impact International Journals and Publications

© IIJP 2026 | Volume 2, Issue 3, pp. 2748-2761 | ISSN: 2636-4484

ANXIETY AND DEPRESSION AS CORRELATES OF SOCIAL AND EMOTIONAL ADJUSTMENT AMONG INTERNALLY DISPLACED SECONDARY SCHOOL STUDENTS IN MAKURDI, BENUE STATE, NIGERIA

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ARTICLE INFO

Article No.: 0622

Accepted Date: 02/09/2026

Published Date: 30/09/2026

Type: Research

ABSTRACT

This study investigated the relationship of anxiety and depression with social and emotional adjustment of internally displaced secondary school students in Makurdi, Benue State. The correlational survey design was adopted and four null hypotheses were tested. From a population of 1300 students, a sample size of 291 was drawn as suggested by Krejice and Morgan (1970). The study employed proportionate stratified random sampling technique. Data were collected with an Anxiety and Depression Scale and Social and Emotional Adjustment Inventory. The two instruments were pilot tested and validated by psychometric specialists and the reliability index of anxiety and depression subscales obtained through Cronbach's alpha were .822 and .812 while 831 and .832 for social and emotional adjustment subscales respectively. Data were analyzed with Pearson Product Moment Correlation. All the null hypotheses were tested at the significance level of 0.05. The findings showed that anxiety has a significant negative relationship with the social adjustment of internally displaced students. ($r = -.722$, $p < .001$). Anxiety has a significant negative relationship with the emotional adjustment of internally displaced students. ($r = -.782$, $p < .001$). Depression has a significant negative relationship with the social adjustment of internally displaced students. ($r = -.879$, $p < .001$). Depression has a significant negative relationship with the emotional adjustment of internally displaced students. ($r = -.662$, $p < .001$). The study concluded that there is a significant negative relationship between anxiety and depression and the social and emotional adjustment of students. Therefore, it is recommended that psychologists and guidance counsellors should provide therapeutic support to students with anxiety and depression in order to enhance their social and emotional adjustment.

Keywords: Anxiety, Depression, Emotional Adjustment, Internally Displaced Persons, Secondary School Students, Social Adjustment.

Introduction

Anxiety is a highly unpleasant feeling of fear and apprehension. In contrast to fear, anxiety involves a more general or diffused emotional reaction - beyond simple fear - that is out of proportion to threats from the environment. Similarly, depression is a lowering of mood beyond the range of ups and downs encountered in normal life and sustained over time and to such a degree that the quality of life of such a person is significantly impaired. On the other hand, adjustment refers to an individual's general adaptation to the environment, such as how the person relates to others (interpersonal behaviour), handles responsibilities, deals with stress and meets personal needs.

Anxiety and depression are found to be related to adjustment in literature. According to Driscoll (2017), researchers have found that anxious individuals find it harder to avoid distractions and take more time to turn their attention from one task to the next than their less anxious peers. For students, anxiety makes learning, reading, remembering and writing difficult, and this may affect not only their academic adjustment but also their social and emotional adjustment.

Anxiety and depression are often associated with post-traumatic stress. It was found in Bell (2002) measurement that anxiety, aggression and depression are the indices of post-traumatic stress disorder. Psychologically, trauma is caused by experience that is emotionally painful, distressful or shocking, which often results in lasting mental, social and physical effects on individuals. Thus, in the aftermath of any violence like killing, destruction of lives and properties witnessed in several parts of Benue State, the affected victims are often left with serious social and emotional problems. Post-traumatic stress disorder is a trauma- and stressor-related disorder that can develop after exposure to any event that is traumatic in nature (American Psychiatric Association, 2022). These traumatic events include killing, destruction of lives and properties leading to the displacement of people from their homes. According to the Diagnostic and Statistical Manual of Mental Disorders, DSM-5-TR (American Psychiatric Association, 2022), Post-traumatic symptoms in infants and young people may encompass one or more of a broad range of behaviours, including the following:

- Difficulty in sleeping, eating, digesting, eliminating, breathing and focusing.
- A heightened startle response and hyper-alertness.
- Agitation and over-arousal or under-arousal, withdrawal or dissociation.
- Avoidance of eye contact and/or physical contact
- Terrified responses to sights, sounds or other sensory input that remind them of the traumatic experience(s)
- Preoccupation with or re-enactment of the traumatic experience (for example, the child's play may take on an urgent, rigid quality and be dominated by people shooting each other with police cars and ambulances arriving at the scene).

