Learners' Aggressive Behaviour and Childhood Trauma: Narrative from Pedagogic Perspective

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Abstract

Storytelling provides traumatised children and students the opportunity to narrate their live experiences and aspects of such experiences that affect their attitude towards learning. This can be done through gleaming from narratives that have been submitted as personal narratives and as an inroad into the adolescent's psychology. This study applies the theories of narrative pedagogy and trauma to analyse the Abolade Oluwabukunmi's narrative of March 3, 2023 on Facebook, as data for our analysis. In this study, the authors examine narrative pedagogy as a medium for understanding childhood trauma and aggression in the Global South Classroom through frequent assignments on self as a form of narrative pedagogy. This study analyses the testimonies of a teacher in RantHQ on Facebook who gave testimonies on how personal narratives of students were used in understanding the psychological state of students. The foregoing provides a medium for how teachers should relate with adolescent students through an understanding of their lived experience in society. This study presents students' personal storytelling as one strategy for educating "truant" students through understanding of their lived experiences. Using narrative pedagogy, this paper explores the role of autobiographical narratives in providing a glimpse of the psychological state of student behaviour in school. A purposive sampling technique was used to pick stories on RantHQ's Facebook page, and the content was subjected to literary analysis as an aspect of narrative pedagogy by the students.

Keywords: *Narrative Pedagogy, Class, Adolescents, Truants and Aggressive behaviour*

Introduction

The ability to impact knowledge is an important aspect of education, but understanding children's live experiences as a factor influencing learning in the Global South is lacking in effective teaching and learning outcomes, which are reflected in the behaviour of the students. Achieving effective learning outcomes is becoming a challenge because of the live experiences of children in the Global South. Among such experiences are traumatic experiences, which make children and adolescents aggressive towards their teachers and fellow students and make the environment unconducive. Onuoha (2022) observe that; this aggression in the form of traumatic memory affects every aspects of …life…" (154). This also include learning outcomes of traumatise children in Global South. Gupta and Sonia (2024) defines childhood as: "Childhood trauma refers to events that can have a profound, long-lasting impact on a child's physical, emotional, or psychological well-being.

These experiences can be emotionally or psychologically upsetting, depressing, or both. These traumatic events destroy typical and normal development and shape a person's perspective on relationships, life, and coping strategies long into adulthood" (40). The above mentioned trauma has effects on learning outcomes. Trauma finds expression in the actions of aggressive children in the learning environment. Caruth, (1996) is of the opinion that "traumatic neurosis emerges as the unwitting reenactment of an event that one cannot simply leave behind" (p. 3). Narrative pedagogy of personal experiences allows the teacher to get into the students live experiences as a medium of understanding the individual student and how to tailor learning to suit the social and cultural background of the student. Komolafe and Onuoha, (2021) in framing trauma write that; "There is no form of psychopathology that is more directly linked to traumatic psychological experiences than that of *post-traumatic stress disorder* (PTSD).

After all, by its very definition, one cannot be diagnosed with PTSD without having had a traumatic experience that is an experience perceived as being threatening to life or health of oneself or someone to whom one is attached. Onuoha and Olufuwa, (2020) also highlighted the intrinsic connection between traumatic experiences and the development of post-traumatic stress disorder (PTSD). PTSD is fundamentally rooted in traumatic experiences as well as children response to learning. In children, such experiences can stem from various sources, including abuse, neglect, or witnessing violence. The direct correlation suggests that children who endure trauma are at a higher risk of developing PTSD, which can significantly affect their emotional and psychological development leading to negative learning outcomes. Childhood trauma can disrupt cognitive functions such as attention, memory.

Komolafe and Onuoha (2021) write that; "…memory plays a very important role in conceptualizing trauma. Personal narratives enable students to work through the site of their memories and bear witness to such traumatic memories which gives the teachers a gleam into the student's existence. Storey (2022, p.1) inform that "art" which include personal narratives foregrounds the importance of remembering and it is one who has memory remembers. Onuoha (2020) note that; "An individual's total experience in life, which is stored in the memory, becomes an element of the encoding processes of autobiographical narrative" (77). Children who are abused from child struggle with concentration and retention of information as a result of the effect of such traumatic memories.

Aggressiveness in the classroom is a product of traumatic childhood and is exhibited by students as a response to learning, and this affects the environment of learning and its outcome. Dias and Ventura,(2017) observed that "aggressiveness is present in the human being from the earliest stages. It is one of the aspects involved in human development and the structuring of human personality. Besides, aggressiveness is

required for humans` survival, adaptation, and growth. So, for growth to take place, students aggressiveness must be managed and cultured through learning and teaching, and narrative pedagogy provides an avenue for understanding the psychological experiences that influence their aggressiveness in class. McGaha-Garnett, (2013) affirms the foregoing when she states that "teachers play a pertinent role for children who are emotionally sensitive and socially inept by providing a safe haven and learner-centred environment. Understanding the learners live experiences would enable the educators to relate and properly channel learning to suit the needs of each student, including aggressive students.

