

EFFECT OF PSYCHOSOCIAL INTERVENTION ON PSYCHOLOGICAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS WITH PTSD IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA

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Abstract

The study examined the effect of psychosocial intervention on psychological adjustment and academic achievement of senior secondary school students with post-traumatic stress disorder in Maiduguri Metropolis, Borno State. Descriptive survey and randomized controlled pretest–post-test experimental design with two groups were used in this study. One research question was answered and three hypotheses were tested in the study. The population of the study consists of the 27,924 senior secondary school students in Maiduguri Metropolis, Borno State. One (1) school out of the sixteen (16) senior secondary schools in Maiduguri Metropolis was selected using purposive sampling technique for the study. Three (3) instruments were used for data collection. PTSD Scale for identification (PTSD-SI) instrument was used for sample selection of students with PTSD for inclusion in the study. The second instrument titled ‘Post Traumatic Stress Disorder Adjustment Questionnaire (PTSDAQ)’. Both the two instruments were developed by the researcher. The instruments were also validated by experts in the fields of Educational Psychology, Measurement and Evaluation and Guidance and Counselling from the Department of Education, University of Maiduguri and Psychosocial Support Master Trainers for content, face and construct validity to ensure appropriateness and relevance. The response modes of the instruments were 5 (Excellent), 4 (Very Good), 3 (Good) and 1 (Poor). The reliability of the instruments was obtained through pilot testing and Cronbach alpha reliability were calculated. The coefficients of 0.86 and 0.95 were obtained. The third instrument was tests in English Language and Mathematics which was constructed by the subject masters of S.S 2 students and the researcher. The reliability of the tests in English Language and Mathematics was calculated using KR 20 reliability index and values of 0.96 and 0.97 were obtained. The instruments were administered for pretest before the commencement of the treatment and post test after the treatment for both the experimental and control groups. The data obtained were analyzed using mean scores and standard deviation and Analysis of Covariance (ANCOVA). The findings of the result revealed that psychosocial intervention has significant effect on psychological adjustment and academic achievement. Based on the findings, the study recommended that educational psychologist should intensify their efforts in providing psychosocial materials and activities and ensure that it is been implemented by teachers in order to help the students with PTSD to adjust psychologically and improve their academic achievement among others.

Keywords: Psychosocial, intervention, psychological adjustment, academic achievement, stress disorder

Introduction

Post-Traumatic Stress Disorder (PTSD) is a debilitating mental health condition that arises from exposure to traumatic events, such as war, insurgency, terrorism, displacement and violence. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), PTSD symptoms include intrusive memories, hyperarousal, avoidance behaviours and

negative alterations in mood and cognition (American Psychiatric Association (APA), 2013). These symptoms significantly impair social relationships, emotional stability and cognitive processes necessary for learning. United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) (2021), pointed out that in North-East Nigeria, particularly in Maiduguri Metropolis, Borno State, years of Boko Haram insurgency have resulted in mass displacement, destruction of infrastructure, loss of lives and persistent insecurity. Many senior secondary school students have directly or indirectly experienced traumatic events such as witnessing violence, losing family members or living in internally displaced persons (IDP) camps. Studies have shown that exposure to such conflict-related trauma increases the likelihood of PTSD, depression, anxiety, and poor school performance among adolescents (Tol et al., 2013; Alisic et al., 2014).

