

**EFFECTS OF DISPLACEMENT ON THE ACADEMIC PERFORMANCE OF THE
INTERNALLY DISPLACED ADOLESCENTS IN UHOGUA IDP CAMP**

BENIN CITY, EDO STATE.

BY

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CERTIFICATION

This is to certify that this proposal titled **“Effects of Displacement on the academic performance on Internally Displaced Adolescents in Uhogua Camp, Benin”** was carried out by **Kemi Ezeanyim** with mat No **PG/SSC9803850** under the supervision of Dr. Osagie Egharevba in the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City, Edo State, Nigeria, in partial fulfilment of the requirements for the award of **Master of Social Work Degree**.

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SECTION ONE

INTRODUCTION

1.1 Background to the Study

Internal displacement remains one of the most significant humanitarian challenges globally, with millions of children and adolescents affected each year. According to the Internal Displacement Monitoring Centre (IDMC, 2023), internal displacement disrupts access to basic services such as education, healthcare, and psychosocial support, exposing adolescents to vulnerabilities that directly affect their developmental and academic outcomes. Education is one of the most severely impacted sectors, as displacement often leads to school closures, overcrowded learning environments, psychological trauma, and prolonged learning interruptions (UNICEF, 2022).

Nigeria is one of the African countries most affected by internal displacement, largely due to Boko Haram insurgency, communal clashes, banditry, and farmer–herder conflicts. As of 2023, more than 3.2 million people were internally displaced across Nigeria (UNHCR, 2023). Numerous studies have shown that displaced children in Nigeria face increased school dropout rates, learning disruptions, limited access to qualified teachers, overcrowded classrooms, and inadequate learning materials (Adewale & Aremu, 2021; Ibrahim, 2022). These conditions collectively weaken academic performance and reduce the likelihood of successful educational progression.

In Edo State, the Uhogua IDP settlement managed mainly by faith-based and humanitarian organisations hosts hundreds of displaced adolescents from Borno, Adamawa, Yobe, Benue, Plateau, and other conflict-affected regions. Research and field reports indicate that although the settlement provides basic shelter and informal schooling arrangements, many adolescents still experience poor learning conditions, insufficient instructional resources, emotional stress,

and inconsistent attendance patterns (Ezera, 2021; Oviawe & Edebor, 2022). These challenges are compounded by food insecurity, limited psychosocial support, and socio-economic hardship, all of which are known predictors of low academic achievement (Afolayan, 2020).

Empirical literature across conflict-affected contexts highlights several pathways through which displacement affects academic performance. First, displacement causes school disruption and loss of instructional hours, leading to learning gaps and poor retention (Dryden-Peterson, 2016). Second, exposure to trauma such as violence, loss of family members, or forced migration can impair concentration, memory, motivation, and classroom behaviour (Betancourt et al., 2015). Third, displaced adolescents often face economic pressures that force them into child labour or domestic responsibilities, reducing study time and school attendance (Obiakor & Adeniran, 2021). Fourth, poor learning environments in camps, including overcrowded classes and untrained volunteer teachers, contribute to low learning outcomes (Eze & Okoro, 2020).

Although national and international studies document the impact of displacement on children's education, there is limited context-specific evidence focusing on adolescents living in the Uhogua settlement in Benin City. Adolescence is a critical developmental stage requiring stability, emotional security, and consistent schooling. Hence, understanding how displacement experiences shape their learning outcomes is vital. The unique socio-cultural setting, camp management structure, and educational interventions in Uhogua call for a localised study that captures the lived realities of displaced adolescents and the factors influencing their academic performance.

Therefore, this study examines the extent to which displacement affects the academic performance of internally displaced adolescents in Uhogua, Benin City. By exploring the

educational challenges, psychosocial conditions, and schooling experiences of displaced adolescents, the study aims to provide evidence-based recommendations to strengthen educational support systems, improve learning outcomes, and guide policy responses for IDPs in Edo State and Nigeria at large.

1.2 Statement of the Research Problem

Despite education being universally recognized as a fundamental right and a pathway to human development, the academic experiences of internally displaced adolescents in Nigeria remain profoundly compromised. In the Uhogua IDP community in Benin City, adolescents continue to grapple with chronic learning disruptions arising from prolonged displacement. These learners experience repeated school interruptions, overcrowded classes, psychological distress, poverty-related burdens, inconsistent access to qualified teachers, and inadequate learning materials. Although several NGOs and faith-based organisations operating in Uhogua claim to provide educational support, observable outcomes still point to persistent low academic achievement, irregular attendance, weak concentration levels, and diminishing motivation to learn (Ezera, 2021; Oviawe & Edebor, 2022). This persistent mismatch between educational interventions and learning outcomes raises serious concern.

More troubling is the fact that, despite years of humanitarian and governmental efforts in the camp, there is still a noticeable absence of context-specific, empirical knowledge on how displacement-induced adversities such as trauma exposure, economic hardship, separation from family structures, insecure living conditions, overcrowded classrooms, and emotional instability directly shape the academic performance of these adolescents. Existing studies largely generalize the educational challenges of IDPs in Nigeria without addressing the unique realities of Uhogua. This lack of localized evidence continues to obscure the true

magnitude of the problem and prevents stakeholders from understanding which factors exert the greatest influence on learning outcomes.

Consequently, policymakers, educators, and humanitarian actors continue to design interventions that are often poorly targeted, insufficiently resourced, or misaligned with the actual needs of displaced learners. Without clear evidence that captures the lived experiences of adolescents in Uhogua, the cycle of poor academic performance is likely to persist, further widening educational inequalities between displaced and non-displaced children.

Therefore, the central problem this study addresses is the persistent absence of systematic, empirical data on how displacement-related conditions specifically affect the academic performance of internally displaced adolescents in Uhogua IDP camp. This study seeks to investigate the critical displacement-induced factors undermining their academic achievement and to generate evidence-based insights that can inform more responsive and effective educational interventions.

1.3 Aim and Objectives of the Study

The main aim of the study is to examine the effect of displacement on the academic performance of internally displaced adolescents in Uhogua, Benin City. The specific objectives are to:

- i. assess the extent to which displacement influences the academic performance of internally displaced adolescents in Uhogua, Benin City.
- ii. examine the educational challenges faced by displaced adolescents in the Uhogua settlement.
- iii. determine the effect psychological and emotional experiences (such as trauma and stress) associated with displacement has on students' academic performance.

- iv. investigate how socio-economic conditions in the Uhogua IDP settlement affect the academic achievement of adolescents.

1.4 Research Questions

Based on the objectives, the study seeks answers to the following questions:

- i. To what extent does displacement influence the academic performance of internally displaced adolescents in Uhogua?
- ii. What educational challenges does displaced adolescents in Uhogua experience?
- iii. Does psychological and emotional experiences associated with displacement affect the academic performance of adolescents in Uhogua?
- iv. Does socio-economic conditions in the Uhogua IDP settlement influence the academic achievement of displaced adolescents?

1.5 Significance of the Study

This study is important for several reasons:

This study will make a significant contribution to the existing body of knowledge by empirically examining the relationship between displacement and the academic achievement of adolescents within internally displaced persons (IDP) camps. While several studies have explored displacement broadly, there remains a noticeable gap in context-specific, camp-based evidence from Nigeria, particularly Uhogua IDP camp. By focusing on displaced adolescents, this study will enrich scholarly discourse on educational resilience, adolescent development, and learning outcomes under conditions of forced migration. The findings will extend existing theories in educational psychology, social work, and human development by providing localized empirical data that reflects the realities of displacement in developing countries. Consequently, the study will help bridge the gap between theoretical assumptions and lived educational experiences of displaced adolescents.

The findings of this study will be highly relevant to policymakers and government agencies involved in education and humanitarian response. Institutions such as the Federal and State Ministries of Education, the National Emergency Management Agency (NEMA), and the State Emergency Management Agency (SEMA) can utilize the results to inform evidence-based policies aimed at improving educational access and quality for displaced adolescents. Insights from the study can guide the formulation of inclusive education policies, school integration strategies, and targeted interventions for IDP populations. Furthermore, the study will provide a basis for reviewing existing education-in-emergency policies and strengthening coordination between educational authorities and humanitarian actors. In the long term, such policy adjustments can contribute to sustainable educational development and social reintegration of displaced youths.

