



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

Effect of Problem-Solving Counselling Technique on Anxiety among Secondary School Student-Victims of Armed Banditry in Giwa, Kaduna State, Nigeria

TANIMU, Aminu¹

aminushika@gmail.com

08035995586

ROGO, M. H.¹

mhamzarogo@yahoo.com

07037733600

¹Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria

Abstract

This study examined the effect of problem-solving counselling technique on anxiety among secondary school students-victims of armed banditry in Giwa, Kaduna State, Nigeria. One hypothesis was formulated and tested. Quasi-experimental involving pre-test and post-test design was employed for the study. The population of this study was 113 SS II Students in Dr Shehu Lawal Government Girls Secondary School, during the 2024/2025 academic session in Giwa, Kaduna State out of which 18 Students among those who scored 60-69 points on Spielberger Anxiety Scale Inventory were purposefully selected from the entire population and used for the study. 18 students were exposed to problem-solving counselling technique. The instrument used for data collection was Anxiety Scale Inventory (ASI) adapted from Spielberger (1983) A anxiety scale, State-Trait Anxiety Inventory (STAI) was validated by experts in the department of Educational Psychology and Counselling, A.B.U, Zaria with reliability of 0.78. Data were analysed using paired sample t-test to test hypothesis at 0.05 level of significance. The findings revealed that Problem-solving counselling technique had significant effect on anxiety ($p=.000$) among secondary school student-victims of armed banditry in Giwa local government area of Kaduna State, Nigeria. Based on the finding of this study, it was concluded that problem-solving counselling technique significantly reduced the anxiety among secondary school student-victims of armed banditry. It was recommended among others, that, school counsellors and educational psychologists should employ problem-solving counselling technique in reducing the anxiety among student-victims of armed banditry in secondary school.

Key words: Anxiety, Problem-Solving, Students, Armed Banditry.

Introduction

Armed banditry and security issues have spread around the world and must be addressed in order to foster an atmosphere that supports the growth and psychological health of its people. In many places around the world, including Baghdad, armed banditry is a frequent occurrence and has been identified as one of the contributing factors to kidnapping or abduction for ransom. South Africa, Sudan, sections of the former Soviet Union, Mexico, Colombia, Haiti, Brazil, and the Philippines (Timoth et al, 2019). In addition to endangering residents' lives and property, insecurity halts a country's overall progress. Thus, security and development are closely related (Haruna as mentioned in Ahmed, 2021). Security issues have been a significant obstacle to attaining significant socioeconomic growth in the majority of African countries, including Nigeria, despite the fact that peace and stability have long been the primary goals of most countries worldwide.

The majority of Nigeria's states, including Kaduna, Katsina, Kebbi, Niger, Sokoto, Zamfara, Taraba, Adamawa, Katsina, and Borno, have yet to feel the repercussions of these new security challenges. According to Olufemi (2015), during the previous five years, Nigerian administrations have spent more than 462 trillion on national security. The government's attempt to halt the threat in order to prevent a complete collapse of law and order appears to have failed, particularly in North-Central and North-Western States like Kaduna State, where armed bandits continue to attempt student abductions and kidnappings at primary, secondary, and postsecondary educational institutions. Armed banditry has made Kaduna State's lack of access to education worse by uprooting entire communities. However, the state's high rate of out-of-school children was a result of the rise in banditry. Additionally, the disruption of educational activities in susceptible areas caused by the state's insecurity had a detrimental effect on young boys and girls. The few schools that were still in existence were unable to function effectively due to concerns about student abduction or bandit raids and murder. Due to insecurity on main roads, parents kept their kids from going to school. As schools and colleges become unsafe, are demolished and abandoned, teachers are killed, scholars are threatened, and students are kidnapped for ramson, insecurity has been found to be anathema to education patronage and growth (Abdulrasheed et al., 2015). Not all pupils will get PTSD, even though



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

they may go through substantial traumatic incidents. Brief distress after a traumatic experience that does not significantly hinder functioning may be considered a typical response for some people. Others will experience trauma-related symptoms in the early aftermath of a traumatic incident, and if symptoms resembling PTSD appear within the first month after the trauma, they may be accompanied by severe distress or impairment, such as acute stress disorder reaction (anxiety).