Anxiety symptoms are extremely common in childhood and adolescence and can negatively interfere with general well-being, social, emotional and academic adjustment as well as the development of social skills. Barlow (2021) stated that anxiety symptoms are associated with impairment of memory and cognitive functions and can contribute to poor school performance and academic failure. Beeson and Kissling (2001) pointed out that anxiety can disrupt life if it becomes maladaptive. American Psychiatric Association (2022) maintained that if an individual's experience is negative, then anxiety level will be higher, leading to lower social and emotional adjustment. Conversely, if an individual's experience is positive, then the anxiety level will be lower, leading to higher social and emotional adjustment. The unfavorable effects of anxiety experienced by students can lead to the development of low self-esteem over a period of time which might adversely affect their social, emotional and academic adjustment. The risk of

developing anxiety and depression is increasing worldwide, particularly among people exposed to traumatic experiences, such as internally displaced persons. It is against this background that this study investigated the relationship of anxiety and depression with social and emotional adjustment of internally displaced students in Makurdi, Benue State.

Therefore, the purposes of the study include: To find out the relationship between anxiety and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state, to find out the relationship between anxiety and the emotional adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state, to find out the relationship between depression and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state and to find out the relationship between depression and the emotional adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state

Statement of the Problem

A series of attacks has affected Nigeria in different forms over the decades. In North-Central Nigeria, armed herders have launched brutal attacks on rural farmers and dwellers. In Benue State specifically, people, especially farmers, in their hundreds are being killed by armed herders, with scores seriously injured and thousands displaced and properties worth millions destroyed. It was reported that nine (9) out of the twenty-three (23) local government areas in Benue State, namely Guma, Gwer West, Agatu, Logo, Kwande, Ukum, Tarka, Makurdi and Gwer East, are the most affected by these attacks and killings.

It was reported by the State Emergency Management Agency (SEMA) in 2022 that more than one thousand, eight hundred and seventy-eight (1,878) people were killed between 2021 and 2022 in attacks allegedly carried out by herders from other northern states and possibly from Cameroon and Niger. Also, in February 2021, a gruesome attack on Agatu Local Government Area resulted in the displacement of seven thousand (7000) people from six different villages with over two hundred (200) persons killed. In April of the same year, SEMA reported that no fewer than thirty (30) persons died in the renewed violence. There are numerous reports of these attacks and killings in Benue communities in almost all the local government areas mentioned. These attacks and killings have created traumatic stress for members of these communities including the secondary school students who have been displaced and camped in different locations such as Ichua IDP Camp, Bakka IDP Camp and NEPA Quarters IDP Camp all in Makurdi Metropolis of Benue state.

According to international organization for migration IOM (2026) 215 new internally displaced persons arrivals were recorded in Benue state. Among the new arrivals, 194 IDP were IDPs and 21 were farmers and were recorded at Gbajimba and Abinsi in Guma local government area. The emergency tracking tool (ETT) assessment identified armed bandits attacks and fire outbreak as the main triggers for these movements in the state. Among the new arrivals in Benue state, 99 (46%) were children, 63 (29%) were women and 53 (25%) were men. The most urgent needs reported by the new arrivals include non-food items, health and shelter assistance.

Anxiety and depression are common psychological consequences of the trauma experienced by internally displaced persons. How anxiety and depression relate to the social and emotional adjustment of the internally displaced students in the above-mentioned camps remains unknown. It is against this background that this study investigated the relationship of anxiety and depression with social and emotional adjustment of students in the internally displaced camps in Makurdi, Benue state.