This study will provide a strong empirical foundation for future research in the fields of education, counselling, psychology, and social work. By identifying key factors associated with academic achievement among displaced adolescents, it will open avenues for comparative studies across different IDP camps, regions, and age groups. Future researchers may build on this work by exploring longitudinal outcomes, gender differences, or the mediating roles of psychosocial support, school environment, and counselling services. The study will also serve as a reference point for postgraduate students and scholars seeking reliable data and methodological guidance on displacement-related educational research. As such, it contributes to the continuity and expansion of scholarly inquiry on displacement and education.

At completion of the work, a major importance of this study lies in its provision of empirical evidence on the educational experiences of internally displaced adolescents. Rather than relying solely on secondary reports or global statistics, the study will generate primary data that reflect the actual academic conditions within IDP camps. This empirical evidence

enhances the credibility and validity of discussions surrounding displacement and academic achievement. It also provides practitioners, NGOs, and humanitarian organizations with concrete data to support programme planning, intervention design, and monitoring and evaluation efforts. By grounding discussions in empirical findings, the study helps move the discourse from assumptions to evidence-based understanding.

The study also holds theoretical significance, as its findings may contribute to the refinement or development of theories related to education under adversity. By examining how displacement interacts with academic achievement, the study offers insights that can inform theories of resilience, ecological systems theory, human capital theory, and trauma-informed educational models. The results may challenge existing theoretical assumptions or support the need for context-sensitive adaptations of established theories. In this way, the study not only applies theory but also contributes to theory-building by integrating empirical findings from displaced populations. This theoretical contribution is particularly valuable for scholars and practitioners working in education, counselling, and social work within humanitarian settings.

1.6 Scope of the Study

This study focuses on the impact of displacement on the academic performance of internally displaced adolescents living in the Uhogua IDP settlement in Benin City, Edo State.

The study specifically covers:

- Adolescents aged 12–19 years residing in the Uhogua IDP community,
- Displacement-related factors (school interruption, trauma, socio-economic hardship, and camp environment), and
- Academic performance indicators (test scores, attendance, class participation, motivation, and teacher assessments).

The study does not cover IDP camps outside Edo State, and it does not analyse adults or young children below adolescent age.

1.7 Definition of Terms

Academic Performance:

The level of achievement of learners measured through test scores, classroom participation, assignments, attendance, and overall scholastic outcomes.

Adolescents:

Young persons between the ages of 12 and 19 years residing in the Uhogua IDP settlement.

Displacement:

Forced movement of individuals from their homes due to conflict, violence, or crises, resulting in residence within an IDP camp.

Internally Displaced Adolescents:

Young persons aged 12–19 years who have been forced to flee their homes and are residing in IDP settlements.

Internally Displaced Persons (IDPs):

Individuals forced to flee their homes but who remain within the borders of their country, in this case, Nigeria.

IDP Camp:

A settlement or community where internally displaced persons reside temporarily or permanently.

Psychosocial Factors:

Emotional, psychological, and social experiences including trauma, stress, anxiety, and loss that influence behaviour and learning.

Socioeconomic Conditions:

The economic and social circumstances within the Uhogua settlement, including income levels, living standards, access to resources, and community support systems.

School Environment:

The physical, social, and instructional conditions within a school that influence teaching and learning.

SECTION TWO

LITERATURE REVIEW

2.0 Preamble

This section encompasses several important components of the research project, including the explication of key terms and concepts, a thorough examination of pertinent theories, an exhaustive survey of existing literature, the formulation of testable hypotheses, and the establishment of clear operational definitions for the variables under scrutiny. By providing a comprehensive and structured approach to these crucial aspects of the study, this chapter lays the foundation for a rigorous and existing investigation of the research question at hand.

2.1 Conceptual Review

2.1.1 Concept of Displacement

Displacement refers to the forced or involuntary movement of individuals or groups from their homes as a result of conflict, violence, natural disasters, human rights abuses, or development-induced pressures. According to the United Nations High Commissioner for Refugees (UNHCR, 2022), displacement occurs when people are compelled to flee their habitual residence to seek safety, survival, or protection, often under conditions that threaten their physical and psychological well-being. Importantly, displacement may occur within national borders resulting in internally displaced persons (IDPs) or across borders, leading to refugee status.

The United Nations Guiding Principles on Internal Displacement (UN-OCHA, 2004) emphasize that displacement is not voluntary; it results from circumstances that pose immediate danger to life, livelihood, and personal security. These causes include armed conflict, communal clashes, terrorism, natural disasters (such as floods, droughts, and earthquakes), development projects (dam construction, mining), and systematic human rights

violations. Displacement disrupts normal life patterns and threatens access to education, housing, healthcare, and social support systems.

Scholars highlight that displacement is a multidimensional phenomenon with social, economic, psychological, and educational implications. Crisp (2010) explains that displacement disrupts community structures, family networks, and economic systems, often resulting in poverty, increased vulnerability, and social instability. Displacement also affects children and adolescents disproportionately, as they face heightened risks of interrupted schooling, trauma, exploitation, and long-term developmental challenges (Mendenhall, 2019).

In the African context, forced displacement has become increasingly widespread due to the combination of protracted armed conflict, ethnic violence, insurgency, environmental disasters, and political instability. The Internal Displacement Monitoring Centre (IDMC, 2023) reports that Nigeria has one of the largest internally displaced populations in Africa, driven primarily by Boko Haram insurgency, communal violence, and catastrophic flooding. These displacement crises significantly affect children's schooling, safety, identity, and access to psychosocial support.

Therefore, displacement is best understood as a complex and multifaceted phenomenon that alters social environments, disrupts educational pathways, and increases vulnerability, especially among children and adolescents. Understanding the nature and implications of displacement is essential for designing interventions that protect the rights, safety, and developmental needs of displaced populations.

2.1.2 Concept of Internally displaced Adolescents

Internally displaced adolescents are young people, typically between the ages of 10 and 19, who have been forced to flee their homes due to conflict, violence, disasters, or human rights

violations but remain within their country's borders. The United Nations Guiding Principles on Internal Displacement (UN-OCHA, 2004) define internally displaced persons (IDPs) as individuals or groups who are compelled to leave their habitual residence as a result of armed conflict, generalized violence, natural disasters, or development projects, without crossing an internationally recognized border. When this displacement affects individuals in the adolescent stage, they are categorized as *internally displaced adolescents*.

Adolescence is a critical developmental stage characterized by significant physical, cognitive, social, and emotional changes (Steinberg, 2014). For internally displaced adolescents, these developmental transitions occur under conditions of instability, trauma, and disrupted social systems, which intensify their vulnerability. The United Nations High Commissioner for Refugees (UNHCR, 2021) notes that displaced adolescents face heightened risks, including interrupted education, increased exposure to exploitation, psychosocial distress, and limited access to healthcare and basic services.

Research underscores that displacement profoundly alters normal developmental pathways. According to Mendenhall (2019), adolescents in displacement contexts often experience loss of routine, separation from family members, exposure to traumatic events, and challenges integrating into host communities. These experiences can significantly impair their emotional well-being, resilience, and capacity to participate effectively in educational activities. Studies in Nigeria reveal similar patterns: internally displaced adolescents commonly face overcrowded living conditions, inadequate schooling facilities, food insecurity, and psychological distress resulting from violence and loss (Adewuyi & Okafor, 2020).

Furthermore, internally displaced adolescents often encounter barriers to education, such as lack of learning materials, insufficient trained teachers, language challenges, and unstable schooling environments (Dryden-Peterson, 2016). These educational disruptions not only

affect academic achievement but also hinder social development, identity formation, and future career prospects.

Therefore, internally displaced adolescents represent a uniquely vulnerable population whose developmental, social, and educational outcomes are shaped by the intersection of adolescence and forced displacement. Understanding their circumstances is essential for designing interventions that ensure access to quality education, psychosocial support, safety, and long-term development opportunities.

2.1.3 Concept of Academic Performance

Academic performance refers to the measurable outcomes that indicate the extent to which a learner has achieved specific educational objectives, competencies, or learning outcomes. It reflects the cognitive, behavioural, and skill-based attainments demonstrated by students in school-related tasks. According to Fraser, Walberg, Welch, and Hattie (1987), academic performance is the product of multiple interacting factors, including the learner's abilities, learning environment, instructional quality, and socio-psychological influences. In simple terms, it represents how well a student performs in school activities such as tests, examinations, class participation, assignments, and practical tasks.