PTSD can impair a student's concentration, memory retention, motivation, and classroom participation, thereby hindering academic achievement (Brewin et al., 2010; Pfefferbaum et al., 2017). The emotional distress and maladaptive coping strategies associated with PTSD may also interfere with peer relationships and teacher-student interactions, further affecting learning outcomes. Psychosocial interventions such as trauma-focused cognitive behavioural therapy (TF-CBT), group counselling, resilience training and peer-support programmes have been found effective in reducing PTSD symptoms and enhancing psychological adjustment (Bolton et al., 2007; Murray et al., 2018). These interventions can help students develop coping skills, improve emotional regulation and re-engage meaningfully with academic activities. However, despite global evidence of their efficacy, there is limited empirical research in Nigeria assessing their effect on both mental health and academic achievement, especially in conflict-ravaged communities like Maiduguri. According to Tol et al., (2011), psychosocial interventions have emerged as a vital strategy for supporting young people affected by conflict-related trauma. Such interventions encompass structured activities aimed at improving coping skills, emotional regulation, resilience, and social support. Evidence from humanitarian settings indicates that psychosocial programs can significantly reduce PTSD symptoms, improve self-esteem, and enhance school performance (Pfeiffer & Goldbeck, 2017; Betancourt et al., 2020). For example, school-based group therapy and peer support programs have been shown to foster both psychological adjustment and academic re-engagement in conflict-affected adolescents.

Globally, the intersection between mental health and education has gained increased research attention, particularly in the context of humanitarian crises and armed conflict (UNICEF, 2019). Evidence shows that when the psychological well-being of students is not addressed, academic interventions alone have limited impact on learning outcomes (Winthrop & Kirk, 2008). In post-conflict environments such as Maiduguri, where schooling is resuming amid ongoing recovery efforts, students' unresolved trauma can manifest in low academic motivation, disruptive classroom behaviour, and absenteeism, all of which contribute to persistent underachievement. In addition to the emotional and cognitive impairments associated with PTSD, the stigma surrounding mental health issues in Nigerian society often discourages students from seeking help (Gureje et al., 2015). This cultural barrier, coupled with a shortage of trained school counsellors and mental health professionals in the education system, means that the majority of affected students remain unsupported. Psychosocial interventions that are contextually adapted and implemented within the school environment can help bridge this gap by providing accessible, stigma-free mental health support (Betancourt et al., 2013). Furthermore, the Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education), highlight the importance of

integrating mental health care within educational systems to ensure inclusive and equitable quality learning. In conflict-affected settings, this integration is not only a developmental priority but also a humanitarian imperative. Addressing PTSD through structured psychosocial interventions in schools may serve as a protective factor, enabling affected students to regain their sense of normalcy, rebuild social connections and improve academic performance.

It is within this context that the present study seeks to investigate the effect of psychosocial intervention on the psychological adjustment and academic achievement of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.

Statement of the Problem

Psychosocial interventions have been recognized globally as effective strategies for enhancing psychological adjustment and improving academic achievement among students exposed to traumatic experiences. Ideally, senior secondary school students are expected to enjoy stable mental health, concentrate on their studies, and attain good academic outcomes that prepare them for higher education and future careers. Schools, in turn, are expected to provide supportive environments where both academic and psychological needs are addressed in a holistic manner. However, in Maiduguri Metropolis of Borno State, the reality is starkly different. Years of Boko Haram insurgency have left many adolescents with traumatic experiences, resulting in high cases of Post-Traumatic Stress Disorder (PTSD). Among senior secondary school students, PTSD manifests in poor concentration, absenteeism, low motivation, behavioral problems, and declining academic performance. Unfortunately, psychosocial support services in schools remain inadequate, unstructured, and inconsistently implemented. Most interventions have focused mainly on academic recovery such as remedial lessons and provision of learning materials, with little attention to the psychological needs of learners. This neglect leaves unresolved emotional and psychological barriers that continue to hinder students' adjustment and learning outcomes. Importantly, there is also a paucity of context-specific evidence from Borno State to guide the integration of such interventions into secondary school systems. The absence of empirical data on their effectiveness in Maiduguri leaves policymakers, school administrators and mental health professionals without clear strategies for addressing the dual challenges of psychological maladjustment and academic underperformance in PTSD-affected students. Therefore, the problem this study addresses is the continued psychological distress and poor academic outcomes among senior secondary school students with PTSD in Maiduguri Metropolis, coupled with the inadequate application of evidence-based psychosocial interventions to mitigate these challenges.

