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COMMUNITIES' VIOLENCE AND PSYCHOSOCIAL PROBLEMS ON UNIFIED PUBLIC EXAMINATION PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN KANO METROPOLIS, NIGERIA.

*¹Alexander Ogaga Onyachom, ²Paul Jonah Otalú

¹Department of Early Childhood Care & Education, Federal College Of Education (Technical) Bichi, Nigeria

²Department Of Primary Education Studies, Federal College Of Education (Technical) Bichi, Nigeria

Email: ¹alex4real81@gmail.com; ²onezeepaulo@yahoo.com

*¹Corresponding Author  <https://orcid.org/0000-0002-8045-1690>

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ABSTRACT

Introduction: Stakeholders are concerned with dismal academic performance in examination organized by the West African Examination Council (WAEC) and the National Examination Council (NECO). Results released by these examination bodies have been poor over a period of time.

Purpose: The purpose of the study is to examine the influence of community violence and psychosocial problems on the academic performance of senior secondary school students in Kano metropolis.

Methodology: A survey research design was adopted for this study. A sample of 363 senior secondary school students from 10 Government senior secondary schools in Kano metropolis were selected. Data were obtained using three research instruments (ESACOV, UCLA Reaction Index and MEATS) with reliability co-efficient of 0.74, 0.72 respectively. Analysis of data was by the use of percentages, frequency counts to answer the research questions as t-test and one-way analysis of variance (ANOVA) were used to test the hypotheses.

Results: Results obtained showed that students exposed to community violence manifest some psychosocial problems which include depression, feeling of insecurity, loss of memory etc. The post-traumatic stress disorder exhibited by students exposed to community violence include displacement, bereavement, separation, involvement in hostilities among other males and female students exposed to community violence were found to differ in academic performance.

Recommendations: It was recommended among other things that extra efforts need to be made by teachers to help students exposed to community violence to improve on their academic performance. The study concluded that there is a significant relationship between psychosocial problems and academic performance of students exposed to community violence.

Keywords: Communities' violence, psychosocial problems, academic performance, Age, Gender, Living situation and Parents' educational level.



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PUBLIC INTEREST STATEMENT

This study appears to be the most recent research on influence of community violence and psychosocial problems on academic performance of senior secondary school students in Kano metropolis, Nigeria. Again, the desire to investigate if a relationship exists between psychosocial problems and academic performance among students exposed to community violence, that this study is being carried out.

INTRODUCTION

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's wellbeing for better living (Battle & Lewis, 2002). The yardstick for measuring educational outcome is the students' performance. Again, the quality of students' performance remains top priority for educators. Unified Public Examination Performance means "WAEC/NECO performance in Nigeria". Nevertheless, stakeholders are concerned with dismal academic performance in examinations organized by West African Examination Council (WAEC) and the National Examination Council of Nigeria (NECO).

Results released by these examination bodies (WAEC and NECO) have been poor over a period of time. Statistics available from the 2018 WAEC examination analysis detail shows that only 56% of all the candidates that sat for the examination passed with five credits. Worst is that going by the criterion of crediting English and Mathematics, only 34% of the candidates credited English and Mathematics. In Kano state Nigeria, the situation is even worse with the students performing poorly every year. For instance results issued by WAEC for the 2017 WAEC examinations for Kano state was put at 32.5% credit pass with only 28.3% crediting English and Mathematics together (WAEC, Annual Report, 2018). However, the same WAEC results for the year 2018 for Kano State was put at 24.2% credit pass with only 19.6% of the candidates crediting English and Mathematics together (WAEC Annual Report, 2018). This statistics from WAEC goes to prove the deteriorating state of students' performance in Kano State.

According to Lewis (2005), academic performance is the educational goal that is achieved by a student, teacher or institution over a certain period. It is used to measure educational goals at all levels of education. Academic achievement is measured through classroom assigned tasks, terminal and session examinations. Several factors have been identified as correlates of academic performance. Some of the factors include; students' interest and seriousness, family background, school management abilities, peer influence and students' abilities to interact with their mates and environment. (Crosnoe, 2004). Similarly, Dennis (2006) also postulated that other factors include environmental and health related factors.

