



Trauma-Informed Counselling and Rehabilitation of Drugs Addicted Students in Rivers State Universities

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ABSTRACT

This study examined trauma-informed counselling and rehabilitation of drugs addicted students in Rivers State universities. Three research questions and three hypotheses guided the study. This study adopted correlation design. The population of the study consists of all the 38,783 undergraduate students in Rivers State Universities. The sample size for the study was 157 (RSU = 121; IAUE = 36) respondents obtained through Taro Yamen sample size determination method. The instrument for data collection was tagged “Trauma-Informed Counselling Questionnaire (TICQ)” while the second instrument was tagged “Rehabilitation of Drug Addicted Questionnaire (RDAQ)”. The instruments were faced, and contents validated by two experts. One expert in Guidance and Counselling and one in Measurement and Evaluation both from Rivers State University, Port Harcourt. The internal consistency of the instrument was established through Pearson Product Moment Correlation. The reliability index was found to be 0.83 and 0.81. Data collected were analysed with Pearson’s Product Moment Correlation Coefficient Statistics for research questions and hypotheses. The study found that there exists a relationship between realization of trauma signs and rehabilitation of drug addicted students in Rivers State universities. the study further found that there exists a relationship between recognizing and resisting of trauma signs and rehabilitation of drug addicted students in Rivers State universities. Based on the findings of the study, it was recommended among others that drug addict (student) should consult the guidance and counselling unit of the university upon realization of drug addiction. Victims of drug addiction should be able to recognizes themselves without shame or fear that they are drug addict on campus. This will enhance easy application of trauma-informed counselling. Universities should organize an awareness campaign targeting towards ways of resisting drug addiction among students.

Keywords: Trauma, Counselling, Rehabilitation, Drug and Drug Addiction.

INTRODUCTION

Tertiary institutions are the top most level of educational training universally. It could be a university, polytechnic, college of education among others. The contributions of tertiary institutions cannot be overemphasized as its graduates or products are the corner stone in all human endeavors. This implies that the success or growth of any nation depends on tertiary institution as its graduates contribute meaningfully in their various place of employment to the development of such sector. Today, students of tertiary institutions are commonly found using drugs positively or negatively.

A drug refers to a substance that could bring about a change in the biological function of a human being through its chemical actions (Okoye, 2001). It is also considered as a substance that modifies perceptions, cognition, mood, behavior and general body functions (Balogun, 2006). Despite the use of this substance for the wellbeing and to restore a malfunctioned system of an individual, excessive use of it without

directives and prescription by experts causes a harmful effect to the users especially among university students. The excessive use of these drugs without advice or directive among its users is referred to as drug abuse, similarly, continuous usage without control and difficulty of stopping it is termed drug addiction. These two acts (drug abuse and drug addiction) are commonly found among Nigerian students. In most cases, it is used interchangeably.

According to Acolagbe (2005), the most commonly used and abused substances globally are cigarettes, cannabis and alcohol as alcohol and other related problems are becoming more and more a public health concern globally; due to over use and indiscriminate use of drugs. Drug abuse, according to Ajayi and Ayodele (2002), is the wrong use or inappropriate use of chemical substances that are capable of changing functions of cells in the body. Drug abuse has become a global phenomenon affecting almost every country; though the extent, causes, effects and characteristics vary from one country to another.

Today drug abuse or drug addiction is one of the most vexing and pervasive problems that almost all countries including Nigeria; are grappling with in as far as administration and management of schools is concerned (Bashar, Fauziya, Ibrahim & Abubakar, 2019). The consequences on the youth are disastrous and devastating especially the negative effects in schools and the communities. This is having been aggravated by the rapid social and technology changes which have had a corrupting influence on the youth in schools. The monster is a real threat to the youth; parents; schools and the economies of the world countries that could rely on the valuable youth potential that is being robbed by drugs (Nodding, 2010). It has also translated to an impediment in as far as the management of schools is concerned. Drug abuse is a global health and social problem. It is one of the major problems affecting the youth both in school and out of school. It seems to have impacted negatively on the academic, social, psychological, economical and physiological development among the abusers (West & Graham; 2005). Therefore, it has become a matter of grave concern to educational stakeholders, medical practitioners, sociologists, religious leaders, counselors and parents thus needing urgent attention (Adewuya, 2005). This is because drug addiction leads to traumatic state of an individual.