Purpose of the study

The general purpose of the study was to examine the effect of psychosocial intervention on psychological adjustment and academic achievement of senior secondary school students with post-traumatic stress disorder in Maiduguri Metropolis, Borno State. Specifically, the study aimed to determine the:

1. extent to which students suffer from PTSD in senior secondary schools in Maiduguri Metropolis, Borno State.
2. effect of psychosocial intervention on psychological adjustment of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.
3. effect of psychosocial intervention on the academic achievement of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.

4. Gender difference on effect of psychosocial intervention on psychological adjustment of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.

Research Question

1. to what extent do students suffer from PTSD in senior secondary schools in Maiduguri Metropolis, Borno State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁:** Psychosocial intervention has no significant effect on the psychological adjustment of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.
- H₀₂:** Psychosocial intervention has no significant effect on the academic achievement of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.
- H₀₃:** There is no significant gender difference in the effect of psychosocial intervention on psychological adjustment of senior secondary school students with PTSD in Maiduguri Metropolis, Borno State.

Methods

This study used two research designs: descriptive survey design and a randomized controlled pretest–post-test experimental design. According to Cohen, Manion and Morrison (2007), survey among other things, gather data at a particular point in time with the intention of describing the nature of existing condition. Randomized controlled pretest–post-test experimental design with two groups was also used in this study to determine the effect of psychosocial intervention on psychological adjustment and academic achievement of students with Post Traumatic Stress Disorder. The population of the study consists of the 27,924 senior secondary school students in Maiduguri Metropolis, Borno State. One (1) school out of the sixteen (16) senior secondary schools in Maiduguri Metropolis was selected using purposive sampling technique for the study. In this study, the researcher selected a school affected by Boko haram insurgency and accessed the students who have witnessed traumatic situations during the conflict. The scale for identification of students with PTSD was used to identify sixty (60) senior secondary school (SS II) students with low, moderate and high PTDS as sample for inclusion in the study. The study used three (3) instruments for data collection. Post-Traumatic Stress Disorder Scale for identification (PTSD-SI) instrument was used for sample selection. The Post-Traumatic Stress Disorder Scale of Identification was developed by the researcher after extensively reviewing literature on the symptoms of post-traumatic stress disorder in the studies of other researchers. The second instrument titled ‘Post Traumatic Stress Disorder Adjustment Questionnaire (PTSDAQ)’ was also developed by the researcher. The Post-Traumatic Stress Disorder Scale for Identification (PTSD-SI) and Post-Traumatic Stress Disorder Adjustments (PTSDAQ) instruments were validated by experts in Educational Psychology, Measurement and Evaluation and Guidance and Counselling from the Department of Education, University of Maiduguri and Psychosocial Support Master Trainers who were also the staff of the University for content, face and construct validity to ensure appropriateness and relevance. The response modes of the instruments were 5 (Excellent), 4 (Very Good), 3 (Good) and 1 (Poor). The Post-Traumatic Stress Disorder Adjustment Questionnaire contains 40 items. The instrument was responded to according to scale of 1 to 5: (1) Never, (2) Sometimes, (3) Often, (4) Most of the Times

and (5) Always. The instrument measured psychological adjustment in students. The third instrument was tests in English Language and Mathematics which was constructed by the subject masters of S.S 2 students of the school under study and the researcher. The tests were constructed based on the National curriculum contents of Senior Secondary School II Students. The face, content and construct validity of the tests were validated by four (4) SS II teachers of English Language and Mathematics from three (3) different secondary schools in the Maiduguri Metropolis to ensure relevance and appropriateness of the test items. The scores of the test items were used as academic achievement of the students. The reliability coefficients for the PTSD identification instrument and PTSD Adjustment Questionnaire were obtained through pilot testing. The instruments were pilot tested on 30 students in different secondary school that have the same characteristics (age group and class) with the population under study. Cronbach alpha reliability coefficient for the instruments was calculated and a value of 0.86 and 0.95 were obtained, this indicated that the instruments are reliable. The reliability of the tests in English Language and Mathematics was calculated using KR 20 reliability index and values of 0.96 and 0.97 were obtained.