Regarding psychosocial factors, Maduabum (2007) are issues that are related to an individual's psychosocial development and interaction with a social environment. In the views of Olarenwaju (2008), psychosocial problems are those problems that occur in an individual's functioning. In this regard, psychosocial problems can be defined as those problems or dysfunctioning which are related to the relationship between different social factors and individual thoughts as well as behavior. Furthermore, Bajah (2005) has identified some common psychosocial problems to include; anxiety, depression, eating disorder, substance abuse, and suicide, stress, and attention impairment among others. Also, exposure to community violence can induce psychosocial problems.

Community violence is recognized as a major public health problem (WHO, 2002), community violence refers to being a victim of, witness to, or hearing about shootings, stabbings, muggings, physical threats. Kano State is one of the states that have witnessed a great spate

of community violence in Nigeria. It started with the Maitasine uprising in 1981. Over the past few decades, conflicts are drastically altering the lives of the students around the world including Kano State. UNICEF (2006) reported that conflicts in last decades killed an estimated 2 million children and has left another 6 million disabled, 20 million homeless and over 1 million separated from their parents. In Kano State, the story is not different.

Similarly, another violence that hit Kano recently in the Metropolis is the END SARS Protest. END SARS is a decentralized social movement, and series of mass protest against Police brutality in Nigeria. The slogan calls for the disbanding of the Special Anti-Robbery Squad (SARS), a notorious unit of the Nigeria Police with a long record of abuses. The protest which takes name from the slogan, started in 2017 as a twitter campaign using the hashtag "ENDSARS" to demand the disbanding of the unit by the Nigeria Government.

After experiencing a revitalization in October, 2020 following more revelations of the abuses of the unit, mass demonstrations occurred throughout the major cities of Nigeria in October, 2020 among which, Kano Metropolis is not left out (Kazeem, 2020). The protest that lasted for three (3) days in Kano which later generated to community crises paved ways for looting of valuable items and mass destruction of properties. Again, the ENDSARS protest did not only paralyze the academic activities in Kano Metropolis but equally exposed students to violent acts which is likely to have resulted to stress and depression of the students (Makinde, 2020).

Base on the issues raised and the fact that research findings have not been consistent regarding community violence and psychosocial problems, as they affect academic performance that this study is being carried out. Consequently, the desire to investigate whether a relationship exists between psychosocial problems and academic performance among students exposed to community violence has made this study eminent.

STATEMENT OF THE PROBLEM

The central focus of this study was to examine the influence of community Violence and psychosocial problems on academic performance of senior secondary school students in Kano metropolis. Despite the indispensable role students as future leaders and major force for industrial technological advancement of any nation, the poor academic performance of students in West African Examination Council (WAEC) and National Examination Council (NECO) became an issue of concern to stakeholders in education.

The assumption here is that if students are not exposed to community violence and their psychosocial problems addressed, their academic performance would be high. Available literature show that few studies have been conducted on academic performance of students exposed to community violence particularly in Kano State Which has witnessed decays of religious, political and community violence (Anakwe, 2005, Chuk of any study which investigated the influence of communities' violence and psychosocial (Onyeyere, 2010).

A scan of the studies indicated that only Onyeyere investigated academic performance of students. However, this study was not conducted in Kano State. Moreover, the variable of age, living situation and parents education were not excluded which the present study explored. Again, the investigator is not aware of any study which investigated the influence of communities' violence and psychosocial problems on WAEC / NECO performance of senior secondary school students in Kano Metropolis.

Empirical results showed that most studies were in in foreign countries with unique cultural and environmental variation from that of Nigeria (Lans, 2005, Fergus and Zimmerman, 2005 and Kadala, 2011). In view of the gaps identified in literatures, the researcher embarked on this study to examine the influence of communities' violence and psychosocial problems on WAEC / NECO

performance of senior secondary school students in Kano metropolis.