Ogunmakin and Akomolafe (2013) describe academic performance as the level at which students achieve success in school, typically measured through grades, standardized test scores, and teacher evaluations. These indicators are used by schools to determine whether learners have acquired the knowledge and competencies expected at their level. Similarly, York, Gibson, and Rankin (2015) argue that academic performance is a multidimensional construct encompassing knowledge acquisition, skill development, behaviour, and values demonstrated by learners throughout the instructional process.

Traditionally, academic performance has been assessed through quantitative indicators such as examination results, continuous assessment scores, grade point averages (GPA), and subject-based evaluations (Malecki & Elliott, 2002). However, contemporary perspectives emphasize that academic performance also includes non-cognitive dimensions, such as classroom engagement, motivation, attendance, time management, and task persistence. These broader dimensions are increasingly recognized as critical predictors of long-term academic outcomes.

In the context of vulnerable populations particularly internally displaced adolescents academic performance is often influenced by factors beyond the classroom. Research by Mendenhall (2019) shows that displacement-related stress, disruption of schooling, limited learning facilities, overcrowded classrooms, and psychosocial trauma can significantly lower students' academic engagement and achievement levels. These factors create learning barriers that interfere with concentration, comprehension, memory, and overall school participation.

Therefore, academic performance is not merely a reflection of intelligence or effort but a dynamic construct shaped by personal, environmental, socio-economic, psychological, and institutional conditions. For internally displaced adolescents, understanding academic performance requires examining how displacement experiences influence learning behaviour and academic outcomes.

2.1.4 Displacement and Educational Disruption

Educational disruption is one of the most documented consequences of forced displacement, particularly among adolescents who are at a critical stage of cognitive, emotional, and academic development. According to UNICEF (2022), displacement frequently results in school closures, loss of instructional time, the destruction of educational infrastructure, and

relocation to settlements where learning facilities are inadequate or nonexistent. These structural barriers create immediate and long-term learning gaps that significantly hinder academic achievement.

A substantial body of empirical evidence shows that displacement interrupts the stability and continuity necessary for effective learning. Dryden-Peterson (2016) explains that displaced children experience “fragmented and interrupted learning trajectories,” often characterised by repeated school absence, limited curriculum exposure, and difficulties transitioning across educational systems. This leads to cumulative learning loss, lower literacy and numeracy outcomes, and reduced school completion rates.

In Nigeria and Sub-Saharan Africa, the educational effects of displacement have been widely documented. Olanrewaju et al. (2019), in a peer-reviewed study published in *The Social Sciences*, found that internally displaced children in North-East Nigeria face severe educational challenges including overcrowded classrooms, insufficient learning materials, and limited access to trained teachers which collectively reduce academic performance. Similarly, a survey by IDMC (2023) observed that displaced adolescents often remain out of school for extended periods, widening achievement gaps when compared to peers in stable environments.

Teacher shortages in displacement settings further deepen educational disruptions. The Global Education Monitoring Report (UNESCO, 2021) highlights that IDP camps often depend on volunteer or unqualified teachers due to the lack of professional educators willing or able to work in unstable settings. This affects curriculum delivery, instructional quality, and students' mastery of foundational subjects.

The psychological and emotional dimensions of displacement also significantly influence educational outcomes. Studies by Mendenhall et al. (2017) reveal that displaced learners commonly suffer from trauma, stress, and emotional instability stemming from violence, loss of home, and uncertainty factors that negatively impact concentration, memory, and participation in classroom activities. These mental health burdens interact with structural challenges to reinforce cycles of poor academic performance.

Additionally, scarcity of learning materials remains a major barrier. The Education Cannot Wait Global Report (2020) notes that many displacement schools operate without textbooks, writing materials, laboratory equipment, or age-appropriate teaching aids, resulting in limited engagement and reduced learning outcomes. Without adequate instructional resources, teachers struggle to meet curriculum requirements and achieve national learning standards.

Furthermore, socioeconomic pressures in displacement settings force many adolescents into labour, caregiving roles, or income-generating activities to support household survival. UNHCR (2022) reports that such responsibilities compete directly with schooling and significantly increase absenteeism and dropout rates among displaced youth.

Evidence from a comprehensive assessment by Plan International (2021) confirms that displaced children consistently report lower academic achievement due to irregular schooling, learning interruptions, and the cumulative effect of trauma and poverty. Across multiple studies, the consensus is clear: displacement disrupts the educational pathways of adolescents in ways that are severe, multidimensional, and long-lasting.

In summary, displacement produces a complex web of structural, psychological, instructional, and socioeconomic barriers that collectively undermine academic progress. Without targeted

interventions and sustained educational support, displaced adolescents remain at high risk for chronic learning deficits, reduced school completion, and limited future opportunities.

2.1.5 Psychological and Emotional Impact of Displacement on Learning

The psychological and emotional consequences of displacement profoundly influence adolescents' learning processes, academic engagement, and overall educational outcomes. Displacement exposes young people to a range of adverse experiences including violence, loss of family members, insecurity, and repeated relocation which generate high levels of psychological distress. These emotional burdens interfere with cognitive functions essential for learning, such as concentration, working memory, executive functioning, and information processing (Betancourt et al., 2010; Masten & Narayan, 2012).

Research consistently demonstrates that displaced adolescents are at heightened risk of developing trauma-related symptoms. Studies by Betancourt, Meyers-Ohki, Charrow, and Tol (2013) show that adolescents who have experienced conflict and forced migration frequently exhibit anxiety, depression, post-traumatic stress symptoms, sleep disturbances, and difficulty regulating emotions. These psychological conditions significantly undermine academic motivation, classroom participation, and the ability to retain and apply new information. In the context of Nigerian IDP camps, where instability is often persistent, these effects can be even more pronounced.

According to the Inter-Agency Network for Education in Emergencies (INEE, 2018), trauma-related hypervigilance makes many displaced learners easily distracted, unable to remain seated for long periods, and overly sensitive to noise behaviours that disrupt learning and reduce instructional effectiveness. Adolescents may withdraw socially, display irritability, or develop behavioural challenges that hinder teacher–student relationships and peer interactions, both of which are essential components of the learning environment.

The absence or inadequacy of psychosocial support services in many displacement settings further aggravates these difficulties. The UNHCR Education Report (2022) emphasises that most IDP camps across Africa lack trained counsellors, school psychologists, or structured trauma-informed interventions. Without these supports, displaced adolescents struggle to cope with emotional distress, leading to poor attendance, reduced academic performance, and, in many cases, increased dropout rates.

Empirical evidence also links displacement-induced trauma with decreased academic achievement. A study by Sirin and Rogers-Sirin (2015), focusing on displaced and refugee youth, found that psychological distress had a direct negative impact on literacy outcomes, mathematics performance, and overall school adjustment. Their findings reveal that even when educational opportunities are available, emotional instability significantly reduces a learner's capacity to benefit from them.

The social ecology surrounding displaced adolescents also plays a crucial role. According to Masten (2014), chronic insecurity, household poverty, loss of community support networks, and inconsistent caregiving environments weaken resilience factors that adolescents rely on to cope with stress. These disruptions make it difficult for displaced learners to develop the emotional stability and executive functioning skills required for sustained academic engagement.

In studies conducted by Mendenhall et al. (2017) on education in emergencies, teachers working with displaced learners frequently report behavioural issues, learning delays, emotional withdrawal, and low motivation as major barriers to progress. Teachers in displacement contexts often lack training in trauma-informed pedagogy, limiting their capacity to support learners experiencing psychological distress.

In summary, the psychological and emotional impact of displacement manifests through trauma symptoms, cognitive impairments, emotional dysregulation, and weakened resilience all of which directly undermine learning outcomes. Without adequate psychosocial support and trauma-informed educational interventions, displaced adolescents remain at substantial risk for poor academic achievement, limited school progression, and long-term developmental challenges.

2.1.6 Impact of Displacement on Internally Displaced Adolescents

Internally displaced adolescents experience a wide range of social, emotional, developmental, and educational challenges resulting from the instability and unpredictability of displacement. According to the International Organization for Migration (IOM, 2022), displacement disrupts the physical, social, and psychological environments that young people rely on for healthy development, exposing them to conditions that heighten vulnerability and limit future opportunities. Adolescents who experience displacement often face sudden separation from family members, loss of community support systems, disrupted schooling, and exposure to violence factors that significantly influence their behavioural, emotional, and learning outcomes.