The students identified with PTSD were randomly assigned to either experimental or control group. These groups were equivalent as there was random assignment of subjects. Both the experimental and control groups were exposed to pretest on psychological adjustment and academic achievement. The treatment on psychosocial intervention commenced for the experimental group while the control group was taught on how to be disciplined and good students. After the treatment, both groups were administered post-test. The duration for the treatment was 120 minutes, twice a week and the period lasted for 12 weeks for both the experimental and control groups. Mean scores and standard deviation were used to analyse the results of the research questions on the extent to which students suffer from PTSD. Analysis of Covariance (ANCOVA) was used to analyse the result of the hypotheses on effect of psychosocial intervention on psychological adjustment and academic achievement and gender difference on the effect of psychosocial intervention on psychological adjustment at 0.05 level of significance.

Results

Research Question One: to what extent do Students Suffer from PTSD in Senior Secondary in Maiduguri Metropolis, Borno State?

Table 1: Mean Scores and Standard Deviation on the Extent to which Students Suffer from PTSD in Senior Secondary Schools in Maiduguri Metropolis, Borno State.

Levels of PTSD		Before Treatment							
Group		High		Moderate			Low		
	N	\bar{X}	SD	n	\bar{X}	SD	n	\bar{X}	SD
Experimental	20	127	7.7	6	62.5	5.9	4	33.25	3.8
Control	19	123	8.0	8	77.7	3.4	3	33.33	4.1
		After Treatment							
Group		High		Moderate			Low		
	N	\bar{X}	SD	n	\bar{X}	SD	n	\bar{X}	SD
Experimental	0	0	0	3	63.0	7.8	27	32.25	3.5
Control	19	119	9.9	7	57.8	9.2	4	31.50	1.2

The result of the pre-test of experimental group on the extent to which students suffer from PTSD revealed the mean scores of 127 and SD of 7.7 for high, 62.5 and SD of 5.9 for moderate and the mean score of 33.25 and 3.8 for low levels of PTSD. The pre-test on the extent to which students suffer from PTSD of control group showed the mean score of 123

and SD of 8.0 for high, mean score of 77.7 and SD 3.4 for moderate and mean score of 33.33 and SD of 4.1 for low level of PTSD. Post-test of experimental group on the extent to which students suffer from PTSD indicated the mean scores of 63.0 and SD of 7.8 for moderate, and mean score of 32.25 and SD of 3.5 for low with no mean score for high levels of PTSD. The post-test on the extent to which students suffer from PTSD of control group showed the mean score of 119 and SD of 9.9 for high, mean score of 57.8 and SD 9.2 for moderate and mean score of 31.50 and SD of 1.2 low level of PTSD.

H₀₁: Psychosocial intervention has no significant effect on psychological adjustment of senior secondary school students with post-traumatic stress disorder in Maiduguri Metropolis, Borno State

Table 2: Result of Analysis of Covariance (ANCOVA) on the Effect of Psychosocial Intervention on Psychological Adjustment of Senior Secondary School Students with Post-Traumatic Stress Disorder in Maiduguri Metropolis, Borno State.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	22241.973 ^a	2	11120.987	1123.511	.000	.975
Intercept	1183.863	1	1183.863	119.601	.000	.977
Pretest	8.223	1	8.223	.831	.366	.014
Group	22241.972	1	22241.972	2247.022	.000	.975
Error	564.210	57	9.898			
Total	119367.000	60				
Corrected Total	22806.183	59				

a. R Squared = .975 (Adjusted R Squared = .974)