PURPOSE OF THE STUDY

The purpose of the study is to examine the influence of communities' violence and psychosocial problems on academic performance of senior secondary school students in Kano metropolis. Specifically, the study intends to seek to determine the followings:

1. The demographic characteristics of students exposed to community violence in Kano metropolis.
2. The psychosocial problems of students exposed to community violence.
3. The level of academic performance of students exposed to community violence.
4. The post-traumatic stress disorder symptoms exhibited by students exposed to community violence.
5. The effects of variables like age, gender and living situations on the academic performances of students exposed to community violence.
6. The effects of parents' education and area of residence on the post-traumatic stress disorder of students exposed to community violence.
7. The academic performances of male and female students exposed to community violence in Kano metropolis.

RESEARCH QUESTIONS

The study is guided by the following research questions:

1. What are the demographic characteristics of students exposed to community violence in Kano metropolis?
2. What are the psychosocial problems and frequency of occurrences of students exposed to community violence in Kano metropolis?
3. What is the level of academic performance of students exposed to community violence in Kano metropolis?

4. What are the trauma categories of students exposed to community violence in Kano metropolis?

HYPOTHESES

The following hypotheses which were tested at 0.05 level of significance were formulated for the study.

1. There is no significant mean difference between the academic performance of students exposed to community violence on the basis of (a) age (b) gender (c) living situation.
2. There is no significant mean difference in the psychosocial problems of students exposed to community violence on the basis of (a) father's education (b) mother's education (c) area of residence.
3. There is no significant mean difference in the academic performances of male and female students exposed to community violence in Kano metropolis.

METHODOLOGY

Research Design

The study adopted the survey research design. Specifically, the study used the cross-sectional survey design. In this design, data was collected from a representative sample of a large population and data obtained are used to generalize the entire population. The design is appropriate for the study because the researchers selected some senior secondary school two (SSS2) students from Kano metropolis whose responses served as basis for running conclusion for the study.

Population and Sample

The targeted group for the study consisted of SS2 students in all government secondary schools in Kano metropolis. There are a total of 37 Government Senior Secondary Schools (GSSS) in Kano metropolis having a total of 3626 SS2 students. There were existing 37 GSSS in Kano metropolis. The sample (363) represented 10% of the total population of the SS2 students in

Kano metropolis. The sample size was ideal because Koul (2007) advocated that in a large population, picking a few hundred out of the population is ideal for a sample. The sample consisted of 207 boys and 156 girls. Two sampling techniques were employed in selecting the sample. They are simple random sampling technique and the purposive sampling technique.

The simple random sampling technique was used to select the 10 GSSS used for the study. In using the simple random sampling technique, the researchers listed the names of all the 37 GSSS in Kano metropolis on pieces of papers. The 37 pieces of papers were folded and poured into a bowl. The researchers employed the assistance of a 16-year old boy to pick 10 papers (at random) without replacement (one at a time) from the bowl. The schools selected were noted down. The choice of simple random sampling techniques is ideal because Awotunde & Ugodulunwa (2004) contended that simple random sampling technique gives every element equal chance of being selected, and as such reduces selection bias. In essence, each of the GSSS had equal chances of being chosen for the study.

The purposive sampling technique was used to select the 363 students used for the study. The purposive sampling technique is used when the researcher selects sample based on possession of certain qualities or attributes which are considered relevant to the study or possession of privilege information that are instrumental to the success of the study. In this regard, the researchers selected those SS2 students who have at one time or the other witnessed, or being victims of community violence in Kano metropolis. Hence, the selected students were those who have indicated yes to the personal data section of the questionnaire which dealt on whether the students have witnessed community violence or not.

