the respondents, the researcher engaged four research assistants. One research assistant was selected in each Local Government Area to assist in administering and retrieving the instrument. The research

assistants, who held a minimum of a bachelor's degree, were briefed by the researcher to ensure they understood the study's objectives and the technical terms used in the instrument. The administration of the instruments took two weeks. Respondents were approached in their respective secondary schools, and completed questionnaires were retrieved on the spot to ensure a high return rate.

### Data Analysis

The collected data were analyzed using Mean Score and Standard Deviation (SD) to answer the research questions. A criterion mean of 2.50 was set for the clusters; a mean of 2.50 and above was accepted as indicating an impact, while a mean below 2.50 was rejected. The hypotheses were tested using chi-square statistics at a 0.05 level of significance.

## RESULTS

The analysis and interpretation of data are presented in line with the research questions and hypotheses.

### Research Question 1: How does trauma impact the class attendance of in-school adolescents in Benue and Nasarawa States, Nigeria?

**Table 1: Mean and standard deviation on impact of trauma on class attendance of in-school adolescents in Benue and Nasarawa States, Nigeria?**

S/ No	Item description	N	S A	A	D	S D	$x_{-}$	$\Sigma$	Remark
1	I find it difficult to attend school regularly because my parents are always fighting	39	12	11	88	68	2.7	1.0	Agreed
		9	4	9			5	7	
2	I frequently miss school because my parent cannot provide my transport faire.	39	12	11	87	73	2.7	1.0	Agreed
		9	0	9			2	8	
3	I avoid going to school because my classmate always bully me	39	12	12	80	83	2.7	1.0	Agreed
		9	1	6			6	5	
4	I have skipped school because I fear being kidnap in school	39	11	12	89	71	2.7	1.0	Agreed
		9	4	5			1	7	
5	I skip school during the raining season because I	39	11	12	86	75	2.6	1.0	Agreed
		9	2	6			9	7	



have experience flood				
<b>Cluster mean and standard deviation</b>	<b>2.73</b>	<b>1.07</b>	<b>Agreed</b>	

Table 1 reveals that trauma significantly impacts the class attendance of in-school adolescents

The findings indicate that trauma significantly impacts the class attendance of in-school adolescents. The cluster mean of 2.73, which is above the cutoff point of 2.50, confirms this impact. Specifically, students reported difficulty attending school regularly due to parental conflicts (Mean = 2.75), frequently missing school due to an inability to afford transport fares (Mean = 2.72), avoiding school due to bullying (Mean = 2.76), skipping school due to fear of kidnapping (Mean = 2.71), and avoiding school during the rainy season due to past experiences with flooding (Mean = 2.69).

**Research Question 2: In what way does trauma impact the class participation of in-school adolescents in Benue and Nasarawa States, Nigeria?**

**Table 2: Mean and standard deviation on impact of trauma on class participation of in-school adolescents in Benue and Nasarawa States, Nigeria?**

S/No	Item description	N	SA	A	D	S	$x_{\bar{D}}$	$\Sigma$	Remark
1	I find it difficult to participate in class activities after experiencing sexual harassment.	399	118	134	77	70	2.75	1.06	Agreed
2	I feel withdrawn and avoid interacting with classmates and teachers after being harassed.	399	127	140	71	61	2.83	1.04	Agreed
3	I often hesitate to ask questions or answer questions in class because of the harassment I experienced.	399	133	147	65	54	2.90	1.02	Agreed
4	I shy away from group work or class discussions due to the sexual harassment I went through.	399	130	143	68	58	2.86	1.03	Agreed

5	I find it difficult to speak up in class because of the experience of being harassed.	39	143	14	65	46	2.9	.99	Agreed
		9		5			6		
	<b>Cluster mean and standard deviation</b>						<b>2.8</b>	<b>1.0</b>	<b>Agreed</b>
							<b>6</b>	<b>3</b>	

The results reveal that trauma has a strong negative impact on class participation, with a cluster mean of 2.86. Students reported difficulty participating in class after experiencing sexual harassment (Mean = 2.75), feeling withdrawn and avoiding interactions with peers and teachers (Mean = 2.83), hesitating to ask or answer questions (Mean = 2.90), shying away from group work (Mean = 2.86), and finding it difficult to speak up in class (Mean = 2.96).

**Research Question 3: What is the impact of trauma on the concentration of in-school adolescents in Benue and Nasarawa States, Nigeria?**

**Table 3: Mean and standard deviation on impact of trauma on concentration of in-school adolescents in Benue and Nasarawa States, Nigeria?**

S/ No	Item description	N	SA	A	D	S	$x_{\bar{D}}$	$\Sigma$	Remark
1	I find it difficult to concentrate on my school work after I lost my father	39	171	144	44	40	3.1	.96	Agreed
		9					2		
2	I am easily distracted in class because of memories of the robbery.	39	161	143	60	35	3.0	.95	Agreed
		9					8		
3	I struggle to focus on my studies due to the hardship my family is facing.	39	134	145	61	59	2.8	1.0	Agreed
		9					9	3	
4	I often lose track of what is being taught in class because am always thinking about my sick mother	39	133	140	66	51	2.9	1.0	Agreed
		9					1	0	
5	I find it hard to concentrate in class because I feel sick all the	39	124	137	76	62	2.8	1.0	Agreed
		9					1	4	

time						
<b>Cluster</b>	<b>mean</b>	<b>and</b>	<b>2.9</b>	<b>1.0</b>	<b>Agreed</b>	
<b>standard deviation</b>			<b>6</b>	<b>0</b>		

The findings illustrate that trauma significantly disrupts concentration, with a cluster mean of 2.96. Students reported difficulty concentrating after the loss of a father (Mean = 3.12), being easily distracted by memories of a robbery (Mean = 3.08), struggling to focus due to family hardship (Mean = 2.89), losing track of lessons due to worry about a sick parent (Mean = 2.91), and finding it hard to concentrate due to feeling unwell (Mean = 2.81).