Consequently, students who witnessed attempt of kidnapping, gun-shooting, or abduction of either self, family member, friends, classmates by armed bandits may develop feelings of anxiety behaviour which will result to social isolation, self-withdrawal from class mate. The issues of anxiety should be of much concern to educational stake holders because innocent students are at high risks of falling victims in such a way to withdraw from school. As such early intervention for the victims is needed in helping them manage anxiety and its symptoms. Furthermore, students who have been traumatized remain in a state of fear and will be encompassed with difficulty to school environment and these difficulties may lead to social isolation with classmate, inability to relate well with classmate or even found it difficult to concentrate on their academic activities. In schools today many students are dying in silence as a result of exposure to various experiences of bandit attacked which developed unwanted symptom such as anxiety and this may lead to decline in their social and emotional adjustment as well the academic adjustment.

A traumatic event is a life-threatening event such as military combat, natural disasters, terrorist incidents, serious accidents, or physical or sexual assault in adult or childhood. Most survivors of trauma return to normal given a little time (Lorith & Melanie, 2019). However, some people will have stress reactions that do not go away on their own, or may even get worse over time. These individuals may develop symptoms of PTSD. People with PTSD experience three different kinds of symptoms. The first set of symptoms which is aggression involves reliving the trauma in some way such as becoming upset when confronted with a traumatic reminder or thinking about the trauma when they are trying to do something else. The second set of symptoms which is depression that involves either staying away from places or people that remind them of the trauma, isolating from other people, or feeling numb. While third set of symptoms that is anxiety includes things, such as feeling on guard, irritable, or startling easily and all can make the students who experienced the above mentioned. Realizing this gap, the researcher intends to provide psychological support by exploring the effect of problem-solving counselling technique on anxiety among student-victims of armed banditry in secondary schools, Kaduna State, Nigeria. It is therefore, important and indeed crucial that secondary school students who are faced with anxiety symptom deserve attention in order to have a positive living within the school environment so as of their psychological well-being to be stable. In the light of the need for effective anxiety symptom approaches, problem-solving counselling technique may be considered.

Problem-solving technique (PSCT) is a psychosocial intervention also known as Problem-solving counselling technique, generally considered to be under a cognitive-behavioral umbrella, that is geared to enhance one's ability to cope effectively with both minor (like chronic daily problems) and major (such as traumatic events) which may cause symptoms such as anxiety, and other stressors that will extant to mental health and physical health problems. Problem-solving counseling is a therapeutic approach that helps individuals identify, analyze, and overcome challenges in their lives. It is a structured process that involves breaking down problems into smaller, more manageable parts, and then developing and implementing effective solutions. Problem-solving counseling is a therapeutic approach that equips individuals with the skills and strategies to effectively identify, analyze, and overcome challenges in their lives (Nezu et al, 2007). It is a structured process that involves breaking down problems into smaller, more manageable parts, and then developing and implementing effective solutions. Problem-solving counseling is a valuable tool for individuals seeking to enhance their problem-solving abilities and improve their overall well-being. By working collaboratively with a counselor, clients can develop the skills and strategies needed to navigate life's challenges effectively.