The following questions were formulated to guide the study

1. What is the relationship between anxiety and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state?
2. What is the relationship between anxiety and the emotional adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state?
3. What is the relationship between depression and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state?
4. What is the relationship between depression and the emotional adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state?

The study was guided by the following hypotheses.

1. There is no significant relationship between anxiety and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state.
2. There is no significant relationship between anxiety and the emotional adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state.
3. There is no significant relationship between depression and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state.
4. There is no significant relationship between depression and the emotional adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state.

Review of Related Literature

Conceptual Framework: Anxiety and depression

Anxiety is a complex psychological and behavioural state. It is both life-saving and a cause of many problems in the mental life of human beings. Afolayan et al (2013) ranked anxiety into four levels: mild, moderate, severe and panic anxiety.

1. Mild level of anxiety is healthy, at this level, perceptual field is heighten, pupils dilate to accommodate much light, hearing and smelling intensified, and sense of touch is highly sensitive. The individual is highly alert and attentive and learning and cognition is in its best state. This stage improves academic performance.

2. Moderate level of anxiety on the other hand is unhealthy, the perceptional field of a person at this level is narrowed; individuals experiencing this level of anxiety have selective inattention. They have decreased focus and automatism can be observed as repetitive purposeless movements such as shaking of the hands and feet, twirling of hair and, tapping of fingers. Academic performance at this level depends on the individual's ability to control the anxiety and carry out the assigned task.

3. Severe level of anxiety is characterized by reduced perceptual field and a difficulty in communication. Gross motor movements, such as pacing are characteristic of people at this stage. Academic performance at this stage depends on the educator's ability to recognize such individuals and provide a safe environment for them. Communication should be kept short and simple since communication is altered. Performance at this stage is reduced since most educators may not be able to provide such environment for the student.

4. Panic level of anxiety is the worst and most severe form of anxiety. Total disruption of perceptual field is present. It is also characterized by loss of ability to communicate, loss of rational thought and total loss of conscious thinking. Academic performance at this level is very poor since the student will be unable to remember exactly what he/she is supposed to do.

Types of Anxiety disorders

Anxiety has been categorized into several psychiatric disorders as follows:

Generalized Anxiety Disorder: Individuals that suffer this condition live each day in a state of high tension, feeling uneasy and tends to overreact even in mild stresses. The individual finds it difficult to concentrate instead worry about potential problems. Data from the Early Developmental Stages of Psychopathology (EDSP) study revealed a cumulative incidence for GAD as 4.3% at age 35years with relatively few onset observed in childhood, and the core incidence period being in adolescence and young adulthood.

Panic Disorder: This is characterized by episodes of acute and overhauling apprehension to terror; it begins abruptly and reaches a peak within 10 minutes with such symptoms as perspiration, muscle tremors, faintness and shortness of breath. Eventually this fear intensifies and interferes with every day school activities thus disrupting concentration, classes, reading, assignments and decision – making resulting to poor academic performance. Approximately 6 million American adults aged 18 and above, or 2.7% of people in this age group in a given year have panic disorder according research studies.

Agoraphobia: Involves intense fear and anxiety of any place or situation where escape might be difficult, leading to avoidance of the situation such as being alone outside the home, travelling in a car, bus, airplane, writing an examination or being in a crowded place.

Phobias: It is a persistent fear of specific object or situation. The fear occurs when the phobic individual is brought in contact with the object or situation. This reason is why some students perform badly in certain courses.

Similarly, depression is a lowering of mood beyond the range of ups and downs encountered in normal life and sustained over time and to such a degree that the quality of life of such a person is significantly impaired (Nwankwo, 2020). Defining depression scientifically is more difficult and has led to some agreement that it is present only when certain, manifestation of behaviour is exhibited. Depression is an illness that affects the body, mood and thoughts. The risk of developing depression is increasing worldwide particularly among students and adolescent (Barlow & Durand, 2015).