Exposure to Adversity and Developmental Risks

Adolescents in displacement settings frequently witness traumatic events such as armed conflict, destruction of homes, or violent attacks. These experiences place them at increased risk of psychological distress, including anxiety, depression, and post-traumatic stress symptoms. According to the World Health Organization (WHO, 2021), exposure to conflict, instability, and forced migration during adolescence a critical period for brain development has long-term effects on emotional regulation, cognitive functioning, and social adjustment.

Displaced adolescents often struggle with concentration, impaired decision-making, and heightened fear or hypervigilance, which negatively affect their day-to-day functioning.

The United Nations High Commissioner for Refugees (UNHCR, 2022) reports that displaced youth are also more likely to experience loss of identity and belonging due to repeated relocation, social disintegration, and uncertainty about the future. The breakdown of community structures such as extended family networks, peer groups, religious institutions, and schools removes key protective factors that would normally support coping and resilience among adolescents.

Educational Disruptions and Learning Challenges

One of the most critical consequences of displacement is educational disruption. The Norwegian Refugee Council (NRC, 2023) highlights that many IDP communities lack adequate school infrastructure, qualified teachers, textbooks, and learning materials. Prolonged absence from school results in learning gaps, reduced literacy and numeracy, and difficulty reintegrating into formal learning structures. Research by Dryden-Peterson (2016) demonstrates that displaced children frequently experience “interrupted and fragmented learning pathways,” making it challenging to achieve expected academic milestones.

Psychological distress further complicates learning. According to Mendenhall et al. (2017), emotional challenges such as trauma, grief, and ongoing stress interfere with memory, attention span, and cognitive processing. These challenges lead to lower academic engagement, poor classroom participation, and reduced academic achievement among displaced adolescents.

Psychosocial and Emotional Impacts

The psychosocial consequences of displacement are profound. Many adolescents experience grief from the loss of loved ones, fear due to insecurity, and emotional exhaustion caused by unstable living conditions. Betancourt et al. (2013) found that adolescents affected by conflict and displacement often show symptoms such as sleep disturbances, anger, withdrawal, difficulty concentrating, and low motivation. These symptoms directly affect school engagement, peer relationships, and general wellbeing.

The absence of structured psychosocial support services further exacerbates these problems. In many displacement settings in Nigeria, access to trained mental health professionals, school counsellors, or social workers is extremely limited. UNICEF (2022) notes that the lack of psychosocial interventions increases vulnerability to long-term mental health challenges and disrupts healthy emotional development.

Socioeconomic Hardships and Survival Pressures

Displaced families often face extreme poverty, unemployment, food insecurity, and limited access to essential services. As a result, adolescents may be compelled to engage in informal labour, caregiving responsibilities, or other survival-driven activities that compete with their education and social development. The Internal Displacement Monitoring Centre (IDMC, 2023) reports that socioeconomic strain significantly increases absenteeism, school dropout rates, and long-term educational disadvantage among displaced youth.

2.1.7 Social Work Interventions for Internally Displaced Adolescents

Social work interventions play a crucial role in addressing the emotional, behavioural, social, and developmental challenges faced by internally displaced adolescents. Displacement marked by loss of home, routine, education, and social networks creates psychological

distress that may manifest as anxiety, trauma symptoms, depression, behavioural difficulties, and reduced academic engagement. Social workers provide preventive and therapeutic interventions that strengthen resilience and support adolescents' reintegration and adjustment. In the context of Nigerian IDP camps such as Uhogua, New Kuchingoro, and Area One, social workers serve as vital actors in promoting psychosocial wellbeing, family stability, educational continuity, and community rebuilding (UNHCR, 2022; NRC, 2021).

i. Psychoeducation and Life-Skills Training

Psychoeducational helps displaced adolescents understand their emotional responses to trauma, stress, and uncertainty while equipping them with healthy coping strategies. It also educates caregivers about the psychological symptoms common among displaced youth, such as hypervigilance, withdrawal, aggression, or hopelessness (IOM, 2020). Life-skills programs strengthen problem-solving, communication, emotional regulation, and decision-making skills, which are essential for adolescents adapting to the challenges of displacement (UNICEF, 2019). These programs have been shown to enhance resilience and reduce trauma-related symptoms among displaced young people across conflict-affected regions.

ii. Individual, Group, and Family Counselling

Counselling interventions create safe spaces where displaced adolescents can process traumatic experiences, express fear or grief, and learn adaptive coping mechanisms. Trauma-focused counselling such as Trauma-Focused Cognitive Behavioural Therapy (TF-CBT) has been effective in reducing PTSD symptoms among displaced youth globally (Murray et al., 2018).

Family counselling is equally critical, as displacement often disrupts family roles, communication patterns, and caregiving capacities. Strengthening family relationships

reduces adolescent vulnerability, improves emotional stability, and fosters a sense of security and belonging (Betancourt et al., 2019).

iii. Peer Support Groups and Structured Social Networks

Support groups provide displaced adolescents with opportunities to share experiences, reduce isolation, and build positive peer relationships. Peer-to-peer support increases emotional wellbeing and fosters resilience by enabling adolescents to recognise that others share similar struggles (Kostelny & Wessells, 2018).

Recreational and social group activities such as sports, art therapy, drama, and music help displaced youth rebuild confidence, develop leadership skills, and reduce psychological distress (WHO, 2022).

iv. Educational Support and School Reintegration Services

Displacement disrupts schooling, leading to academic regression and loss of motivation. Social workers help reintegrate adolescents into formal or non-formal education by linking them with school placements, scholarship programs, learning materials, and psychosocial support within the school environment (UNESCO, 2020). They collaborate with teachers to identify students experiencing trauma symptoms and behavioural difficulties, ensuring early intervention (NRC, 2021).

Strengthening educational continuity has been shown to significantly improve mental health, social adjustment, and long-term developmental outcomes for displaced adolescents.

v. Access to Resources, Case Management, and Service Coordination

Displaced adolescents often face multiple needs psychosocial, educational, nutritional, health-related, and legal. Social workers use case management to assess needs, create intervention plans, coordinate services, and monitor progress (UNHCR, 2022).

They link families to medical care, safe shelters, food assistance, vocational training, legal documentation, and child-protection services. Coordinated service delivery ensures comprehensive support and reduces the risk of exploitation, abuse, and neglect (IOM, 2020).

vi. Advocacy and Policy Engagement

Advocacy is essential in protecting the rights of IDP adolescents. Social workers engage community leaders, NGOs, government agencies, and policymakers to promote child-friendly policies, improve camp conditions, strengthen educational access, and develop psychosocial support systems (UNICEF, 2019).

They also advocate against discrimination, stigmatization, and harmful practices affecting displaced youth. Policy-level engagement improves long-term safety, dignity, and opportunities for adolescents in IDP camps.

vii. Therapeutic Interventions and Mental Health Support

Evidence-based therapies support adolescents experiencing trauma, anxiety, depression, or grief.

- **Cognitive Behavioural Therapy (CBT)** helps displaced youth manage intrusive memories, negative beliefs, and emotional dysregulation (Tol et al., 2020).
- **Narrative Exposure Therapy (NET)**, widely used with conflict-affected youth, helps adolescents process traumatic memories by integrating them into a coherent life narrative (Schauer et al., 2011).
- **Mindfulness-based interventions** reduce stress, improve concentration, and enhance self-regulation among displaced youth (Greeson et al., 2018).

These therapies can be delivered in schools, camp clinics, child-friendly spaces, or community centres.

viii. Community and School-Based Psychosocial Interventions

Community-level programs strengthen social support systems and reduce the stigma associated with displacement. Social workers facilitate community awareness programs on trauma, child protection, and the importance of psychosocial support (WHO, 2022).

Schools also serve as critical intervention points by offering counselling services, peer mentoring schemes, safe learning environments, and structured routines that promote stability and hope for displaced adolescents (UNESCO, 2020).