### TESTING OF HYPOTHESES

**Hypothesis 1:** Trauma has no significant impact on the class attendance of in-school adolescents in Benue and Nasarawa States, Nigeria.

**Table 4: Chi-Square Analysis on the Significant impact on class attendance of in-school adolescents in Benue and Nasarawa States, Nigeria**

Responses	fo	Fe	Df	$\chi^2$	<i>p</i>	Remark
Strongly Disagree	74	99.8				
Disagree	84	99.8				
Agree	123	99.8	3	17.89	0.00	Significant
Strongly Agree	118	99.8				
<b>Total</b>	399					

A chi-square analysis was conducted. The result showed a Chi-square ( $\chi^2$ ) value of 17.89 with a p-value of 0.00. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that trauma has a significant impact on the class attendance of in-school adolescents.

**Hypothesis 2:** There is no significant impact of trauma on the class participation of in-school adolescents in Benue and Nasarawa States, Nigeria.

**Table 5: Chi-Square Analysis on the Significant impact on class participation of in-school adolescents in Benue and Nasarawa States, Nigeria**

Responses	fo	Fe	Df	$\chi^2$	<i>p</i>	Remark
Strongly Disagree	58	99.8				
Disagree	69	99.8				
Agree	142	99.8	3	54.02	0.00	Significant

Strongly Agree	130	99.8
<b>Total</b>	<b>399</b>	

The chi-square analysis yielded a Chi-square ( $\chi^2$ ) value of 54.02 with a p-value of 0.00. As the p-value is less than 0.05, the null hypothesis is rejected. This implies that trauma has a significant impact on the class participation of in-school adolescents.

**Hypothesis 3:** Trauma has no significant impact on the concentration of in-school adolescents in Benue and Nasarawa States, Nigeria.

**Table 6: Chi-Square Analysis on the Significant impact on concentration of in-school adolescents in Benue and Nasarawa States, Nigeria**

Responses	fo	Fe	Df	$\chi^2$	p	Remark
Strongly Disagree	51	99.8				
Disagree	61	99.8				
Agree	142	99.8	3	77.30	0.00	Significant
Strongly Agree	145	99.8				
<b>Total</b>	<b>399</b>					

The chi-square analysis resulted in a Chi-square ( $\chi^2$ ) value of 77.30 with a p-value of 0.00. With the p-value less than 0.05, the null hypothesis is rejected. This implies that trauma has a significant impact on the concentration of in-school adolescents.

## DISCUSSION OF FINDINGS

The first finding revealed that trauma has a significant impact on the class attendance of in-school adolescents. School attendance is a critical factor in academic success, as it ensures consistent learning and engagement. However, adolescents who have experienced trauma often struggle to attend school regularly due to emotional distress, anxiety, and a lack of motivation. This finding aligns with the study by Bello and Ibrahim (2023), which revealed that students with high levels of trauma exhibited significantly lower school attendance rates. Similarly, Okon and Adeyemi (2022) found that trauma exposure was significantly associated with reduced school attendance and greater difficulties with academic engagement. This is justified by the premise that trauma disrupts an adolescent's sense of stability, potentially leading to avoidance behaviours, physical symptoms, and social disconnection that hinder regular school attendance.

The second finding revealed that trauma significantly impacts class participation among in-school adolescents. Active class participation is essential for developing

critical thinking and communication skills. This finding is supported by Martinez and Garcia (2017), who found a significant negative association between trauma exposure and class participation. Similarly, Johnson and Smith (2021) found that the effects of trauma on classroom engagement persist over time. The psychological effects of trauma, such as fear, self-doubt, and hypervigilance, make students hesitant to speak up, share opinions, or engage in collaborative tasks, thereby hindering their active involvement in academic interactions.

The third finding revealed that trauma has a significant impact on the concentration of in-school adolescents. Concentration is essential for absorbing and retaining information. This finding aligns with the study by Bala and Suleiman (2023), which found that trauma had a significant negative effect on students' attention levels. Similarly, Ogunleye and Adekunle (2024) found that trauma-exposed students displayed reduced levels of academic concentration, with a strong inverse relationship between trauma severity and attention span. This is justified by the premise that trauma alters brain function in areas responsible for attention and executive functioning. The physiological effects of trauma, including disrupted sleep and chronic stress, further impair cognitive processing and the ability to maintain focus.

## **CONCLUSION**

Based on the findings, the study concluded that trauma has a significant negative impact on the academic adjustment of in-school adolescents in Benue and Nasarawa States, Nigeria. Trauma adversely affected class attendance and participation, as affected students struggled with regular school attendance and active classroom involvement. Additionally, trauma significantly reduced concentration levels, making it difficult for students to focus during lessons and self-study sessions.

## **RECOMMENDATIONS**

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

1. Teachers and school management should implement trauma-informed, flexible attendance policies supported by academic catch-up plans, staff training, and parental involvement to ensure minimal disruption to trauma-affected students' education.
2. The government and non-governmental organizations (NGOs) should provide funding for psycho-social intervention programs in schools to address trauma-related concentration difficulties and improve students' learning outcomes.
3. Parents and guardians should be encouraged to actively participate in their children's academic journey by fostering a supportive home environment that reduces the impact of trauma on class attendance and overall academic engagement.

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