Problem-solving counseling has its roots in behavioral and cognitive psychology, with significant contributions from psychologists like Thomas D'Zurilla and Arthur M. Nezu (Nezu et al, 2007). They developed the Social Problem-Solving Model, which emphasized teaching systematic problem-solving skills, problem-solving counselling technique refers to a psychological treatment that helps to teach you to effectively manage the negative effects of stressful events that can occur



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

in life. Such stressors can be rather large, such as experiencing the death of a loved one, kidnapping or abduction, or having. Negative stress can also result from the accumulation of multiple “minor” occurrences, such as ongoing family problems, constantly hearing of traumatic events, or tense relationships with class-mates or a teacher. When such stressful problems either create psychological problems, such as coping with stress or difficulties adhering to a medication regimen, problem-solving technique may be of help, either as a sole intervention or in combination with other techniques (Cohen et al, 2019).

Problem-solving counselling technique is thought to be an effective therapy approach because it helps people deal more effectively with the wide range of difficulties such as anxiety, aggression, depression and stressful problems that occur in everyday living. A large body of scientific evidence indicates that negative stressful events are a significant contributor to health and mental health problem (Cohen et al, 2019). Problem-solving counselling technique is geared to assist individuals cope more effectively with stressful life problems experienced through traumatic events and can therefore decrease psychological and emotional difficulties, as well as improve the quality of life of individuals suffering from symptoms of post-traumatic stress disorder such as anxiety. The choice of this behaviour counselling technique was to investigate the effects of problem-solving counselling technique in helping secondary school students overcome anxiety symptoms due post-traumatic stress disorder symptoms.

The incidence of armed banditry in Nigeria generally and Kaduna State in particular has continued to deteriorate every now and then with negative consequences on the economic, social, educational and psychological state of not only the victims of armed banditry but also affects the well-being of everyone in the state at large. It is on record that many markets were closed down with partial or total stoppage of economic transactions militating against survival needs and wellbeing of the affected areas. With escalation of banditry and kidnapping in different parts of Kaduna State which were perpetrated by the saboteurs and evil-plotters popularly known as informants has created mutual distrust and suspicion amongst people as the so-called informants are within the community and very difficult to identify them which affects social life of the affected communities.

Increasing rate of banditry which is manifested by widespread kidnapping of students at all levels of education has crippled teaching and learning in the state, created phobia in the mind of students. The current scenario has affected the lives of victims of the armed banditry and their families and vicariously affects the psychological wellbeing and mental health of other students in the state. This negative psychological wellbeing as a result of armed banditry is manifested by symptoms of post-traumatic stress as they exhibit flashback, re-occurring thoughts of the traumatic experiences, nightmare, social withdrawal and day dreaming which may triggered anxiety tendencies. A careful observation by the researcher revealed that Kaduna State Schools had experienced several attacks, attempts of kidnapping or abduction of students from armed bandits such as Government Secondary School Marmara in Chikun, Government Science Secondary School Ikara, Federal College of Forestry Mechanization, Afaka, Igabi, Bethel Baptist High School and UBE Primary School in Rama village of Birnin-Gwari all in Kaduna State. The State has been a flashpoint for episodic after followed kidnapping or abduction, gun-shooting from armed bandits since the year 2000.

Armed banditry has disrupted the academic and social activities among secondary school students in Kaduna State, it has disorganized the normal school calendar which made students to be left behind among their counterparts in some states. Many youths who are secondary school students are also affected and this has made them vulnerable to psychological trauma due to armed banditry situation in the state like that of 121 Bethel Baptist High School Students Kaduna State that were abducted on July 5, 2021. Furthermore, secondary school students in Kaduna State have been exposed to this conflict and had exhibited some forms of psychological trauma such as flash back of the traumatic events, day dreaming, social isolation, reassurance of the previous event and these result to manifestation of anxiety. Concerted efforts by government, non-governmental organizations, philanthropists and concerned individuals were put in place to reinvigorate and resuscitate the victims of the banditry, however, the researcher also observed that the efforts were more of medical than psychological, many victims suffer anxiety symptoms such as Increased heart rate such as a racing or pounding heart, Rapid breathing such as shortness of breath or hyperventilation. Sweating which include, excessive sweating, especially on the palms, underarms, and forehead. Trembling or shaking that can be muscle tremors or shaking, often in the hands or voice. Muscle tension like feeling tense or tight in the muscles, particularly in the shoulders, neck, and jaw. Fatigue which involves,