Theoretical Framework

Psychoanalytic Theory of Sigmund Freud (1939)

In psychoanalytic theory, anxiety is a central factor in mental disorders. This approach is linked to the writings of Sigmund Freud and his colleagues. Freud believed that human behaviour stems from inherited instincts, biological drive, and attempts to resolve the competing demands of personal needs and society's expectations. According to Freud, a great deal of an individual's personality is determined in the first five years of life, when some of these conflicts are being resolved. Psychoanalytic therapy bases its assumptions on the premise that psychological problems such as anxiety and depression are rooted in the unconscious, manifest symptoms are caused by hidden or latent disturbances, typical causes for psychological upset include unresolved issues during development or repressed needs and treatment looks to bring repressed conflicts to the surface where individuals can deal with them. By working through and understanding the conflicts, the psychoanalysis aims to change the patient (or client) on a deeper level.

Sigmund Freud has presented the structure of human personality to consist of id, ego and superego. His topographical model divides the mind into conscious, preconscious and unconscious levels. The id is wholly unconscious, while the ego and superego operate at all three levels.. The id allows us to get our basic needs met. The id is based on the pleasure principle. In other words, the id wants to feel good at all times without consideration for the reality of the situation.

The ego appears within the next three years of the child as a result of continuous interaction with the environment. Freud based the ego on the reality principle. The ego understands that other people have needs and desires and that sometimes being impulsive or selfish can hurt people in the long run. Therefore, it is the ego's job to meet the needs of the id while taking into consideration the reality of the situation. The ego is the personality structure that is largely conscious and realistic in responding to the events in the world while trying to satisfy the irrational and unconscious urgings of the id and the prohibitions of the superego. The superego develops at about the age of five. The superego is the moral part of us and it develops due to the moral and ethical restraints placed on us by people close to us, such as the mother, father, other siblings and neighbors. Many equate the superego with conscience as it dictates our belief of right and wrong.

The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant such as feelings of pain, conflict, anxiety and depression. According to Freud, the unconscious continues to influence our behaviour and experience, even though we are unaware of these underlying influences. The interaction of these psychological forces shows in our behaviour and therapeutic relationship is no exception.

According to Sternberg (2000) Psychoanalysts assume that psychological problems or disorders anxiety and depression arise from the unconscious conflicts among id, the superego and the demands environment. The conflicts affect their thoughts, feelings and motivations. The key to helping patients to improve is to help become conscious of ego- threatening information that has been repressed. Therefore, treatment should focus on gradually taking away layers of defenses to discover the underlying causes of psychological problems. For instance, the patient who is seeking counselling to conquer anxiety should note that the anxiety is a symptom of unconscious repressed conflicts among feelings, thoughts, and motives. To relieve the anxiety, the therapist must understand and treat the underlying problem. Therapist can reveal the unconscious conflicts by using techniques like dream analysis and free association.

Lazarus and Folkman's (1984) stress and coping theory

Miodrag and Hodapp (2011) observed that Lazarus and Folkman (1984) were the first to ask individuals about the domains of their lives and, in so doing, underscore the importance of context to stress. Lazarus and Folkman's (1984) model emphasized the interplay between an individual's perceived psychological stress, coping, and cognitive appraisals: what happens, how one deals with it, and what one thinks about what is happening. Stress, coping, and cognitive appraisals are interdependent and fundamental to our understanding of the stress process. One key component involves coping. From a physiological standpoint, coping is effortful and controlled, an organized, goal-directed, and higher-order task that takes place in the front regions of the brain. Individuals do not react to stress in the same way in every situation, and those who are good at coping shift their strategies to fit the situation. Coping is often used to dampen stress reactivity.

Lazarus and Folkman identified two types of coping: problem-focused and emotion-focused. Problem-focused coping is taking action and doing something proactive about the problem. Thus, one might gather resources, talk to others, or take some action to change the situation. Conversely, emotion-focused coping is the ability to recognize that, if the situation is deemed uncontrollable, then it should be left alone, with more focus placed on managing one's emotions (which can be controlled). Examples include meditating and venting one's frustrations to a friend.