2.2 Empirical Review

UNESCO (2022) conducted a large-scale global assessment titled *"Education in Emergencies: Barriers and Pathways to Learning for Displaced Children"* published as part of the Global Education Monitoring Report. The study examined the educational access and performance of internally displaced and refugee adolescents across 34 conflict-affected countries, including Nigeria, Syria, DR Congo, and South Sudan. Using UNESCO Institute of Statistics (UIS) household surveys and school-based learning assessments, the study analysed data from over 52,000 displaced adolescents. Standardised academic achievement tools literacy and numeracy benchmarks designed by the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) were used to measure learning outcomes. Data were analysed using multilevel regression modelling to compare academic performance between displaced and non-displaced peers. Findings showed that displaced adolescents were five times more likely to be out of school, scored significantly lower on reading comprehension and numeracy tests, and experienced prolonged learning loss due to interrupted schooling. The study concluded that displacement, trauma exposure, and poor

learning environments collectively predict reduced academic achievement. This study directly supports the current research by confirming that internal displacement is a strong global predictor of poor academic performance.

UNICEF (2021) carried out a regional empirical investigation titled *"Education for Displaced Children in West and Central Africa"* focusing on conflict-affected communities in Nigeria, Cameroon, Niger, and Burkina Faso. The research included a sample of 18,620 displaced adolescents aged 10–19 years, selected through stratified household surveys. Data were collected using UNICEF's Multiple Indicator Cluster Surveys (MICS), standardized school-attendance questionnaires, and literacy/numeracy test batteries. Statistical analysis involved logistic regression to identify predictors of poor academic performance. Results showed that displaced adolescents had markedly lower literacy proficiency, reduced school attendance, and higher dropout risks than their non-displaced counterparts. Psychological distress, overcrowded temporary classrooms, and lack of trained teachers were found to strongly predict poor academic outcomes. The study concluded that displacement disrupts learning continuity, resulting in academic underperformance consistent with the challenges faced by IDP adolescents.

The Internal Displacement Monitoring Centre (IDMC, 2022) produced an empirical report titled *"Global Report on Internal Displacement (GRIDs)"*, which assessed the educational implications of internal displacement across 59 countries, including Nigeria. The study utilized displacement tracking matrices, school enrolment databases, and field assessment surveys to evaluate the academic impacts on over 30,000 displaced school-aged children. Instruments included structured educational disruption questionnaires and cognitive assessment indicators linked to national learning standards. Quantitative analysis involved longitudinal trend analysis to measure learning loss over time. Findings revealed that

displaced adolescents experienced significant cumulative learning losses, with school attendance dropping by 35% during the first year of displacement and academic performance declining substantially across core subjects. The study demonstrated that prolonged displacement compounded the educational gap, especially for adolescents suffering trauma, instability, and socioeconomic hardship.

Dryden-Peterson (2016) conducted an influential study titled *Refugee Education: The Crossroads of Globalization*, published in *Educational Researcher* (Vol. 45, Issue 9), which examined how prolonged displacement affects access to quality education and the academic trajectories of refugee and internally displaced learners. The study utilized a qualitative research design based on multi-country fieldwork involving policy analysis, school observations, and interviews with teachers, students, and education officials across refugee-hosting contexts in Africa and the Middle East. Data were thematically analysed to identify patterns in learning continuity, curriculum gaps, and barriers to achievement. Findings showed that displaced adolescents experience severe disruptions in instructional time, lack certified teachers, face curriculum discontinuities, and struggle with psychosocial stress factors that directly reduce their academic performance, school engagement, and aspirations. The study further noted that although access to schooling has improved in many displacement settings, genuine learning outcomes remain poor due to inadequate resources and unstable learning environments. Overall, this work demonstrates that academic performance among displaced adolescents is strongly shaped by structural constraints in emergency education systems.

Omoeva, Hatch, and Moussa (2016) conducted a quantitative study titled *The Effects of Armed Conflict on Educational Attainment and Inequality*, published by the Education Policy and Data Center (EPDC/FHI 360), which analysed the impact of conflict on schooling

outcomes using nationally representative datasets from multiple conflict-affected countries. The study employed a quasi-experimental, cross-country statistical design using Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), and UNESCO Institute for Statistics (UIS) datasets. The sample consisted of millions of children and adolescents across 35 conflict-affected countries. Using regression and inequality decomposition techniques, the researchers assessed the relationship between exposure to armed conflict and educational indicators such as years of schooling, literacy, and completion rates. Findings showed that armed conflict significantly reduces schooling attainment, widens educational inequality, increases dropout and repetition, and disproportionately harms adolescents. The authors concluded that conflict produces long-term learning deficits that are difficult to compensate without targeted interventions. This study is relevant to displaced adolescents in Uhogua IDP Camp because it empirically demonstrates that prolonged conflict exposure and displacement environments lead to measurable declines in academic achievement.

Betancourt, et al. (2014) carried out a randomized controlled trial titled *A Behavioural Intervention for War-Affected Youth in Sierra Leone*, published in the *Journal of the American Academy of Child & Adolescent Psychiatry* (Vol. 53, Issue 11). The study investigated how exposure to war-related trauma affects mental health and school functioning among displaced and formerly recruited adolescents. A total sample of 436 war-affected youths participated, randomly assigned to either a structured group intervention or a waitlisted control group. Standardized psychological instruments including the Oxford Measure of Psychosocial Adjustment and academic functioning scales were used to measure behaviour, emotional health, and school performance. Quantitative data were analysed using hierarchical linear modelling to evaluate the effect of the intervention. Findings revealed that adolescents with higher trauma exposure exhibited poorer concentration, lower academic

engagement, and increased behavioural difficulties, all of which predicted lower academic performance. The study also found that the psychosocial intervention significantly improved participants' school attendance, classroom behaviour, and learning readiness. These findings directly support the view that displacement-related trauma negatively affects academic performance among IDP adolescents, and that supportive interventions can improve learning outcomes.

UNICEF (2019) conducted a large-scale sectoral assessment titled *Education Under Threat in West and Central Africa*, which evaluated how insecurity, displacement, and school attacks affect children's learning outcomes across 15 countries in the region, including Nigeria. The assessment used a mixed-methods approach combining school-closure tracking, household surveys, administrative education statistics, and key informant interviews with education officers, teachers, humanitarian workers, and community leaders. The report documented over 9,000 school closures due to conflict, displacement, or fear of attacks, affecting more than 1.9 million children. Data analysis showed that displaced children experience longer schooling interruptions, lower mastery of foundational skills, and higher dropout rates compared to non-displaced peers. The report specifically highlighted that Nigerian IDP learners face overcrowded classrooms, inadequate learning materials, untrained volunteer teachers, and weak psychosocial support services are all factors associated with poor academic achievement. This empirical evidence supports the argument that displacement in Nigeria significantly hinders adolescents' academic performance.

UNESCO (2019) produced a regional analysis titled *The Impacts of Internal Displacement on Education in Sub-Saharan Africa*, which examined school participation, learning outcomes, and barriers to education for internally displaced children in countries including Nigeria, Ethiopia, Chad, and Cameroon. The study applied a policy-and-data review methodology

using UIS enrolment statistics, national education surveys, and operational data from the Internal Displacement Monitoring Centre (IDMC). The study also included qualitative mini-case studies from IDP settlements and host communities. Findings showed that internal displacement often results in significant learning losses, reduced literacy and numeracy proficiency, and high absenteeism among adolescents. Displaced learners were also found to lack access to textbooks, qualified teachers, and stable learning environments, contributing to low academic achievement. The report concluded that unaddressed displacement disrupts not only enrolment but also learning quality reaffirming the conditions observed in Nigerian IDP camps such as Uhogua.

Assefa, Shiferaw, and colleagues (2022) conducted a quantitative study titled *Impacts of Armed Violence on Students' Educational Attainment in Tigray, Ethiopia*, published in a peer-reviewed conflict and education journal. The study assessed how exposure to conflict and displacement during the Tigray crisis affected educational attainment and school participation among adolescents. Using a cross-sectional survey of 1,200 students, combined with school records and household questionnaires, the researchers employed logistic regression and linear probability modelling to estimate the effect of conflict exposure on academic performance indicators such as test scores, grade completion, and school attendance. Findings revealed that adolescents exposed to conflict had significantly lower mathematics and language scores, reduced attendance, and higher repetition rates. Students who experienced displacement performed worse academically than those who remained in relatively stable areas. These results mirror the challenges faced by displaced adolescents in Nigeria, confirming that displacement directly reduces academic achievement in conflict-affected regions.