Instruments for Data Collection

The study used three instruments for data collection. The first was Experiences of Students Affected by Community Violence (ESACOV). The ESACOV contains 39 items which are related to displacement, separation, bereavement, witnessing violent acts, exposure to shelling or combats, victims of violent acts, physical injuries, involvement in hostilities, and extreme deprivation. This is graded as: never, rarely, sometimes, and often. The second instrument is University of California Los Angeles (UCLA) Post Traumatic Stress Reaction Index (UCLA Reaction Index) adapted from UCLA psychiatry services (UCLA, 1998). The UCLA contains 20 items which are structured. This is graded as; none, little, some, much and most. The third instrument is Mathematics and English Language Achievement Test Scale (MEATS) designed from senior secondary school (SS2) students' scheme of work by the researchers. This also contains 100 objectives questions. English and mathematics were chosen because they are compulsory subjects for all categories of students (science, arts, social science or commercial). Again, English and mathematics are yard sticks for measuring excellence at the secondary school level.

The content and construct validities of the instruments were established through experts' judgments. The researchers presented the draft copies of the instruments (ESACOV, UCLA Reaction Index and MEATS) to three experts. Among whom are one expert from Educational Psychology Unit of University of Jos, Nigeria to validate ESACOV and UCLA Reaction Index and two other experts of test and measurement. Two other heads of Department of Mathematics and English language in different government secondary schools in Kano metropolis equally validated the mathematics and English achievement test scale (MEATS). Their different corrections were used to produce the final copies of the

instruments. As such, the instruments were judged to be of high validity.

The reliability of the three instruments was sought before application. Their reliabilities were sought using test-retest method via a pilot test. The pilot test sample consisted of 20 SS2 students from government senior secondary schools in Kano metropolis who were confirmed to have witnessed community violence. ESACOV, UCLA Reaction Index and MEATS were analyzed using the Pearson's correlation method to obtain the measure of relationship. The procedure yielded correlation 0.74, 0.76 and 0.72 indexes respectively.

Procedure for Data Collection

Data were collected using the three instruments discussed above. The researchers obtained permission from the relevant authorities at the Kano State Secondary School Management Board. On granting the permission, the researchers contacted the principals of the 10 selected schools. They were intimated on the importance of the study and gains accruing to the school management from the study. The researchers equally presented a letter of To Whom It May Concern obtained from University of Jos to the school management.

The researchers agreed with the school principal on convenience date for the instrument to be administered. On each day, the researchers visited the schools and administered the three instruments simultaneously with each of the instruments numbered to avoid mix-up. The researchers co-opted two teachers from each school who assisted in the administration of the instruments.

This is because at the time or period the instruments were administered, visitors were not allowed entrance to school classrooms as a result of insurgency in Kano State, which was equally very timely to the period of this research. The researchers waited and collected back the questionnaires and the test. The instruments were administered under normal classroom conditions to the selected student. The personal contact method adopted helped to guide against loss of information. As such, 100% return of the instruments was recorded.

METHOD OF DATA ANALYSIS

Data for the study was analyzed using frequency counts, percentage, t-test and the one way analysis of variance (ANOVA). The frequency counts and percentages were used for the four research questions. The percentages show the relative standing of each factor among other competing factors. Similarly, the ANOVA was used for hypotheses one, two and three. The reason is because more than one variable were involved.

The t-test was used for hypothesis four. This is because the study seeks to compare performances of two groups of respondents. Statistical decisions were taken at 0.05 level of significances after comparison with the table test values of each of the statics used.

RESULTS

Research Question 1: What are the demographic characteristics of students exposed to community violence in Kano metropolis?

Table 1: Characteristics of Students Exposed to Community Violence in Kano Metropolis (N = 363).

S/No	Variables	Frequency	Percentage
1	Gender		
	Male	156	43
	Female	156	43
2	Age (x = 15.0 years)		
	11 - 14	2	0.6
	15 - 17	224	61.8
	18 and above	137	37.7
3	Living situation		
	Father or Mother	53	14.6
	Both parents	226	62.3
	Relatives	51	14.0
	Guardian	33	9.1
4	Father's education		
	Complete some form of schooling	137	37.7
	Complete primary school	12	3.3
	Complete secondary school	73	20.1
	Complete tertiary education	141	38.8
5	Mother's education		
	Complete some form of schooling	101	27.8
	Complete primary school	23	6.3
	Complete secondary school	103	28.4
	Complete tertiary education	136	37.5
6	Area of residence		
	Sabon Gari	128	35.3
	Noman's Land	79	21.8
	Nassarawa	30	8.3
	Brigade	33	9.1
	Fagge	28	7.7
	Kano municipal	33	9.1
	Bompai	32	8.8