For several reasons, the stress-and-coping model has been seminal to the field of stress. First, the model highlights the need to study real world, ongoing, external events and how people regulate their emotions and cope with stressors. Second, the model underscores the notion that

people have control over their stressors. In fact, it is not the coping skills that individuals have or not have that are important. What counts are the coping skills that individuals believe they have or do not have. This theory is related to the study of anxiety and depression because the model may serve as a guide for understanding health and well-being among persons experiencing post-traumatic stress disorder as a result of painful life experiences.

Empirical studies

Buba (2016) examined the influence of post-traumatic stress reaction (anxiety, aggression and depression) on school adjustment among primary school pupils living in conflict areas of Wukari, Taraba State Nigeria. The sample size was 381, of which 211 were males (55.4%) and 170 females (44.6%), randomly drawn from final year primary school pupils. The study was guided by two major hypotheses. The instruments used to collect data were Biodata form, Child Reaction to Traumatic Events Scale CRTES-R (Jones, Fletcher & Ribbe, 2002) and Child Adjustment Scale CAS (Santrock & Warshak, 1979). Pearson Product Moment Correlation (r) was used to test the hypotheses. Results showed that pupils' posttraumatic stress reaction (anxiety, aggression and depression) negatively correlated with school adjustment (r= -0.875, p=0.000). Similarly, a significant negative relationship existed between conventional school pupils' posttraumatic stress reaction and their school adjustment (r= -0.874, p=0.000), and there is also a negative correlation between nomadic school pupils' posttraumatic stress reaction and their school adjustment (r= -0.881 p=0.000). Recommendations made include the need for comprehensive and continuous psychological counselling by experts in psychology to assist the pupils in resolving their traumatic experiences. They should also be engaged in positive distractive activities like sports, competition and debate to develop more adaptive skills for proper school adjustment. In severe cases there is need for referral for psychiatric attention.

Solomon (2018) conducted a study on the influence of anxiety and depression on the social and emotional adjustment of internally displaced persons in Durumi Camp Abuja Nigeria. The ex post facto research design was used for the study. Population of the study comprised male and female late adolescence and adult IDPs. 380 IDPs were sampled out of 1260 IDPs in Durumi camp using simple random sampling technique. The two instruments used for the study are Harvard Trauma Questionnaire (HTQ) for the posttraumatic stress disorder with depression and anxiety as sub scale and psychological adjustment scale (PAS) with emotional and social adjustment sub scale. The decision mean of both HTQ and PAS was 2.5. Pearson product moment correlation was used to answer research question 1, 2, 3 and 4 and test hypotheses 1, 2, 3 and 4 respectively and the result shows that depression has significant negative influence on emotional adjustment of IDPs with p value of 0.006 as well as depression has a significant negative influence on social adjustment of IDPs with p value of 0.024. Also anxiety has significant negative influence on emotional and social adjustment of the IDPs with p value of 0.004 and 0.001 respectively.

Maina (2018) examined the post-traumatic stress (anxiety subscale) impact of the Boko Haram insurgency on academic motivation, performance and adjustment of senior secondary school students in Potiskum Yobe State, Nigeria. Six hypotheses were formulated to guide the study and the population of the study was 3885 male and female SS2 students and sample of 136 students who were victims of Boko haram and 164 who are non-victim students making the total of 300 were used as sample size for the study. The study employed ex post facto research design; Pearson Product Moment Correlation was used to test the hypotheses, and it was revealed that there was a significant negative relationship between anxiety and academic adjustment among senior secondary school students who are victims of Boko haram insurgency with p value of 0.003. Also, there is significant negative relationship between anxiety and academic performance of

senior secondary school students who are victims of Boko haram insurgency with p value of 0.001. Furthermore, there is significant negative relationship between traumatic stress and academic motivation of secondary school who are also victims of Boko Haram insurgency with p value of 0.001 and it was recommended that conducive atmosphere should be provided by the government to improve security in schools and enhance teaching and learning, as this will go a long way in reducing traumatic stress and anxiety.