The American Psychological Association [APA] (2014) defines trauma as an emotional response to a terrible event, such as an accident, rape, or natural disaster. Any time a person fears his or her safety, they are experiencing trauma. Trauma can be anything that puts a student's physical or emotional well-being at risk of harm.

Jaycox, Langley, Stein, Wong, Sharma, Scott & Schonlau (2009) defined trauma as "a sudden, life-threatening event, in which an individual feels horrified, terrified, or helpless". Duplechain, Reigner, and Packard (2008) considered traumatic events to include "hearing gunshots, witnessing muggings, stabbings, or shootings; or seeing a dead body". According to Kuban and Steele (2011), traumatic events also include "medical procedures, drowning accidents, house fires, car fatalities, substance-abusing parents, divorce, and living with a terminally ill relative".

Whether it is trauma from drug abuse, domestic abuse or emotional neglect, trauma can take a serious toll on victims. Each student is affected differently by trauma, so the effects of traumatic events vary from individual students to another and hence it cannot be generalized. Immediately after traumatic events, shock, denial, and anger are common reactions. However, long term reactions as a result of trauma can include: unpredictable emotions, flashbacks, strained relationships, headaches, nausea and difficulty coping among others. Similarly, some examples of traumatic experiences include: car accidents, bullying, violence, sexual assault, unstable home life, natural disasters, intense pain, chronic disease, verbal abuse and parental neglect and so on. These traumatic victims with these effects can be rehabilitated through trauma-informed counselling.

There are many definitions of Trauma Informed Counselling (TIC) and various models for incorporating it across organizations, but a "trauma-informed approach incorporates three key elements which include: realizing the prevalence of trauma; recognizing how trauma affects all individuals involved with the program, organization, or system and how resisting the prevalence of trauma. Trauma Informed Practice (TIP) is a strengths-based framework which is founded on five core principles – safety, trustworthiness, choice, collaboration and empowerment as well as respect for diversity.

The trauma-informed approach is guided four assumptions, known as the “Four R's”: Realization about trauma and how it can affect people and groups, recognizing the signs of trauma, having a system which can respond to trauma, and resisting re-traumatization. The five guiding principles are; safety, choice, collaboration, trustworthiness and empowerment. Ensuring that the physical and emotional safety of an individual is addressed is the first important step to providing Trauma-Informed Counselling/Care. Trauma-informed Counselling, then, is when a counsellor recognizes the complicated and complex ways that trauma influences all parts of someone's life, body, and brain, and makes treatment decisions based on that framework. A trauma-informed approach seeks an awareness of the widespread impact of trauma on life experience and relationships. It recognizes trauma's role in the outlook, emotions and behavior of a person with a trauma history. Trauma-informed counselling is carried out on drug addicted individual through proper rehabilitation process.

Rehabilitation is the process of re-educating and retraining those who mentally malfunctioned as a result of drug addiction. It generally involves psychological approaches which target the cognitive distortions associated with specific kinds of ill-activities committed by particular offenders - but may also involve more general education such as literacy skills and work training. The goal is to re-integrate victims back into society. This is done by a trauma counsellor. A trauma counselor is a type of therapist who works with patients who experience trauma. Because trauma counselors work with victims of trauma, their job largely involves helping others and providing support to these victims. Based on the foregoing, it is necessary to examine the subject of trauma-informed counselling and rehabilitation of drugs addicted students in Rivers State universities.

Purpose of the Study

The purpose of the study was to examine trauma-informed counselling and rehabilitation of drugs addicted students in Rivers State universities. Specifically, the study sought to:

1. Find out how realizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities.
2. Find out how recognizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities.
3. Find out how resisting the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities.

Research Questions

The following questions were answered to guide the study.

1. How does realizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities?
2. How does recognizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities?
3. How does resisting the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Realizing the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly.
2. Recognizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities significantly.
3. Resisting the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities significantly.

METHODOLOGY

The study adopted correlational research design. Correlational research design establishes relationship between two or more variables that are independent or dependent (Nwankwo, 2013). The study was carried out in Rivers State universities which include Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population of the study consists of all undergraduate students in

Rivers State universities. As at the time of this study, Rivers State universities have a population of 38,783 undergraduate students (RSU = 29,939; IAUE = 8,844) (Source: Admission Office, 2021). The sample size for the study was 157 (RSU = 121; IAUE = 36) respondents. Stage 1 was the adoption of Taro Yamen sample size determination method to determine the sample size of the study for both lecturers and students. At stage 2, proportionate simple random sampling technique was used to determine number of students from each university. Stage 3 was the adoption of simple random sampling technique in the selection of samples. Hence, a sample size of 157 was obtained and used for the study.