Source: Authors estimation and forecast

Table 1 shows that 57% male and 43% female students were exposed to community violence. They were between the ages of 11 and 18 years with an average age of 15 years with a greater 61.7% of the falling between 15-17 years. The students' living situation indicates that a greater 62.3% (n = 226) live with both parents while 9.1% (n = 33) live with their guarders. Regarding fathers' education, 38.8% (n = 14) completed tertiary education while a minimal 3.3% (n = 12) completed

primary education. For mothers' education the study reveals that 37.5% (n = 136) completed tertiary education while 6.3% (n = 23) completed primary education, as per areas of residence, a great majority of the students 35.3% (n = 128) live in Sabon Gari, and 7.7% (n = 28) live in Fagge, Kano State.

Research Question 2: What are the psychosocial problems and frequency of occurrences of students exposed to community violence?

Table 2: psychosocial problems and frequency of occurrence of Students Exposed to Community Violence (N = 363)

S/No	Psychosocial	Frequency (N)	Percentage
1	Depression	269	74.1
2	Feeling of insecurity and anxiety	217	59.8
3	Loneliness/Avoidance	252	69.4
4	Loss of memory (amnesias)	230	63.4
5	Hallucination/re-occurrence fear	247	68.0
6	Feeling of death	297	81.8

Source: Author estimation and forecast

Table 2: Provided information on the types of psychosocial problems exhibited by students who are exposed to community violence. The results indicated that the most frequently occurring psychosocial problems are feeling of death, depression, loneliness and hallucination which had 81.8%, 74.1%, 69.4%, and 68.0% responses respectively. Whereas the least frequently observed psychosocial problems are feeling of insecurity and

anxiety and loss of memory, with 59.8% and 63.4% responses respectively.

Research Question 3: What is the level of academic performances of students exposed to community violence in Kano Metropolis?

The research question was answered by categorizing the performance of students into three namely; high (50% and above). Average (40% - 49%) and low (0 - 39%) The summary is presented in Table 3.

Table 3: Level of performance of students Exposed to Community Violence in Kano Metropolis

S/No	Categories of performance	Frequency (N)	Percentage (%)
1	Low (0 - 39)	96	26.5
2	Average (40 - 59)	164	45.1
3	High (60 and above)	103	28.4
	Total	363	100.0

Source: Authors estimation and forecast

Results presented in table 3 shows that 26.5% (n=96) of the students are low in performance; while 45.1% (n = 169) are of average performance and 28.45% (n = 103) are high in performance. This means that majority of

the students are of average academic ability.

Research Question 4: What are the trauma categories of students exposed to community violence in Kano metropolis?

Table 4: Community violence trauma and trauma categories of secondary school students in Kano metropolis.

S/No	PTSD symptoms	Frequency (N)	Percentage
1	Displacement	181	49.9
2	Separation	129	35.5
3	Bereavement	252	69.4
4	Witnessing violence Acts	206	56.7
5	Exposure to combat	190	52.3
6	Victims of violence Act	164	45.2
7	Physical injuries	213	58.7
8	Involvement in hostilities	110	30.3
9	Extreme deprivation	116	32.0

Source: Authors estimation and forecast

Evidences in Table 4 indicate that the most experienced community violence trauma are those of bereavement and physical injuries with highest percentage responses of 69.4% (n = 252) and 58.7% (n = 213) respectively. However, the least observed community violence trauma according to Table 4 is involvement in hostilities

(30.3%) and extreme deprivation (32.0%) respectively.

Hypothesis 1: There is no significant mean difference between the academic performances of students exposed to community violence on the basis of (a) age, (b) gender, and (c) living situation.

Table 5: ANOVA Summary for the Difference in Academic Performances of Students based on Age, Gender, and Living situation.