Elhag et al (2025) investigated the correlation between anxiety scores and academic performance among adolescent schoolchildren in Northern Sudan. This cross-sectional study was carried out during the 2021-2022 academic year among schoolchildren from randomly selected schools in Almatamah locality, River Nile State, Northern Sudan. A questionnaire was used to collect the participants' sociodemographic data. Anxiety levels were assessed using the questionnaire tools of the General Anxiety Disorder 7-item scale. Students' academic performance scores were obtained from school records. Multivariate linear regression was performed. A total of 328 students participated in this study, comprising 156 boys (47.6%) and 172 girls (52.4%). The median [interquartile range (IQR)] age of the students was 14.9 years (13.9-15.6 years). The median (IQR) of the students' academic scores was 27.6% (22.2%-48.1%). The median (IQR) of the students' anxiety scores was 0 (0-3). In univariate linear analysis, anxiety scores were positively associated with academic performance scores (coefficient = 1.19, *P* value < 0.001). In multivariate linear analysis, after controlling for age, sex, parental education, occupation, and body mass index-Z-score, anxiety scores were positively associated with academic performance scores (coefficient = 0.60, *P* value < 0.001). The study revealed a positive correlation between anxiety scores and students' academic performance scores. However, the association between mental health disorders, including anxiety, and academic performance is a complex issue. Therefore, further studies are recommended.

PanelPrima et al (2020) study observes the relationship between anxiety level and students' academic performance. The test to find out a significant correlation of anxiety and academic performance was has carried out among engineering students. A total 205 males and females student participated in this test. They were second year students from four engineering faculties at Universiti Malaysia Pahang (UMP). The study anxiety level was measured using State Trait Anxiety Inventory (STAI). Meanwhile, students' academic performance was measured using Grade Point Average (GPA). The results showed that there was a significant correlation of high level anxiety and low academic performance among engineering students, with significant correlation (p = 0.000) and the correlation coefficient is small with r = -.264. Large of sample size required to strengthen the coefficient correlation was suggested for further research.

Methodology

This study employed the correlational survey research design. The area of the study is Makurdi Metroplis in Benue state. The total population of this study is one thousand three secondary school students (1300). According to IOM (2026), statewide IDP secondary school students' tracking shows that one three hundred (1300) internally displaced secondary school students are residing across the three official IDP camps in Makurdi Benue state. The population comprises of 820 female and 480 male students. The source of the information is IOM Benue statewide IDP secondary school students tracking (2026). The three internally displaced camps are Ichua IDP Camp, Bakka IDP Camp and NEPA Quarters IDP Camp all in Makurdi Metropolis of Benue state.

The breakdown of the population shows that Ichua IDP camp has 550 students, Bakka IDP camp has 430 students and NEPA IDP is 320 students. The sample size of the study is two hundred

and ninety one (291), representing the population of the study. According to Krejice and Morgan (1970), 291 sample size is adequate for the population of 1300. Therefore, a sample of 291 is appropriate for this study. The study employed proportionate stratified random sampling technique per camp as determined by their number relative to the entire population. . Table 1 explained the sampling procedure used in the study.

Table 1: Sample distribution of the study

S/N	Camps	Population	Sample size	percentage
1	Ichua Camp	550	123	42%
2	Bakka Camp	430	96	33%
3	NEPA Camp	320	72	25%
	Total	1300	291	100

Source: Survey conducted by the researcher (2026)

Two instruments were used in collecting the data for this study. The first was the Anxiety and Depression Scale (ADS) and the second was the Social and Emotional Adjustment Inventory (SEAI). The two instruments were adapted from educational media solutions and Harvard programmes in refugee trauma cited in Bell (2022). Both instruments were structured on a four-point Likert scale. The anxiety and depression subscales had ten (10) items each, while the social and emotional adjustment subscales had twenty (20) and nineteen (19) items respectively.