Two separate self-structured questionnaires were used in the study. The first instrument was titled “Trauma-Informed Counselling Questionnaire (TICQ)” while the second instrument was tagged “Rehabilitation of Drug Addicted Questionnaire (RDAQ)”. These instruments were used for data collection. The first instrument (TICQ) was divided into four different sections of A, B, C and D respectively based on the objectives of the study while the second instrument (RDAQ) consists of only one section that was used to obtain information relating to addiction of students to drugs. The two instruments (TICQ) and (RDAQ) consist of 28 items and respondents were requested to indicate their opinions on a four (4) point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SA) with numerical values of 4, 3, 2 and 1 respectively. The instruments were faced, and contents validated by two experts. One expert in Guidance and Counselling and one in Measurement and Evaluation both from Rivers State University, Port Harcourt. The instruments were validated with reference to: wordings, sentence construction, ambiguity, appropriateness and relevance. The inputs made were taken into consideration and used to restructure final copy of the instrument.

The reliability of the instrument was established using test-retest method for a measure of internal consistency of the instruments. The recorded response for the two administrations was correlated using Pearson Product Moment Correlation and a reliability coefficient of 0.83 was obtained for the first instrument (TICQ) while reliability coefficient of 0.81 was obtained for the second instrument (RDAQ) respectively. A total of 157 copies were distributed and successfully retrieved indication 100% return rate. The data collected for the study were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) formula. Research questions were answered based on the value and direction of the correlation coefficient, (positive and high, positive but low, or negative and high or negative but low or moderate). Hypotheses were tested for significance of relationship at 0.05 level of significance with 155 degrees of freedom. This was further tested by transforming the coefficient of correlation (r) to t in order to establish the significance or otherwise of the r – value.

RESULTS

The results of the study are presented below.

Research Question 1: *How does realizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities?*

Table 1: Relationship between Realizing Signs of Trauma and Rehabilitation of Drug Addicted Students

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r _{cal}	r _{crit}	Remarks
Realization of Signs (X)	157	728.26	1882.07				
				2141.18	0.87	0.195	High Positive
Rehabilitation of Drug Addiction (Y)	157	1270.07	2407.11				

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

The analyses from Table 1 reveals a correlation value of r = 0.87. This value is high and positive, thus indicating that there is high and positive relationship between realizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities. The relationship here being positive

indicates a proportional increase of both realizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities.

Research Question 2: *How does recognizing the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities?*

Table 2: Relationship between Recognizing Signs of Trauma and Rehabilitation of Drug Addicted Students

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r _{cal}	r _{crit}	Remarks
Recognition of Signs (X)	157	813.02	1730.11				
				2101.30	0.80	0.195	High Positive
Rehabilitation of Drug Addiction (Y)	157	1270.07	2407.11				

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

The analyses from Table 2 reveals a correlation value of $r = 0.80$. This value is high and positive, thus indicating that there is high and positive relationship between recognizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities. The relationship here being positive indicates a proportional increase of both recognizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities.

Research Question 3

How does resisting the signs of trauma relates to rehabilitation of drug addiction of students in Rivers State universities?

Table 3: Relationship between Resisting Signs of Trauma and Rehabilitation of Drug Addicted Students

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r _{cal}	r _{crit}	Remarks
Resisting of Signs (X)	157	871.33	2305.17				
				1851.23	0.88	0.195	High Positive
Rehabilitation of Drug Addiction (Y)	157	1270.07	2407.11				

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

The analyses from Table 3 reveals a correlation value of $r = 0.87$. This value is high and positive, thus indicating that there is high and positive relationship between resisting the signs of trauma and rehabilitation of drug addicted students in Rivers State universities. The relationship here being positive indicates a proportional increase of both realizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities.

Statistical Test of Hypotheses

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

Hypothesis 1

Realizing the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly.