Variables	Source of Variables	SS	DF	MS	Fcal	F-crit
Age	Between groups	368.18	2	184.09	65.51	3.60
	Within groups	1012.34	360	2.81		
	Total	1380.52	362			
Gender	Between groups	402.22	1	402.22	151.78	3.84
	Within groups	955.36	361	2.65		
	Total	1357.58	362			
Living situation	Between groups	433.57	3	144.52	34.74	2.60
	Within groups	1243.30	299	4.16		
	Total	1676.58	362			

Source: Authors estimation and forecast

Table 5 reveals for age, the calculated r-value (65.51) is greater than f-table (3.60) at 0.05 with degree of freedoms of (2,360), hence there is a significant difference in the students' performance based on age. Similarly, for gender and living situation, our calculated F-table values of 151.78 and 34.74 respectively are greater than their respective F-table values of 3.84 and 2.60 respectively. Therefore the null hypothesis is rejected. This leads to a conclusion that there is a

significant difference in the academic performance of students exposed to community violence on the basis of age, gender and living situation in Kano Metropolis.

Hypothesis 2: There is significance mean difference in the psycho-social problems of students exposed to community violence on the basis of (a) father's education (b) mother's education and (c) area of residence.

Table 6: One way comparison of psycho-social problems of students exposed to community violence.

Variables	S.V	SS	DF	MS	Fcal	F-crit
Father's education	Between groups	72.33	3	24.11	1.70	2.60
	Within groups	4878.81	359	13.59		
	Total	4951.14	362			
Mother's education	Between groups	81.27	3	27.09	2.04	2.60
	Within groups	4762.22	359	13.27		
	Total	488.49	362			
Area of residence	Between groups	299.05	641	49.841	1.37	2.10
	Within groups	12996.21	356	36.506		
	Total	1595.26	362			

Source: Authors estimation and forecast

Result in Table 6 shows that calculated F-values of each of the three variables namely; father's education, mother's education and area of residence which are 1.7, 2.04 and 1.37 respectively are less than their corresponding F-table values which are 2.60, 2.60 and 2.10 respectively; hence there is no sufficient evidence to reject the null hypothesis; therefore, the null hypothesis is retained. This result means that there is no significant difference in the psycho-social

problems of students exposed to community violence on the basis of parents' education and area of residence

Hypothesis 3: There is no significant mean difference in the academic performances of male and female students exposed to community violence. To test this hypothesis, the t-test statistics was employed and results were presented in Table 7.

Table 7: t-test summary of the difference between the Academic performance of Male and Female students exposed to community violence in Kano Metropolis

Gender	N	Mean	S.D	Df	α	t-cal	t-crit
Male	207	49.6	2.114	2	0.05	10.724	1.97
Female	156	47.2	2.108	361			
Total	363			363			

Source: Authors estimation and forecast

Results in Table 7 shows that calculated t-value (10.724) is greater than critical t-value of 1.960 at 0.05 levels of significances with degree of freedom of 361; hence there is sufficient evidence to reject the null hypothesis. The decision leads to a conclusion that there is a significant difference between the performances of male and female students exposed to community violence in Kano Metropolis.

DISCUSSIONS

The analysis of demographic data of the students exposed to community violence shows that majority of the students are living with both parents which is an indication that they are from intact homes. Intact homes are necessary for good child upbringing because Mallum and Haggai (2004) opined that both the father and mother have great roles to play in the upbringing of the children. In as much as the child needs the mother's love, he or she equally needs the father's discipline for a balanced lifestyle.

The most observed psycho-social problem manifested by students exposed to community violence is loneliness. This finding is not surprising because study by

Scholartz (2003) had earlier found out that adolescents living in violence ridden zones have higher blood pressure and show high signs of depressive syndrome due to anxiety emanating from regular exposure to violence. Similarly, majority of the students exposed to community violence were seen to be of average performance (between 40-50%). This result is well expected because exposure to violence according to Anakwe (2005) implies impacts negatively on academic performance. This is caused by poor school adjustment and other psychosocial and behavioural problems which affected students manifest. Bereavement and physical injuries were found to be the most traumatic event among students exposed to community violence. This result corroborates Boyd (2003) who stated that most youths who witness violence are often injured in the act; while losing relatives or parents and guardians or both. Several cases abound where children lost both parents and one of them to crises (Amina, 2012).