The two instruments were validated by psychometric experts and were found reliable as both have an appreciable internal consistency. The ADS internal consistency subscale established by original author is .822 and .812. A pilot study was conducted on students from NEPA IDP camp with 40 students that were not selected to participate in the study. Result of the pilot study was analyzed using (SPSS) version 20.0 and internal consistency of the test obtained shows that social and emotional adjustment inventory subscale has the internal consistency of .831 and .832 respectively. The reliability coefficients were determined by the use of Cronbach's alpha reliability statistics. These reliabilities show that the instruments are reliable to collect data for the research. Furthermore, Permission was soughed and obtained from state emergency management agency (SEMA) and the consent of the participants were sought which enabled the researcher to administer the questionnaire to the selected participants. The questionnaire was administered to the participants in one day with help of research assistance. The data were collated and analyzed using Pearson Product Moment Correlation (r), and all four null hypotheses were tested at the significance level of 0.05.

Results

Hypothesis one

There is no significant relationship between anxiety and the social adjustment of secondary school students living in internally displaced persons' camps in Makurdi, Benue state.

Table 1: Pearson Product Moment Correlation (PPMC) statistics on relationship between anxiety and social adjustment of secondary school students living in internally displaced camp.

Variables	**N**	**Mean**	**SD**	**Df**	**Correlation index r**	**p**
Anxiety	291	34.411	8.8763			
Social Adjustment	291	66.437	17.1282			
				289	-0.722	.001

Correlation is significant at the 0.05 level (2-tailed).

Pearson Product Moment Correlation (PPMC) statistics in table 1 showed that a significant relationship exists between anxiety and social adjustment among secondary school students living in internally displaced camp in Makurdi Benue state. This is because the calculated p value of 0.012 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of 0.722 at df 289. There is a negative relationship between anxiety and social adjustment. That is, the higher the students' level of anxiety, the lower the social adjustment and vice versa. Consequently, the null hypothesis which states that there is no significant relationship between anxiety and social adjustment among secondary school students living in internally displaced camp in Makurdi Benue state, is hereby rejected.

Hypothesis Two

There is no significant relationship between anxiety and emotional adjustment of secondary school students living in internally displaced camp in Makurdi, Benue state.

Table 2: Pearson Product Moment Correlation (PPMC) statistics on relationship between anxiety and emotional adjustment among secondary school students living in internally displaced camp in Makurdi Benue state.

Variables	N	Mean	SD	Df	Correlation index r	p
Anxiety	291	34..6728	14.12254	289	-0.782	.001
Emotional adjustment	291	34.4118	8.87633			

Correlation is significant at the 0.05 level (2-tailed)

Pearson Product Moment Correlation (PPMC) statistics in table 2 showed that a significant relationship exists between anxiety and emotional adjustment among secondary school students living in internally displaced camp in Makurdi Benue state. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of 0.782 at df 289. The relationship between anxiety and emotional adjustment is inversely proportional. That is, the higher the students' level of anxiety, the lower the emotional adjustment and vice versa. Consequently, the null hypothesis which states that there is no significant relationship between anxiety and emotional adjustment of secondary school students living in internally displaced camp in Makurdi, Benue state is hereby rejected.

Hypothesis Three

There is no significant relationship between depression and social adjustment of secondary school students living in internally displaced camp in Makurdi, Benue state.

Table 3: Pearson Product Moment Correlation (PPMC) statistics on relationship between depression and social adjustment among secondary school students living in internally displaced camp in Makurdi Benue state.

Variables	N	Mean	SD	Df	Correlation index r	p
Depression	291	34.356	6.7289			
Social Adjustment	291	66.437	17.1282	289	-0.879	.001

Correlation is significant at the 0.05 level (2-tailed).

Pearson Product Moment Correlation (PPMC) statistics in table 3 showed that a significant relationship exists between depression and social adjustment among secondary school students

living in internally displaced Camp in Makurdi Benue State. This is because the calculated p value of 0.003 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of 0.879 at df 289. The relationship between depression and social adjustment is inversely proportional. That is, the higher the students' level of depression, the lower the social adjustment and vice versa. Consequently, the null hypothesis which states that there is no significant relationship between depression and social adjustment of secondary school students living in internally displaced camp in Makurdi, Benue state is hereby rejected.