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

Feeling unusually tired or drained. Sleep disturbances like difficulty falling asleep, staying asleep, or waking up frequently, Gastrointestinal problems that includes, nausea, diarrhea, or stomach upset. Dizziness or lightheadedness like feeling faint or unsteady. Emotional Symptoms may include, feeling nervous, restless, or on edge, feeling tense or keyed up, feeling irritable or easily agitated, feeling overwhelmed or out of control, feeling a sense of impending doom or danger, difficulty concentrating or focusing, Difficulty relaxing, feeling restless or unable to sit still, feeling irritable or easily agitated. Behavioral Symptoms can include, avoiding situations that trigger anxiety, excessive worry or rumination about potential problems, difficulty making decisions, seeking reassurance from others, engaging in safety behaviors, such as checking or avoidance, using substances like alcohol or drugs to cope with anxiety which may in turn affect their wellbeing and adjustment in school.

Students who experienced armed bandit attacked such as attempted of abduction or kidnapping and gun-shooting may develop symptoms of anxiety, aggression and depression. As a result of these students may resort to unwanted behaviour which is also contrary to the way students can cope within the school premises and this also affect their academic activities. Individual students may exhibit different behaviour patterns due to personal experiences, and this also influences their psychological well-being and emotional stability as well as their relationship with other classmates. Secondary school students particularly in Giwa Local Government Area of Kaduna State, Nigeria who were victims of armed bandits attempts of abduction or kidnapping and gun-shooting, which poses insecurity of lives, where students are under perpetual fear and apprehension issue threats and the lives. The traumatic experience may bring about emotional instability as well as their psychological well-being stability, anxiety and the above-mentioned symptoms among secondary school students. Some secondary school students may become experienced anxiety due to the rate of kidnapping, gun-shooting from bandits, anxious as they cannot cope with the threat, they find themselves. There are cases of students lost their parents, loved ones and relatives which is another traumatic experience among the students which is another source in which the students may exhibits anxiety symptoms which will make them not to concentrate during normal class activities.

Despite widespread recognition of effects of anxiety on psychological wellbeing of victims of armed banditry, research on effective anxiety symptoms techniques and strategies appear to be scarce. Many strategies have been employed in effort to reduce anxiety among individuals. For example, cognitive restructuring, psycho-education, existential techniques among others. In light of need for effective anxiety symptoms cessation approached, problem-solving counselling technique may be considered. Due to the detrimental effect of anxiety to the lives of secondary school students, it has become a matter of concern to counsellors, psychologists, school administrators, parents and teachers. Therefore, it is in accordance with the above observations that the main thrust of this study is on the Problem-solving techniques on Anxiety among secondary school students-victims of armed banditry in Giwa, Kaduna State, Nigeria. The study reviewed a number of related empirical studies to guide the experiment. Hoek, Schuurmans, Koot and Cuijpers (2012) examined the Effects of Problem-Solving Technique for Adolescents with Depression and Anxiety in Amsterdam: A Randomized Controlled Trial. Symptoms of depression and anxiety were highly prevalent in adolescence and they are the cause of considerable suffering. The objective of the study was to evaluate the effects of preventive problem-solving technique (PST) for adolescents reporting mild to moderate symptoms of depression and/or anxiety as compared to a waiting list control group (WL). A total of 45 participants were randomized to the 2 conditions. PST consisted of 5 weekly lessons. Participants were supported by e-mail. Self-report measures of depression and anxiety were filled in at baseline and after 3 weeks, 5 weeks, and 4 months. Of the 45 participants, 28 (62.2%) completed questionnaires after 3 weeks, 28 (62.2%) after 5 weeks, and 27 (60%) after 4 months. Hierarchical linear modeling analyses revealed overall improvement over time for both groups on depressive and anxiety symptoms. However, no significant group x time interactions were found. No differences were found between completers and non-completers. The result show that depressive and anxiety symptoms declined in both groups. No support was found, however, for the assumption that PST was efficacious in reducing depression and anxiety in comparison to the waiting list control group.