In addition, results showed that significant difference exists in the academic performance of students based on age, gender and living situation. This result is in accordance with Ugodulunwa and Ugwuanyi (2003) who observed that

age, gender and home environment are correlates of academic performance. In essence, each of these factors (variables) can influence academic performance of students in one way or the other. However, this result contradicts that of Moses (2004) whose study found no difference in academic achievement between male and female students. The reason may be due to variations in study habits and other environmental factors like health condition, parental educational status which may have interplayed to cause the difference in achievement.

Regarding the post-traumatic stress disorder (PTSD) and psycho-social problems manifested by students exposed to community violence the study found no significant differences on the basis of parent's education and area of residence. This simply means that parents' education and area of residence do not affect the PTSD symptoms and psycho-social problems exhibited by students exposed to community violence. This is true because in the event of community violence, everybody (literate and non-literate) is equally affected in one way or the other; hence manifests the symptoms.

Male and female students studied were found to differ in their academic performances. This is not surprising. This reason may be linked to level of resiliencies between the two genders. Coping strategies are helpful in re-adjustment after exposure to violence situation. It could be that either of the gender possessed some high level of resilience (coping strategies) than the other, hence such were able to easily overcome the traumas to community violence and progressed academically notwithstanding. As Roeser (2010) found out that male and female students studied were found to have varying levels of resilience which influenced their level of coping after exposure to violence.

CONCLUSION

Exposure to community violence has been found to have adverse effects on victims. The study tried to examine the relationship between psycho-social problems and academic achievement of

students exposed to community violence. From the result obtained from the study, it was gathered that students exposed to community violence are average in academic performance, and they exhibit some post-traumatic stress disorders which impact negatively on their academic performance. Equally, gender was found to be significant in terms of academic performance of students exposed to community violence. Based on the results, the study therefore concludes that there is a relationship between psycho-social problems and academic performance of students exposed to community violence in Kano metropolis.

RECOMMENDATIONS

Sequel to the findings from the study, the followings are recommended that:

1. every effort be made by all stakeholders to protect students against community violence.
2. school counselors should regularly organize post-traumatic advice for students exposed to community violence.
3. it is imperative that school authorities organize extra classes to remediate the academic challenges of students exposed to community violence.
4. Kano state government run co-educational secondary schools to enable male and female students come under a single forum of academics where they can interact with group assignments and class work to get ideas. They may help to bridge the gap in achievement.
5. the Federal Ministry of Education through the National Examination Council maintain a standing policy regarding the age on admission into secondary schools to avoid admitting under-aged students.
6. Kano State Government should improve the living situations of residents by providing basic social amenities like improved transportation system, health facilities, low cost houses to improve the life of residents.

Conflicts of Interest: The authors declared no conflict of interest.

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Notes on Authors

Alexander Ogaga Onyachom: is a research scholar in the Department of Early Childhood Care and Education of Federal College of Education (Technical) Bichi, Kano State, Nigeria. He has been with the institution since year 2007. He has contributed many articles in Journals and has attended and presented papers in several academic conferences. He is a member of the following professional bodies; (a) Primary and Tertiary Teacher Education Association of Nigeria (PATTEAN) (b) Nigerian Society of Educational Psychologists (NISEP) (C) Early Childhood Education Association of Nigeria (ECAN).

Paul Jonah Otalú is a Lecturer in the Department of Primary Education Studies of Federal College of Education (Technical) Bichi, Kano State, Nigeria. He has many scholarly publications to his credit.

Authorship and Level of Contribution:

Alexander Ogaga Onyachom was instrumental in identifying the problem, building the background, literature review, design and data collection. He designed the instrument and data collection and analysis, discussion of

findings, editing and approving the manuscripts.

Paul Jonah Otalú participated in the data collection, editing and approving manuscript of the article.

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