The result in Table 2 showed that, the pre-test (covariate score) indicated that there was no difference between the experimental and control groups on the effect of psychosocial intervention on psychological adjustment [$F(1, 57) = .831$, $P = .366$, partial eta square = .014]. The partial eta square of the covariate reveals a small effect size of the treatment (mean score of 23.03 and SD of 3.17 in the experimental group as against 22.63 and SD 3.28 in the control group of the pre-test). The result also showed that there was significant difference between post-test scores of the experimental and control group [$F(1, 57) = 2247.0$, $p = .000$, partial eta squared = .98]. This means that the treatment has large effect size (mean score of 59.36 and SD of 3.51 in the experimental group as against the mean score of 20.86 and SD of 2.71 in control group of the post-test) and the partial eta squared value revealed that 98% change in the psychological adjustment of students was explained by the treatment with psychosocial intervention. This revealed that psychosocial intervention has effect on the psychological adjustment of students with PTSD in Maiduguri Metropolis, Borno State.

Table 3: Mean and Standard Deviation of Pre-test and Post- test of Experimental and Control Group on Effect of Psychosocial Intervention on Psychological Adjustment.

Psychological Adjustment		Pre-test		Post-test		
Group	N	Mean	SD	N	Mean	SD
Experimental	30	23.03	3.17	30	59.36	3.51
Control	30	22.63	3.28	30	20.86	2.71

The result in Table 3 showed that the significant effect of psychosocial intervention on psychological adjustment is in favour of the experimental group as indicated by the mean score of 59.36 and SD of 3.51.

Table 4: Result of Analysis of Covariance (ANCOVA) in the Effect of Psychosocial Intervention on Academic Achievement of Senior Secondary School Student with Post-Traumatic Stress Disorder in Maiduguri Metropolis, Borno State.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	25344.082 ^a	2	12672.041	241.441	.000	.894
Intercept	4711.027	1	4711.027	89.759	.000	.612
Pretest	47.016	1	47.016	.896	.348	.015
Group	25262.955	1	25262.955	481.336	.000	.894
Error	2991.651	57	52.485			
Total	244816.000	60				
Corrected Total	28335.733	59				

a. R Squared = .894 (Adjusted R Squared = .891)

The result in Table 4 indicated that, the pre-test (covariate) revealed that there was no difference between experimental and control groups on the effect of psychosocial intervention on academic achievement of students with PTSD [$F(1,57) = .896$, $P = .348$, partial eta square = .015]. This showed that the partial eta square value of the pre-test (covariate) has small effect size on students' adjustment (mean scores 31.93 and SD of 5.41 in experimental group as against mean scores of 33.00 and SD of 5.42 in control group of pretests). The result further revealed that there was significant difference between post-test scores of the experimental and control group [$F(1,57) = 481.3$, $p = .000$, partial eta squared = .89]. The value of .89 indicated a large effect size with the (mean score of 80.60 and SD of 7.82 in the experimental group as against the mean score of 39.53 and SD of 6.59 in the control group of the post-test). This value of .89 revealed that the treatment on psychosocial intervention has 89% change in students' academic achievement. This showed that psychosocial intervention has significant effect on the academic achievement of students with PTSD in Maiduguri Metropolis, Borno State.

Table 5: Mean and Standard Deviation of Pre-test and Post-test of Experimental and Control Group on Effect of Psychosocial Intervention on Academic Achievement of Students.

Academic Achievement		Pre-test			Post-test	
Group	N	Mean	SD	N	Mean	SD
Experimental	30	31.93	5.41	30	80.60	7.82
Control	30	33.00	5.42	30	39.53	6.59

The result in Table 5 showed that the significant effect of psychosocial intervention on academic achievement is in favour of the experimental group as indicated by the mean score of 80.60 and SD of 7.82.