Fatima and Khatoon, (2015) write that "aggression can be defined as an emotion that tends to hurt, harm, or destroy something or someone. Coordinated narrative assignments to aggressive students based on personal lived experiences can allow the educator to get the puzzles of the live experiences of aggressive students and the method of managing such students. Caruth, (1996) observes that "the term trauma is understood as a wound inflicted not upon the body but upon the mind Narratives provide a window into such wounds and factors necessitating aggressiveness in the classroom by some students.

Creative narratives, in all their forms, participate in the learning and teaching of students. Mehr (2011) corroborates the foregoing thus; "Creativity is one of the psychological constructs that both professionals and laypeople seem to understand but it is not easy to define" (p. 116). Mehr suggests that creativity is a concept widely recognized and acknowledged by both experts and the general public. However, despite this common understanding, defining creativity precisely is challenging and creative narratives are forms of creativity which reflect the mental state of a child. Donia and Haikal (2022) write that; "Character development is highly affected by the experiences people go through in their childhood. Children, who have been exposed to child abuse or neglect usually, suffer from psychological disorders, which often have a longterm effect.

Childhood suffering has a serious impact on one's life that may lead to childhood trauma. The foregoing illustrates the critical relationship between childhood experiences and character development, emphasizing Childhood Experiences as factors affecting learning outcomes. Abuse or neglect significantly shape a child's psychological and emotional development and teachers through engaged personal narrative get to understand the needs of a particular student.

Narrative pedagogy is as old as man, as it was first used to pass on cognitive experiences by the oral communities before the emergence of secondary orality in society. Learning pedagogy in education refers to the theories, methods, and practices involved in teaching and learning. It encompasses a wide range of approaches aimed at facilitating effective learning experiences for students. Moore, (2000) affirms the foregoing; thus, "Every school teacher operates according to a theory or theories of learning and within the context of a philosophy of what education should be fundamentally about. The only difference is that sometimes these theories are very consciously held and operated upon by the teacher, perhaps carefully referenced to published theories in the field, while others are held and operated upon rather less consciously, with perhaps little or no reference to published theory.

The above-mentioned finds expression in the adopted pedagogy of teaching and learning. Pedagogy refers to the way of teaching students through theory and practice in educating students. It is the relationship between the culture and the techniques of learning. The main aim of pedagogy is to build on the previous learning of students and work on the development of their skills and attitudes. Gordon, (2019) writing about "Pedagogic Literary Narration in Theory and Action," observes that "it concerns sharing novels with students and how unique narratives are realised through reading aloud, abridgement, and spoken framing cues. This interactive storytelling differs from the silent and solitary reading of narrative. This pedagogy of teaching and learning focuses on the teacher.

Narrative pedagogy of personal narrative provides a framework for teachers to learn about their students through the students' personal narratives of their lived experiences in society as precursors to their attitude in class. Personal stories can help teachers understand the learning needs of their students and how to adapt their teaching methods to suit the needs of individual students or how to relate to individual students with regards to their lived experiences. Understanding the learning needs of individual students can help the educator tailor learning to the needs of individual students. Narrative pedagogy has been focused on collaborative dialogue among students and teachers, but very few have paid attention to narrative pedagogy as a means of understanding the learning needs of individual students, most especially the aggressive students in a class.

This study is focused on a practiced section of personal narratives of aggressive students as presented by Oluwabukunmi's March (2023) narrative on the RantHQ Facebook page. Social media provides a platform for the oppressed and exploited to narrate their experiences and get assistance and support. The personal narratives of individuals become a medium to understand their suffocating thoughts and their experiences in life. Narrative pedagogy is an approach to education that places significant emphasis on storytelling and narrative as central elements of teaching and learning.

Narrative pedagogy foregrounds the importance of stories to engage learners, convey complex ideas, and foster deep understanding. In this study, narrated pedagogy is used to illustrate the power of child personal narratives to inform the teacher and engage the teacher to understand childhood trauma and the need to adopt a new approach for effective learning. The foregoing affirms the concept of narrative pedagogy, where the approach views learning as a process of meaning-making where individuals construct their understanding of the world through stories they encounter and create from a personal medium. The educator uses storytelling as a primary

method of understanding students because such personal narrative conveys information and facilitates discussion. By asking the students to write narratives that centre on their lives, the teacher makes it possible for the students to reflect on their lives. Personal narrative pedagogy encourages students to relate course material to their own experiences and perspectives. Through reflection on personal narratives, learners can deepen their understanding of content and develop critical thinking skills.

Methodology

The study adopts narrative pedagogy and trauma theories to account for personal narratives as a medium to understand the needs of specific students. Narrative pedagogy is an approach to teaching and learning that emphasises the use of storytelling, or narratives, as a central tool for education. Several theories underpin narrative pedagogy, each offering unique perspectives on how narratives can be effectively utilized in educational settings. While many of the scholars have focused on the use of storytelling as a central tool for education, this study focuses on the use of storytelling in the understanding of students and its contribution to aggressive behaviour and childhood trauma. We use Jean Clandinin and Michael Connelly's concept of narrative inquiry as the framework for narrative pedagogy.