Akbarian, Bajoghli, Haghghi, Kalak, Holsboer-Trachsler and Brand (2014) conducted a study on the effectiveness of cognitive behavioral therapy with respect to psychological symptoms and recovering autobiographical memory in patients suffering from post-traumatic stress disorder in USA. The aim of the present study was to investigate, among a sample of patients suffering from PTSD, the influence of an additional cognitive behavioral therapy (CBT) intervention on their



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

symptoms of PTSD, depression, and anxiety, and on autobiographical memory. A total of 40 patients suffering from PTSD (mean age: 31.64 years; 78.6% female patients) and under psychopharmacological treatment were randomly assigned to an intervention or control condition. The intervention consisted of ten group sessions (one 60–90 minutes session per week) of CBT. At baseline and 10 weeks later, a series of self-rating and experts'-rating questionnaires were completed. Over time, symptoms of PTSD, depression, and anxiety decreased; however, greater improvement was observed in the experimental than the control condition. Likewise, as a general pattern of results, memory performance improved over time, though again this improvement was greater in the experimental condition. Compared to a control condition, additional CBT improves the treatment of PTSD, with respect to both symptoms and autobiographical memory.

Objectives of the Study

The objective of this study is to determine the effect of:

1. Problem-solving counselling technique on anxiety among student-victims of armed banditry in Dr. Shehu Lawal Government Girl's Secondary Schools, Giwa.

Hypothesis

The following null hypothesis was tested;

- Ho₁. There is no significant effect of problem-solving counselling technique on anxiety among student-victims of armed banditry in Dr. Shehu Lawal Government Girls Secondary Schools, Giwa.

Methodology

The population of the study comprises of all SS II students 2024/2025 academic session in Dr Shehu Lawal Government Girls Secondary School, Giwa, (DSLGGSC) Giwa Local Government Area of Kaduna State with a total of 103 students. 18 students were identified with anxiety in DSLGGSC Giwa Local Government Area. The school is a boarding school and a girls' school. This selection is based on the premise that boarding school system makes it feasible for an experiment to be conducted and any change observed could be attributed to effect of the treatment rather than extraneous variable since students do not go out of the school, and have no contact with other external factors that may disrupt the treatment administered. The other reason for using the school is that armed bandits had once attacked the school but was not successful. A sample of 18 students who were identified with moderate level of anxiety was purposively selected in the school. The selection of students with moderate level of anxiety was based on the researcher's assumption that mild depression, do not constitute too much problem and could be adjusted by reinforcement from the environment while severe or extreme anxiety may require clinical attention. Thus, students with moderate level of anxiety symptoms were considered fit for this study.

The instrument used in this study was Spielberger's Anxiety Scale Inventory (ASI) (Spielberger, 1983). The adapted Anxiety Scale Inventory was designed to assess the level of anxiety for individuals diagnosed with anxiety disorder. The Anxiety Scale Inventory, is a short self-administer survey to quantify the anxiety status of individuals. There are 20 items on the inventory that rate the four common characteristics of anxiety: the physiological symptoms, the cognitive symptoms, emotional symptoms and behavioural symptoms. There were ten positively worded and ten negatively worded questions. Each question is scored on a scale of 1-4 (almost never, sometimes, often, almost always). The scores range from 25-100; 25-49 is Normal Range, 50-59 is Mildly Anxiety, 60-69 means Moderately Anxiety, 70 and above indicates Severely Anxiety. The researcher targeted those students with moderate Anxiety symptoms based on the assumption that moderate Anxiety could be treated within the psychological technique. Due to little modification, the instrument was validated by experts. Thus, content validation was established. Originally, ASI has a reliability index of 0.73. A pilot testing at Government Science Secondary School, Kufaina, Zaria, Kaduna State also confirmed a reliability index of .581 and .783 through split half method.