Table 6: Result of Analysis of Covariance (ANCOVA) on the Gender Difference on Effect of Psychosocial Intervention on Psychological Adjustment of Senior Secondary School Students with Post- Traumatic Stress Disorder in Maiduguri Metropolis, Borno State.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	20455.894 ^a	4	5113.973	616.673	.000	.978
Intercept	1060.775	1	1060.775	127.914	.000	.699
Pretest	123.494	1	123.494	14.892	.000	.213
Group	19960.816	1	19960.816	2406.993	.000	.978
Gender	55.092	1	55.092	6.643	.013	.108
Group * Gender	31.330	1	31.330	3.778	.057	.064
Error	456.106	55	8.293			
Total	121772.000	60				
Corrected Total	20912.000	59				

a. R Squared = .978 (Adjusted R Squared = .977)

The result in Table 6 indicated that there was significant gender difference on the effect of psychosocial intervention on psychological adjustment [$F(1, 55) = 6.64$, $p = .013$, with large effect size (partial eta squared = .108)]. This indicated that very large amount of the dependent variable was explained by the independent variable (psychosocial intervention). The mean score of male experimental group is 61.06 with SD of 4.13. and the mean score of female experimental group is 57.66 with SD of 1.54. Also, the mean score of male control group is 42.06 with SD of 19.6 and the mean score of female control group is 39.9 with SD of 18.2. The gender difference is in favour of the male in psychological adjustment. The result of the interaction between the group and gender shows no significant difference [$F(1,55)$, $P = .057$, with moderate partial eta square = .064]. This showed that the interaction effect suggested that male and female students do not respond differently to the treatment on psychosocial intervention, this implies that even though the main effect of the treatment differs in both genders, the interaction between the group and gender showed no difference.

Table 7: Mean and Standard Deviation on Gender Difference in Effect of Psychosocial Intervention on Psychological Adjustment of Experimental and Control Groups.

Gender	Experimental			Control			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Male	61.06	4.131	15	23.06	2.939	15	42.06	19.643	30
Female	57.66	1.543	15	22.20	3.648	15	39.93	18.245	30
Total	59.36	3.518	30	22.63	3.285	30	41.00	18.826	60

The result on Table 7 indicated the mean scores and standard deviation of male and female experimental group and the mean scores and standard deviation of male and female control group. The result revealed that the gender difference is in favour of the male.

Discussion

The study established that the extent to which students suffer from Post-Traumatic Stress Disorder has significantly decreased after receiving treatment with psychosocial intervention. This means that the symptoms associated with PTSD such as anxiety, depression, withdrawal, isolation and flashback were significantly reduced among the students after the treatment with psychosocial intervention. This finding confirmed Purgato, Gross, Betancourt, Bolton, Bonetto and Gastaldon's (2018) who reported that focused psychosocial interventions are effective in reducing Post Traumatic Stress Disorder and functional impairment and in increasing hope, coping and social support. The study revealed that there was significant effect of psychosocial intervention on psychological adjustment of students with post-traumatic stress disorder. Students with post-traumatic stress disorder who received psychosocial intervention become psychologically adjusted, recognize their strength, have sense of self-worth, develop tolerance and have sense of moral right and wrong and do not take part in dangerous behaviours. This finding supported Jackson, Ray and Bybell (2013) who found that psychosocial intervention results in psychological and acculturative adjustment of students.

The findings showed significant effect of psychosocial intervention on the academic achievement of students. This means that students who receive psychosocial intervention can effectively handle academic demands and perform optimally in school, thus having higher academic achievement as compared with those who do not receive the intervention. When students who are affected by conflict and become traumatized are provided with psychosocial intervention, it can greatly reduce the number of students receiving low grades, enhances learning and achievement and coping mechanism in school thereby having higher academic performance in school. This finding agreed with Shapiro (2004) who pointed out that providing interesting, novel task and increasing the amount of time children spend actively engaged in psychosocial support activities increase task engagement and improve the academic achievement of children with post-traumatic stress disorder. The study further indicated that there was significant gender difference in the effect of psychosocial intervention on psychological adjustment of students with post-traumatic stress disorder. This finding confirmed Peleg-Oren, Sherer and Soskoline (2008) who found significant difference between males and females on the effect of psychosocial intervention on psychological adjustment.