Hypothesis Four:

There is no significant relationship between depression and emotional adjustment of secondary school students living in internally displaced camp in Makurdi, Benue state.

Table 4: Pearson Product Moment Correlation (PPMC) statistics on relationship between depression and emotional adjustment among secondary school students living in internally displaced camp in Makurdi, Benue state.

Variables	N	Mean	SD	Df	Correlation index r	p
Depression	291	34.3566	6.7289			
Emotional Adjustment	291	64.6728	14.12254			
				289	-0.662	.001

Correlation is significant at the 0.05 level (2-tailed).

Pearson Product Moment Correlation (PPMC) statistics in table 4 showed that a significant relationship exists between depression and emotional adjustment among secondary school students living in internally displaced camp in Makurdi, Benue state. This is because the calculated p value of 0.006 is lower than the 0.05 alpha level of significance and the computed absolute value of the correlation index r value of 0.662 at df 289 The relationship between depression and emotional adjustment is inversely proportional. That is, the higher the students' level of depression, the lower the emotional adjustment and vice versa. Consequently, the null hypothesis which states that there is no significant relationship between depression and emotional adjustment of secondary school students living in internally displaced camp in Makurdi, Benue state is hereby rejected.

Discussion of Findings

In hypotheses one and two of this study, it was found that anxiety is negatively related to social and emotional adjustment of students living in internally displaced persons' camps in Makurdi, Benue State. This implies that the higher the level of anxiety, the lower the social and emotional adjustment of students. In psychoanalytic theory, anxiety is a signal of unresolved inner conflict, as discussed in the theoretical framework of this study. This is what Sigmund Freud in his theoretical framework refers to as the forces of the unconscious mind that continue to dictate the direction of behaviour and personality of an individual.

This finding agrees with the previous finding of Buba (2016). In Buba's study, it was found that post-traumatic stress reaction (comprising anxiety, aggression and depression) is negatively related to school adjustment of all categories of students both conventional and nomadic. The statistical tool used for analyzing data of the two studies are the same and the variables investigated are similar. However, the location of these studies is not the same. While this study was conducted among the secondary school students living in IDP camps in Makurdi, the previous study was conducted among the primary school pupils living in conflict areas of Wukari, Taraba State. The finding of this study in hypothesis one is also in line with the previous

finding of Maina (2018) where it was revealed that a significant negative relationship existed between anxiety and academic adjustment and performance of students who are victims of Boko Haram insurgency.

The findings on hypotheses three and four revealed that depression has negative influence on social and emotional adjustment of students. In other words, the relationship between depression and social and emotional adjustment of students is inversely proportional which means, the higher the level of depression, the lower the level of social and emotional adjustment of students. According to Sigmund Freud, depression is one of the contents of the unconscious mind which are unacceptable or unpleasant but the unconscious continues to influence our behaviour and experience, even though we are unaware of these underlying influences. In this study, it was found that depression hindered social and emotional adjustment of students in line with the theoretical framework of Sigmund Freud. The finding of this study agrees with the previous finding of Solomon (2018) which has shown that depression has significant negative influence on emotional adjustment of IDPs. It was also found that depression has a significant negative influence on social adjustment of IDPs.

Conclusions and Recommendations

It is concluded in this study that anxiety has a significant negative relationship with the social and emotional adjustment of students. It is also concluded that depression has a significant negative relationship with the social and emotional adjustment of students. In line with the results of this study, it is recommended that: Government, through the Benue State Emergency Management Agency and the State Ministry of Education, should post trained guidance counsellors and psychologists to the IDP camps to provide regular screening and counselling for anxiety and depression. Peer-support and recreation programmes should be organized by Non-governmental organization. The study has contributed to the existing knowledge by showing that anxiety and depression are significantly related to social and emotional adjustment of IDP students. It has suggested that further studies should be conducted on the relationship among anxiety, depression and academic performance of students in IDP camps.

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