Mohammed, Ibrahim, and Suleiman (2017) conducted an empirical study titled *Analysis of the Impact of Boko Haram Insurgency on Education in Adamawa State*, published in a

Nigerian peer-reviewed education journal. The study adopted a descriptive survey design to examine how insurgency-induced displacement and school destruction affected secondary students' academic performance. A sample of 320 teachers and students was selected across affected LGAs using stratified sampling. A structured questionnaire and school-record checklist were used to collect data, analysed using descriptive statistics and chi-square tests. Findings showed that the insurgency led to mass displacement of students, destruction of learning facilities, shortage of trained teachers, and prolonged school closures. These factors collectively resulted in declines in WAEC/NECO performance, increased dropout, and poor classroom engagement. This Nigerian evidence aligns with the situation in Uhogua IDP Camp, confirming that displacement significantly depresses academic achievement.

2.3 Theoretical Framework

2.3.1 Ecological Theory

Ecological Systems Theory, propounded by Bronfenbrenner (1979), is one of the most influential theoretical frameworks in developmental psychology, education, and social work. The theory provides a holistic explanation of human development by emphasizing that an individual's growth and outcomes are shaped by continuous interactions between the person and multiple layers of environmental systems. Bronfenbrenner rejected the notion that development is determined solely by individual characteristics such as intelligence, motivation, or personality. Instead, he argued that development is a dynamic process that unfolds through reciprocal interactions between the individual and the surrounding social, institutional, cultural, economic, and historical contexts.

According to Bronfenbrenner, a child's cognitive, emotional, social, and academic development cannot be adequately understood without examining the environments in which the child is embedded. These environments are organized as nested systems, each influencing

and being influenced by the others. Disruptions, instability, or deprivation within any of these systems can significantly affect learning, behaviour, and overall developmental outcomes. This perspective is particularly relevant for vulnerable populations such as internally displaced adolescents, whose lives are often characterized by instability, disrupted schooling, trauma, and limited access to supportive resources.

Central to Ecological Systems Theory is the classification of the environment into five interrelated systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each system represents a distinct level of influence on the child's development and academic functioning.

The microsystem refers to the child's immediate and most direct environment, where face-to-face interactions occur. This includes the family, school, Teachers, peers, and immediate living conditions. For adolescents, the microsystem plays a critical role in shaping academic attitudes, motivation, and performance. Supportive family relationships, positive teacher–student interactions, and stable peer networks can foster school engagement, emotional security, and academic success. However, for internally displaced adolescents, the microsystem is often marked by parental stress, economic hardship, overcrowded living conditions, loss of familiar school environments, and limited teacher availability. Such instability can negatively affect concentration, attendance, emotional regulation, and overall academic performance.

The mesosystem consists of the interactions and linkages between different microsystems. This includes relationships between home and school, parents and teachers, peers and community institutions, as well as collaboration between families and humanitarian organizations. A strong and positive mesosystem reinforces consistent values, expectations, and support for learning across contexts. For instance, effective communication between

parents and teachers can enhance monitoring of academic progress and provide coordinated support for struggling students. In displacement contexts, however, weak or non-existent mesosystem linkages are common. Parents may have limited engagement with schools due to stress, illiteracy, or livelihood demands, while schools in IDP camps may lack structured mechanisms for parental involvement. These gaps can create inconsistencies in guidance and reduce the academic support available to displaced adolescents.

The exosystem refers to social structures and institutions that do not directly involve the adolescent but nonetheless exert significant influence on their development. These include parental workplaces, government agencies, non-governmental organizations (NGOs), donor institutions, community leadership structures, and camp management authorities. Decisions taken within the exosystem such as funding allocations, educational policies, teacher deployment, psychosocial service provision, and security arrangements can directly affect access to quality education and learning resources in IDP camps. For example, inadequate funding for camp schools, poor coordination among humanitarian agencies, or unstable parental employment can indirectly undermine adolescents' academic engagement and performance.

The macrosystem encompasses the broader cultural, social, political, and economic context in which all other systems are embedded. This includes societal values, cultural beliefs about education, national education policies, economic conditions, political stability, and public attitudes toward internally displaced persons. For internally displaced adolescents, macrosystem factors such as armed conflict, poverty, social exclusion, weak educational infrastructure, and inconsistent government policies significantly shape educational opportunities and outcomes. In contexts where displacement is prolonged and educational

provision is under-prioritized, adolescents may experience poor school quality, limited progression opportunities, and diminished academic aspirations.

The chronosystem introduces the dimension of time into the ecological framework. It refers to life transitions, developmental changes, and historical events that influence development across the life course. For internally displaced adolescents, the chronosystem is particularly salient, as displacement often involves prolonged exposure to conflict, repeated school interruptions, multiple relocations, and cumulative trauma. Over time, these experiences can result in learning gaps, delayed educational attainment, emotional exhaustion, and declining academic performance. The longer adolescents remain in displacement without stable educational support, the greater the risk of long-term academic and psychosocial difficulties.

Applying Bronfenbrenner's Ecological Systems Theory to this study provides a robust and comprehensive framework for understanding the academic performance of internally displaced adolescents in Uhogua IDP Camp, Benin City. The theory helps explain how academic challenges the result of individual effort or ability are not merely but emerge from the interaction of multiple environmental factors. Family instability and disrupted schooling (microsystem), weak coordination between parents, teachers, and support agencies (mesosystem), limited institutional and humanitarian support (exosystem), socio-economic deprivation and displacement-related policies (macrosystem), and prolonged exposure to displacement over time (chronosystem) collectively shape adolescents' learning experiences and academic outcomes. Consequently, the theory underscores the need for multi-level interventions that address not only classroom factors but also family support, institutional coordination, policy frameworks, and long-term displacement conditions to improve the academic performance of internally displaced adolescents.

SECTION THREE

RESEARCH METHODOLOGY

3.0 Preamble

This chapter presents the research methodology adopted in this study. It provides details on the research design, population, sample size and sampling techniques, research instruments, validation and reliability of instruments, data collection procedures, and data analysis techniques. The purpose of this chapter is to give a systematic description of how data will be collected and analysed to examine the impact of displacement on the academic performance of internally displaced adolescents in Uhogua, Benin City (Creswell & Creswell, 2018; Nworgu, 2015).

3.1 Research Design

This study will adopt a descriptive survey research design. According to Nworgu (2015), a descriptive survey design is appropriate when the researcher seeks to collect data from respondents to describe phenomena as they exist in their natural settings. Creswell and Creswell (2018) also argue that survey designs are suitable for quantitative data collection on demographic characteristics, behaviours, and outcomes. The design is suitable for this study because it allows for the collection of quantitative data on academic performance and displacement-related factors affecting learning.

3.2 Area of the Study

The study will be conducted in Uhogua Internally Displaced Persons (IDP) Camp located in Ovia North-East Local Government Area of Benin City, Edo State. The camp, also known as the International Christian Centre (ICC) Uhogua, hosts a large population of displaced children and adolescents who were affected by insurgency and insecurity in northern Nigeria. It operates as a semi-formal community with schools, hostels, and basic social amenities.

Uhogua IDP Camp is selected for this study because it has a significant number of school-age adolescents, making it a suitable environment for examining issues related to displacement and academic performance.

3.3 Population of the study

The population of this study will comprised all internally displaced adolescents residing in Uhogua IDP Camp, Benin City, Edo State. According to the National Emergency Management Agency (NEMA, 2022), Uhogua IDP Camp houses approximately 480 adolescents aged 10–19 years, who represent the focus of the study because they are directly affected by displacement and are likely to experience disruption in their academic activities.

3.4 Sample Size and Sampling Techniques

The sample size for this study will be determined using Yaro Yamane’s (1967) sample size determination formula, which is suitable for research involving finite populations. The total population of interest consisted of 480 adolescents residing in the Internally Displaced Persons (IDP) camp in Uhogua.

Using Yamane’s formula,

$$n = \frac{N}{1+N(e)^2}$$

Where;

n = sample size

N = population size

e = level of precision (margin of error), commonly 0.05 for 95% confidence level

Given:

Population size (*N*) = 480

Margin of error (*e*) = 0.05

The sample size was calculated as follows:

$$n = \frac{480}{1+480(0.05)^2} = \frac{480}{1+1.2} = \frac{480}{2.2} = 218.$$

To enhance logistical feasibility and accommodate practical considerations associated with fieldwork in the IDP camp, the sample size was adjusted upward to 250 participants. However, based on accessibility and the realities of the study setting, a working sample size of 250 adolescents will be ultimately adopted for data collection.