This research was carried out using quasi-experimental design, in form of pre-test, posttest design. The quasi-experimental design involves the manipulation of one or more independent variable, but there is no random assignment of subjects to conditions (Kolo, 2003). This is because the study covered fewer participants under controlled condition. The study took account of a pre-post-design with treatment groups. The experimental group was exposed to Problem-Solving Counselling Technique (PSCT). This is experimental research design. Participants were reached through the school authority. Participants completed a Spielberger's Anxiety Scale Inventory (SASI) (Spielberger, 1983). The research was carried out



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

in three phases as follows: Pre-test (administering self-rating anxiety before the treatment), Treatment (Participants were exposed to problem-solving counselling technique for a period of eight weeks) and Post-test phase (administering self-rating anxiety scale to participants after the treatment). The data collected using the research instruments were organized and analysed. Thus, the data obtained by the researcher were analysed using the Statistical Package for Social Sciences (SPSS version 22). Both descriptive and inferential statistics were employed. Paired sample t-test was used to test hypothesis 1 at 0.05 alpha level of significance.

Presentation of Result

The data collected was analyzed using paired t-test at 0.05 level of significance. The hypothesis tested was

H₀₁: There is no significant effect of problem-solving technique on anxiety among student-victims of armed banditry in Dr. Shehu Lawal Government Girls secondary schools, Giwa

Table 1: Paired Sample t-test on the Effect of Problem-Solving Technique on Anxiety among Student-Victims of Armed Banditry in Dr. Shehu Lawal Government Girls Secondary Schools, Giwa.

| Treatment | Variable | N | Mean | SD | df | t | p |
|-----------|-----------|----|-------|------|----|-------|------|
| | Pre-test | 18 | 38.44 | 3.85 | | | |
| PST | Post-test | 18 | 24.94 | 6.53 | 17 | 8.935 | .000 |

Table 1 shows the pretest mean of 38.44 and standard deviation of 3.85. After the treatment, the mean score reduced to 24.94 and the standard deviation was 6.53 with the degree of freedom and the t-value of 17 and 8.935 respectively. The table also shows a p-value of .000. From the table, the p-value of .000 was found to be lesser than the 0.05 alpha level of significance. Participants level of anxiety reduced to 24.10 from 38.44 as a result of the intervention. This implies that there is a significant effect of Problem-Solving Technique on anxiety symptoms. Therefore, the null hypothesis which states that there is no significant effect of problem-solving technique on anxiety among student-victims of armed banditry in Dr. Shehu Lawal Government Girls secondary schools, Giwa was rejected.

Discussion of the findings

The finding of this study revealed that problem-solving technique was effective in reducing on anxiety symptoms among Student-Victims of Armed Banditry in Dr. Shehu Lawal Giwa Government Girls Secondary Schools, Giwa, Kaduna State, Nigeria. The findings this study consonance with the findings of Hoek et'al (2012) They examined the Effects of Problem-Solving Technique for Adolescents with Depression and Anxiety in Amsterdam. Their results shows that problem-solving technique had a significant effect in reducing the anxiety among adolescent with anxiety symptoms. Their study is similar in the use of problem-solving technique and use of adolescent like the current study using secondary school student who were the same aged bracket. However, their study differs in one of the dependent variables (depression) treatment sessions, method and location.

Another finding from Akbarian, et'al (2014) who conducted a study on the effectiveness of cognitive behavioral therapy with respect to psychological symptoms and recovering autobiographical memory in patients suffering from post-traumatic stress disorder in USA. Their findings revealed that problem-solving technique was effective and significant in reducing anxiety. Their differs with the current study in terms of technique and number of groups (their study uses CBT and ten groups); the studies also differ in terms use of statistical tools utilize for testing hypotheses but the finding was the same with the current study.