Table 4: Pearson Correlation Summary Analysis between Realizing Trauma Signs and Drug Addiction of Students in Rivers State Universities

Variable	N	$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	$\sum XY$	df	α	r _{cal}	r _{crit}	t _{cal}	t _{crit}	Remarks
Realizing the Signs (X)	157	728.26	1882.07										
						2141.18	155	0.05	0.87	0.195	26.04	1.96	Sig. Reject H ₀
Rehabilitation of Drug Addiction (Y)	157	1270.07	2407.11										

Source: *Researcher's Field Result, 2021*

Table 4 shows Pearson Correlation Summary between realizing trauma signs and drug addiction of students in Rivers State universities. Result from Table 4 revealed that the sum and sum of squares for realizing the signs of trauma are 728.26 and 1882.07 while that of rehabilitation of drug addicted students are 1270.07 and 2407.11 respectively. The sum of product of scores on the two variables (Realizing Trauma Signs and Drug Addiction of Students in Rivers State Universities) is 2141.18. The correlation coefficient is 0.87 which is greater than the critical value of r (0.195) at 155 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of realizing the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly is rejected. This implies that there is a positive relationship between realizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities.

Hypothesis 2

Recognizing the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly.

Table 5: Pearson Correlation Summary Analysis between Recognizing Trauma Signs and Drug Addiction of Students in Rivers State Universities

Variable	N	$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	$\sum XY$	df	α	r _{cal}	r _{crit}	t _{cal}	t _{crit}	Remarks
Recognizing the Signs (X)	157	813.02	1730.11										
						2101.30	155	0.05	0.80	0.195	30.11	1.96	Sig. Reject H ₀
Rehabilitation of Drug Addiction (Y)	157	1270.07	2407.11										

Source: *Researcher's Field Result, 2021*

Table 4 shows Pearson Correlation Summary between recognizing trauma signs and drug addiction of students in Rivers State universities. Result from Table 5 revealed that the sum and sum of squares for recognizing the signs of trauma are 813.02 and 1730.11 while that of rehabilitation of drug addicted students are 1270.07 and 2407.11 respectively. The sum of product of scores on the two variables (Recognizing Trauma Signs and Drug Addiction of Students in Rivers State Universities) is 2101.30. The correlation coefficient is 0.80 which is greater than the critical value of r (0.195) at 155 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of recognizing the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly is rejected. This implies that there is a positive relationship between recognizing the signs of trauma and rehabilitation of drug addicted students in Rivers State universities.

Hypothesis 3

Resisting the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly.

Table 6: Pearson Correlation Summary Analysis between Resisting Trauma Signs and Drug Addiction of Students in Rivers State Universities

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	df	α	r _{cal}	r _{crit}	t _{cal}	t _{crit}	Remarks
Resisting the Signs (X)	157	871.33	2305.17								
Rehabilitation of Drug Addiction (Y)	157	1270.07	2407.11	1851.23	155	0.05	0.88	0.195	24.10	1.96	Sig. Reject H ₀

Source: *Researcher's Field Result, 2021*

Table 6 shows Pearson Correlation Summary between resisting trauma signs and drug addiction of students in Rivers State universities. Result from Table 6 revealed that the sum and sum of squares for resisting the signs of trauma are 871.33 and 2305.17 while that of rehabilitation of drug addicted students are 1270.07 and 2407.11 respectively. The sum of product of scores on the two variables (Resisting Trauma Signs and Drug Addiction of Students in Rivers State Universities) is 1851.23. The correlation coefficient is 0.88 which is greater than the critical value of r (0.195) at 155 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of resisting the signs of trauma does not relate to rehabilitation of drug addiction of students in Rivers State universities significantly is rejected. This implies that there is a positive relationship between resisting the signs of trauma and rehabilitation of drug addicted students in Rivers State universities.

CONCLUSION

The study concludes that students in Rivers State universities that are drug addicted can be rehabilitated through proper and effective trauma-informed counselling. This trauma-informed counselling in this study comprises of three components which include realization of trauma signs, recognition of trauma signs as well as resisting trauma signs. These counselling were found to have a positive and high relationship with rehabilitation of drug addicted students in Rivers State universities.

RECOMMENDATIONS

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

1. That drug addict (student) should consult the guidance and counselling unit of the university upon realization of drug addiction.
2. Victims of drug addiction should be able to recognize themselves without shame or fear that they are drug addict on campus. This will enhance easy application of trauma-informed counselling.
3. Universities should organize an awareness campaign targeting towards ways of resisting drug addiction among students.

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