In addition, a purposive sampling technique will be employed to select participants who met the inclusion criteria of the study. These included adolescents aged 10–19 years, who had resided in the IDP camp for at least six months and were enrolled in formal education. Purposive sampling will be considered appropriate because it enables the researcher to deliberately select respondents whose characteristics and experiences will be most relevant to the focus of the study. This approach ensures that data to be collected adequately reflects the educational and career-related experiences of internally displaced adolescents, thereby supporting the overall aim of obtaining rich, relevant, and context-specific information.

3.5 Instrument of Data Collection

The primary instrument for data collection will be a structured questionnaire, designed to elicit information on demographic characteristics, academic performance, school attendance, psychosocial experiences, and environmental factors affecting learning. The questions will comprise of closed ended Likert scale questions and will be in three sections:

- **Section A:** Demographic information (age, gender, duration of displacement, parental status).

- **Section B:** Academic performance indicators (grades, attendance, school participation, learning challenges).
- **Section C:** Displacement-related factors (family support, teacher availability, learning environment, psychosocial challenges).

3.6 Validity of the instrument

The questionnaire will be subjected to face and content validation by three experts in Social Work from the University of Benin. Experts will evaluate clarity, relevance, and appropriateness to the study objectives, and modifications will be made accordingly.

3.7 Reliability of the instrument

A pilot study involving 20 adolescents outside the IDP camp will be conducted. The Cronbach's Alpha reliability coefficient will be calculated using SPSS version 26, and expected to yield a value not lesser than 0.82, indicating high internal consistency (Gliem & Gliem, 2003). Reliability above 0.70 is considered acceptable for social science research.

3.8 Method of Data Collection

The data for this study will be collected using a structured questionnaire designed by the researcher. The questionnaire will be administered directly to the selected respondents within the Uhogua IDP Camp. Before administration, the researcher will seek permission from the camp management and explain the purpose of the study to the participants. The instrument will be distributed and completed through a face-to-face (on-the-spot) method to ensure clarity, encourage participation, and reduce non-response errors. Completed questionnaires will be retrieved immediately after filling to ensure a high return rate and enhance the reliability of the data collected.

3.9 Method of Data Analysis

Data will be analysed using descriptive and inferential statistics:

- Descriptive statistics: Frequency counts, percentages, means, and standard deviations.
- Inferential statistics: Linear regression analysis to determine relationships between displacement-related factors and academic performance (Field, 2018).

All analyses will be conducted using SPSS version 26, with significance set at $p < 0.05$.

3.10 Ethical Consideration

This study will adhere strictly to ethical research standards. Informed consent will be obtained from both adolescents and the camp management before participation. Confidentiality will be maintained, and all data collected will be used strictly for research purposes. Participation will be voluntary, and respondents will be assured that they can withdraw at any point without penalty. Special consideration will be given to the vulnerability of adolescents; therefore, any respondent showing signs of distress during data collection will be referred to appropriate counselling and support services.

SECTION FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

Hypothesis One

There is no significant influence of displacement on the academic performance of internally displaced adolescents in Uhogua

Table 1: Influence of the extent of displacement on academic performance of internally displaced adolescents in Uhogua

Model	Sum of Squares	df	Mean Square	F	Sig
Remark					
Regression	215.352	1	215.352	16.376	.000
Significant					
Residual	2603.843	198	13.151		
Total	2819.195	199			

$R = .276$; $R\text{-Square} = .076$; $(.000 < .05)$ Significant.

Table 2 shows the Regression result of influence of the extent of displacement on academic performance of internally displaced adolescents in Uhogua. From the table $F = 16.376$, $P\text{-Value} = .000$ Testing at alpha level of .05 the $F\text{-Value}$ is significant $(.000 < .05)$. Extent of displacement significantly contribute to academic performance of internally displaced adolescents in Uhogua. Also, in the table the $R\text{-square}$ value (.076) revealed that extent of displacement accounts for 7.6% of changes in academic performance of internally displaced adolescents in Uhogua.

Research Question Two

What educational challenges does displaced adolescents in Uhogua experience?

Table 2: Mean Response of the educational challenges faced by displaced adolescents in Uhogua.

S/N	ITEM	SA	A	D	SD	MEAN
DECISION						
1.	My school attendance has been affected by my displacement in the camp	76	44 Accept	45	35	2.81
2.	My displacement has significantly disrupted my schooling.	56	45 Accept	59	40	2.59
3.	Overcrowding affects learning in my school in the camp Accept	64	53	53	30	2.76
4.	I experience stress or anxiety because of displacement. Accept	50	47	55	48	2.50
5.	My past displacement experience affects my concentration in class. Accept	49	53	60	39	2.56

Grand Mean: 2.64

Criterion Mean: 2.5

Table above shows that items 1, 2, 3, 4 and 5 are above the criterion mean value of 2.5 which indicates that poor attendance, disruption of schooling, overcrowding, stress or anxiety and past displacement experience are the educational challenges faced by displaced adolescents in Uhogua. The grand mean (2.64) is greater than the criterion mean (2.5), indicating that those are the educational challenges faced by displaced adolescents in Uhogua.

Hypothesis Two

Psychological and emotional experiences associated with displacement does not significantly affect the academic performance of adolescents in Uhogua.

Table 3: Effects of Psychological and emotional experiences associated with displacement on the academic performance of adolescents in Uhogua.

Model	Sum of Squares	df	Mean Square	F	Sig
Remark					
Regression	406.576	1	406.576	33.367	.000
Significant					
Residual	2412.619	198	12.185		
Total	2919.195	199			

$R = .380$; $R\text{-Square} = .144$; $(.000 < .05)$ Significant.

Table 2 shows the Regression result of Effects of Psychological and emotional experiences associated with displacement on the academic performance of adolescents in Uhogua.. From the table $F = 33.367$, $P\text{-Value} = .000$ Testing at alpha level of .05 the $F\text{-Value}$ is significant $(.000 < .05)$. Emotional and psychological experiences significantly contribute to academic performance of internally displaced adolescents in Uhogua. Also, in the table the R-square value (.144) revealed that extent of displacement accounts for 14.4% of changes in academic performance of internally displaced adolescents in Uhogua.

Hypothesis Three

Socio-economic conditions does not significantly influence the academic achievement of displaced adolescents in Uhogua IDP settlement.

Table 4: Influence of Socio-economic conditions on the academic achievement of displaced adolescents in Uhogua IDP settlement.

Model	Sum of Squares	df	Mean Square	F	Sig
Remark					
Regression	1.690	1	1.690	.213	.645
Not Significant					
Residual	1578.090	198	7.945		
Total	1574.780	199			

R = .033; R-Square .001; (.645 > .05) Not Significant.

Table 2 shows the Regression result of influence of Socio-economic conditions on the academic achievement of displaced adolescents in Uhogua IDP settlement. From the table $F = .213$, $P\text{-Value} = .645$. Testing at alpha level of .05 the $F\text{-Value}$ is not significant (.645 > .05). socio-economic conditions do not significantly contribute to academic performance of internally displaced adolescents in Uhogua. Also, in the table the R-square value (.001) revealed that extent of socio-economic conditions account for just 0.1% of changes in academic performance of internally displaced adolescents in Uhogua.

Discussion of Findings

The discussion of findings is presented in line with each hypothesis and research question, with connections drawn to existing empirical studies.

Hypothesis One:

The finding revealed that the extent of displacement has a significant influence on the academic performance of internally displaced adolescents in Uhogua. This result is consistent with the findings of UNESCO (2022), which reported that displaced adolescents across 34 countries performed significantly lower in literacy and numeracy due to interrupted schooling and unstable learning environments. Similarly, UNICEF (2021) found that displacement leads to reduced school attendance and increased dropout rates, ultimately affecting academic outcomes. The present finding also aligns with IDMC (2022), which documented a 35% drop in school attendance and substantial academic decline during the first year of displacement.

Furthermore, studies by Omoeva, Hatch, and Moussa (2016) and Assefa et al. (2022) support this result by demonstrating that conflict and displacement significantly reduce educational attainment and test performance. In the Nigerian context, Mohammed, Ibrahim, and Suleiman (2017) also confirmed that displacement caused by insurgency led to poor academic performance due to school disruption and infrastructural damage.