Conclusion

Based on the findings of this study, it was concluded that counselling intervention using Problem-solving Counselling Technique reduced anxiety among student-victims of armed banditry in Dr Shehu Lawal Government Girls Secondary Schools Giwa, Kaduna State, Nigeria.

Recommendations

Based on the finding of this study, the following recommendations were made:

1. School counsellors and psychologists are encouraged to employ problem-solving counselling technique in reducing anxiety among student-victims of armed banditry in secondary schools.



Effect of Problem-solving Counselling Technique ... Tanimu, A. & Rogo, M. H. (2025)

2. Seminars and workshops should be organized for teachers and parents on how they could understand and handle anxiety in their students and help them in coping with the school environment.
3. Seminar and workshop should be organized for government and non-governmental organizations on the importance of employing psychological interventions such as problem-solving counselling technique on student-victims of armed banditry in secondary schools.

References

- Abdulrasheed, O., Onuselogu, A., & Obioma, U. G. (2015). Effects of insurgency on universal basic education in Borno State of Nigeria. *American Journal of Educational Research*, 3(4), 490–494. <https://doi.org/10.12691/education-3-4-16>
- Akbarian, F., Bajoghli, H., Haghighi, M., Kalak, N., Holsboer-Trachsler, E., & Brand, S. (2014). The effectiveness of cognitive behavioral therapy with respect to psychological symptoms and recovering autobiographical memory in patients suffering from post-traumatic stress disorder. *Neuropsychiatric Disease and Treatment*, 10, 1481–1489. <https://doi.org/10.2147/NDT.S79581>
- Akbarian, F., Bajoghli, H., Haghighi, M., Kalak, N., Holsboer-Trachsler, E., & Brand, S. (2014). The effectiveness of cognitive behavioral therapy with respect to psychological symptoms and recovering autobiographical memory in patients suffering from post-traumatic stress disorder. *Neuropsychiatric Disease and Treatment*, 10, 1481–1489. <https://doi.org/10.2147/NDT.S79581>
- Hoek, W., Schuurmans, J., Koot, H. M., & Cuijpers, P. (2012). Effects of internet-based guided self-help problem-solving therapy for adolescents with depression and anxiety: A randomized controlled trial. *PLoS ONE*, 7(8), e43485. <https://doi.org/10.1371/journal.pone.0043485>
- Justice Canada. (2019). *The impact of trauma on adult sexual assault victims*. https://www.justice.gc.ca/eng/rp-pr/jr/trauma/trauma_eng.pdf
- Murphy, L. M., & Prather, A. (2019). Ten surprising facts about stressful life events and disease risk. *Annual Review of Psychology*, 70, 333–353. <https://doi.org/10.1146/annurev-psych-010418-102857>
- Nezu, A. M., Nezu, C. M., & D'Zurilla, T. J. (2007). *Problem-solving therapy: A cognitive-behavioral approach to clinical intervention*. Guilford Press.
- Olufemi, J. (2015, December 11). *Nigerian Spends ₦4.62 trillion on National Security in 5 Years, Yet widespread insecurity remains*. Premium Times. <https://www.premiumtimesng.com/news/headlines/194770-nigeria-spends-%E2%82%A64-62-trillion-national-security-5-years-yet-widespread-insecurity-remains.html>
- Spielberger, C. D., Gorsuch, R. L., Lushene, R. E., Vagg, P. R., & Jacobs, G. A. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y)*. Consulting Psychologists Press.
- Timothy, G. I., Ubong, A., & Gadu, E. (2019). Kidnapping and abduction in Nigeria: Threat to national security and socioeconomic development. *International Journal of Innovative Research & Development*, 8(10), 83–88. <https://doi.org/10.24940/ijird/2019/v8/i10/OCT19014>