Educational Implications of the Study

The findings of this study have several important implications for education in conflict-affected regions such as Maiduguri Metropolis. First, the study demonstrates that psychosocial interventions can significantly improve psychological adjustment and

academic achievement among senior secondary school students with PTSD. This implies that schools should integrate mental health support into their regular educational programs to address the emotional and psychological needs of students alongside academic instruction. Second, the results highlight the need for training teachers and school administrators in the identification and management of PTSD and other trauma-related issues. Equipping school personnel with the skills to implement psychosocial interventions ensures that students receive timely and appropriate support within the school environment. Third, the study underscores the importance of developing structured and context-specific psychosocial programs tailored to the experiences of students in conflict-affected areas. Educational planners and policymakers can use these findings to design interventions that address both academic and psychological challenges, thereby enhancing overall student outcomes. Finally, by demonstrating the effectiveness of psychosocial interventions, this study emphasizes the necessity of collaboration between schools, mental health professionals, and government agencies to create sustainable support systems for students affected by trauma. Incorporating psychosocial services into the school system can reduce absenteeism, improve motivation, and enhance academic performance, contributing to the holistic development of students in challenging environments.

Contribution to Knowledge

This study makes several important contributions to knowledge. First, it provides empirical evidence on the effect of psychosocial intervention on psychological adjustment and academic achievement of senior secondary school students with PTSD in Maiduguri Metropolis, a context where such research has been scarce. By focusing on a conflict-affected region, the study extends existing literature on school-based interventions beyond stable environments to areas with complex humanitarian challenges. Second, the study demonstrates that structured psychosocial interventions can significantly reduce symptoms of psychological maladjustment such as poor concentration, low motivation, and absenteeism, thereby enhancing students' overall academic performance. This contributes to the growing body of knowledge on the integration of mental health support into secondary school systems in Nigeria. Third, the findings highlight the importance of context-specific approaches in addressing the dual challenges of trauma recovery and academic achievement. By situating psychosocial interventions within the realities of students in Maiduguri, the study provides practical insights that can guide educators, policymakers, and mental health professionals in designing sustainable, school-based support programs. Finally, the study contributes by offering evidence-based recommendations for the integration of psychosocial services into the mainstream educational framework, thereby bridging the gap between mental health and educational interventions in conflict-affected communities.

Conclusion

The study examined the effect of psychosocial intervention on psychological adjustments and academic achievement of senior secondary school students with post-traumatic stress disorder in Maiduguri Metropolis, Borno State, Nigeria. The study showed that treatment with psychosocial intervention is effective on students who suffered from PTSD as a result of the activities of the insurgents and other traumatic situations. The intervention helps the students to benefit from the numerous healing opportunities that enabled them to recover, develop resilience, bounce back and restore normalcy. The findings affirm that healing the mind and stabilizing emotions are indispensable foundations for academic success, especially in conflict-affected communities where students' educational pursuits are often

disrupted by the burden of trauma. The study concluded that students with PTSD who received psychosocial intervention became psychologically well adjusted and showed improved academic achievement in school.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Educational psychologists should intensify their efforts in identifying students with PTSD in schools and provide psychosocial intervention to them so that the extent to which the students suffer from PTSD would be reduced and students' adjustment and academic achievement would increase in school.
2. Educational psychologists should pay advocacy and sensitization visits to the stakeholders in Education and relevant authorities in Government on the needs to provide psychosocial intervention to students identified with PTSD in schools and internally displaced camps in order for them to be psychologically adjusted.
3. Educational psychologist should use series of psychosocial intervention activities in schools to promote psychosocial well-being that would result in enhance of academic achievement of students with PTSD.
4. Educational psychologist should intensify their efforts in providing psychosocial materials and activities and ensure that is been implemented by the teachers in order to help the students with PTSD to improve their academic achievement.
5. Educational psychologist should intensify their efforts to ensure that both boys and girls participates in the intervention at the same time without gender discrimination and gender-informed psychosocial intervention strategies are used so that students with PTSD can respond equally to the intervention and become well-adjusted and have improved academic achievement.

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