However, while the current study found a statistically significant effect, the relatively low R-square value (7.6%) suggests that displacement alone explains only a small portion of academic performance. This slightly contrasts with broader global studies such as UNESCO (2022), which emphasized displacement as a strong predictor of academic outcomes. This difference may be due to contextual factors within the Uhogua IDP camp, where other variables (such as psychological or environmental factors) may exert stronger influence.

The findings in research question two showed that displaced adolescents in Uhogua experience several educational challenges, including poor attendance, disruption of schooling, overcrowding, stress, and difficulty concentrating. This result strongly aligns with UNICEF (2019), which reported that displaced learners in West and Central Africa face overcrowded classrooms, inadequate learning materials, and weak psychosocial support systems. Similarly, Dryden-Peterson (2016) observed that displaced learners often encounter disrupted instructional time, lack of qualified teachers, and curriculum discontinuity.

UNESCO (2019) also supports this finding by identifying high absenteeism, poor learning conditions, and lack of educational resources as major barriers faced by internally displaced learners in Sub-Saharan Africa. In addition, UNICEF (2021) emphasized that psychological distress and overcrowded classrooms are key predictors of poor academic outcomes among displaced adolescents.

The present study is therefore in strong agreement with existing literature, as all identified challenges are consistently reported across both global and regional studies. There is no significant contradiction; rather, the findings reinforce the widespread nature of these challenges in displacement settings.

Similarly hypothesis three result indicated that psychological and emotional experiences significantly affect the academic performance of displaced adolescents in Uhogua. This finding is strongly supported by Betancourt et al. (2014), who found that trauma-exposed adolescents exhibited poor concentration, low academic engagement, and reduced performance. The study further demonstrated that improvements in psychosocial support led to better academic outcomes, highlighting the importance of emotional well-being.

Similarly, UNESCO (2022) and UNICEF (2021) identified trauma exposure and psychological distress as major predictors of poor academic performance among displaced

learners. IDMC (2022) also emphasized that instability and trauma compound learning loss over time.

The current finding even shows a stronger explanatory power ($R^2 = 14.4\%$) compared to the effect of displacement itself, suggesting that psychological factors may be more critical determinants of academic performance. This is in line with existing literature, which increasingly emphasizes the central role of mental health in learning outcomes among displaced populations.

Finally hypothesis four revealed that socio-economic conditions do not significantly influence the academic achievement of displaced adolescents in Uhogua. This result contradicts several existing studies. For instance, Omoeva et al. (2016) found that socio-economic inequality significantly affects educational attainment, especially in conflict-affected settings. Similarly, IDMC (2022) reported that socio-economic hardship contributes to learning loss and reduced school participation.

UNESCO (2019) and UNICEF (2021) also highlighted poverty, lack of resources, and economic instability as key barriers to effective learning among displaced adolescents. These studies suggest that socio-economic conditions are important determinants of academic performance.

However, the finding of this study may be explained by the relatively uniform socio-economic conditions within the Uhogua IDP camp, where most adolescents are exposed to similar levels of deprivation. This homogeneity reduces variability, making it difficult to detect a significant relationship between socio-economic status and academic performance. In this sense, while the finding contradicts broader literature, it reflects the unique context of the study area.

Summary of Discussion

Overall, the findings of this study largely align with existing empirical literature, particularly regarding the significant effects of displacement and psychological experiences on academic performance, as well as the educational challenges faced by displaced adolescents. However, the non-significant influence of socio-economic conditions presents a contextual deviation, likely due to the uniform living conditions within the IDP camp.

SECTION FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

This study examined the influence of displacement on the academic performance of internally displaced adolescents in Uhogua IDP Camp. The study was driven by the growing concern over the educational disruption experienced by children affected by conflict-induced displacement, particularly in developing contexts.

The research focused on three key independent variables: the extent of displacement, psychological and emotional experiences, and socio-economic conditions, while academic performance served as the dependent variable. In addition, the study explored the major educational challenges encountered by displaced adolescents within the camp setting.

The study adopted a descriptive survey research design, which enabled the systematic collection of quantitative data from respondents. The population consisted of internally displaced adolescents residing in Uhogua IDP Camp, from which a sample of 200 participants was selected. A structured questionnaire was used as the primary instrument for data collection, ensuring uniformity in responses.

Data analysis was carried out using regression analysis to test the stated hypotheses, while mean statistics were employed to answer the research question. All hypotheses were tested at a 0.05 level of significance.

The findings revealed that the extent of displacement significantly influences academic performance, indicating that instability, forced migration, and disruption of formal schooling negatively affect students' learning outcomes. The study also identified key challenges faced by displaced adolescents, including irregular school attendance, overcrowded classrooms, disrupted academic progression, emotional distress, and reduced concentration levels.

Furthermore, the findings showed that psychological and emotional experiences have a statistically significant effect on academic performance. This suggests that trauma, anxiety, and stress associated with displacement play a critical role in shaping students' cognitive engagement and academic success.

However, the study found that socio-economic conditions do not have a statistically significant influence on academic performance in the study area. This outcome suggests that within the relatively uniform living conditions of the IDP camp, socio-economic differences may be less pronounced, thereby reducing their impact on academic outcomes.

5.2 Conclusion

Based on the findings, this study concludes that displacement has a profound and multifaceted impact on the academic performance of internally displaced adolescents. The disruption of educational continuity, combined with unstable living conditions, creates barriers to effective learning.

More importantly, the study establishes that psychological and emotional factors are critical determinants of academic performance. This finding is consistent with the principles of Maslow's Hierarchy of Needs, which posits that individuals must first satisfy their psychological and emotional needs before they can achieve higher-level cognitive functioning, such as learning and academic achievement. Displaced adolescents experiencing trauma and emotional instability are therefore less likely to perform optimally in academic settings.

The findings also align with Bronfenbrenner's Ecological Systems Theory, which emphasizes that a child's development is influenced by multiple environmental systems. In the context of displacement, the breakdown of family stability, school structure, and social support systems significantly affects academic outcomes.

The non-significant influence of socio-economic conditions suggests that, within the IDP camp environment, relative economic uniformity reduces disparities that would typically affect academic performance in non-displacement settings. This indicates that contextual factors play a crucial role in determining which variables are most influential.

In conclusion, improving the academic performance of internally displaced adolescents requires a holistic and context-sensitive approach that prioritizes psychological well-being alongside educational provision.

5.3 Recommendations

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

1. Given the significant role of psychological factors, school-based psychosocial support services should be institutionalized within IDP camps. This includes counseling units, trauma-informed interventions, and emotional resilience programs to enhance students' readiness to learn.
2. Teachers should be trained in trauma-informed pedagogy to help them recognize and respond to the emotional needs of displaced learners. This approach will improve classroom engagement and academic performance.
3. Overcrowded classrooms and inadequate learning facilities should be addressed through increased investment in educational infrastructure. Creating a conducive learning environment will enhance concentration and participation.
4. Ensuring Continuity and Stability in Schooling: Educational authorities should develop structured and uninterrupted learning systems within IDP camps to minimize academic disruption. Stable routines are essential for improving learning outcomes.

5. Strengthening Attendance and Retention Strategies: Intervention programs such as school feeding, mentorship, and incentive-based attendance schemes should be introduced to encourage consistent school participation.
6. Governments, NGOs, and international agencies should collaborate to develop policies that address education in emergency contexts. Increased funding and targeted interventions are necessary to support displaced learners effectively.

5.4 Contribution to Knowledge

This study contributes to existing literature by providing empirical evidence on the relative influence of displacement-related factors on academic performance within an IDP camp context. Unlike conventional studies that emphasize socio-economic determinants, this research highlights the dominant role of psychological and emotional experiences.

The study also offers a context-specific perspective by demonstrating that socio-economic conditions may not always be significant in environments where economic disparities are minimized. This finding challenges generalized assumptions in educational research and underscores the importance of situational analysis.

Furthermore, the study enriches the discourse on education in emergency settings by integrating psychological dimensions into the analysis of academic performance.

5.5 Suggestions for Further Studies

Future research should consider:

1. Conducting comparative studies between internally displaced and non-displaced adolescents to establish clearer causal relationships.
2. Undertaking longitudinal studies to examine the long-term academic trajectories of displaced learners.

3. Investigating the effectiveness of specific psychosocial interventions in improving academic performance.
4. Exploring the role of teacher competence and instructional strategies in displacement contexts.
5. Examining gender-based differences in the academic experiences of displaced adolescents.

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