Their work, including "Narrative Inquiry" and "Composing Diverse Identities: Narrative Inquiries into the Interwoven Lives of Children and Teachers" (2006), informs our approach. Both mentioned books expand John Dewey's nature of experience as continuous and influence the learner's interaction with learning and education. This theory allows for an understanding of the learners' previous experiences, including lived experiences, as precursors to present learning and even an aggressive attitude towards learning. Caruth's Trauma Theory affirms the existence of trauma as referential, and this is implicated in the attitude of traumatised children through their aggressiveness towards learning and in the classroom. The date for this study was elicited from the Abolade Oluwabukunmi narrative of March 3, 2023, where the author highlighted the influence of trauma on the class aggressiveness of students. Oluwabukunmi's experiment is subjugated to

literary analysis using the theory of trauma as well as narrative pedagogy to highlight methods of addressing aggressiveness in the classroom and in learning.

Aggressive Behaviour, Trauma and Narrative Pedagogy

Narrative pedagogy foregrounds the need to understand the students as individuals with unique backgrounds, experiences, and needs. Caruth (1996) affirms that "so trauma is not locatable in the simple violent or original event in an individual's past, but rather in the way that its very unassimilated nature—the way it was precisely not known in the first instance—returns to haunt the survivor later on. Through aggressiveness, the narratives studied attempt to illustrate how trauma influences the aggressiveness of students in schools in the Global South. Through personal narratives, the educator would be able to fix the puzzles surrounding the aggressive behaviour of a student with regards to learning and the student's relationship with others. By focusing on the personal narratives of individual students, especially those of aggressive students, the educator will be able to provide a supportive environment for educating aggressive students. Narrative pedagogy is designed to encourage a spirit of inquiry to continually ask questions and to seek evidence-based best practices; to assess patient needs and preferences for patient-centered care; and to increase situational awareness of the potential for error. This is reflected in the Abolade Oluwabukunmi narrative of March 3, 2023 submitted thus:

> As a guidance counsellor at my school, my job was to help troubled or confused kids the best way that I can, to steer them in the right direction. The case of 3 children was brought to my attention by some teachers who were frustrated already about them. They were naughty and hardly ever paid attention in class.

The foregoing indicates that aggressiveness constitutes a form of barrier to learning and leads to the frustration of teachers who have specific learning outcomes in mind. Uludag, (2013) corroborates the foregoing; thus, "aggression has a negative impact on current academic achievement. This indicates that students with aggressive tendencies tend to have lower GPA scores. Not only does aggressiveness affect academic performance, but it also affects the teacher

negatively. The excerpt indicates that a psychologist or someone who specialises in learning and child psychology is expected to handle aggressive children. Oluwabukunmi continues:

> So I called them to my office; Michael, Mariam, and Peace. Michael is the only boy and the oldest among them. He was in Jss3, the same class as Mariam while Peace the rather subdued one was in Ss1:
>
> Me: "Michael, how old are you?"
>
> Michael: "16 ma!"
>
> Me: "Is that why you bully your classmates? How can you take someone's food and eat it? And when he tried to complain you beat him up! What kind of attitude is that?"
>
> Silence

The aggressive students are somewhat worthless in their responses to the offences committed, which is an indication of an underlying trauma that does not have verbal reasons for their actions but in which the traumatic neurosis motivates them to act in defence of themselves, as the excerpt indicates. The Oluwabukunmi interrogation of the students foregrounds the foregoing submission. She asked further:

> Me: "You won't talk right? Apart from that, you already have a bad record with the teachers. What is the problem?"
>
> Michael: "Nothing ma! He said almost inaudibly, looking everywhere but at me."
>
> Me: "And you Mariam, I have never heard of a girl beating 4 boys at once until I met you... "
>
> Mariam: "Ma! They were the ones who looked for my trouble, they were insulting me! Thomas said I looked like house girl! And the others started laughing."
>
> Me: "And who did you report to? You took the matter into your own hands and beat those children up!? What if their parents want to come and take some action against you?"
>
> Silence

Me: "We do not fight or bully anyone in this sc.....”

Mariam: "but ..but..ma..!

Me, raising a hand to cut her short: "Let me finish!!!! You have no right to beat up any child in this school! Except you want to be expelled. Do you want that?”

Silence

"And then you Peace! Your case is different ....you are just sleeping in the class. You don't mix, you don't answer questions, and you don't even copy notes. All you do is rest your head on your desk and sleep. Is there a problem?”

Peace: "No ma”

Me: "Are you ill?”

Peace: "No ma”

Me: "Did you not sleep in the night?”

Peace: "I did ma”

Me: "So why do you sleep in class?”

Silence

I looked at all 3 children who looked like they would rather be anywhere than in my tiny office. They were so young yet clearly troubled.

Me: "You know what? I want the 3 of you to go back home and write me a story. My saddest experience as a child.”

"Now, I want you to take this project seriously so I can be able to help you, or don't you want that?”

I waited for them to nod then I continued...

"Writing this truthfully would help me decide if you should continue in this school or not. You have 2 days.”

With that, I dismissed them.

The actions of the three students named Michael, Mariam, and Peace constitute a form of aggressiveness in school, which also has negative effects on the learning environment. Caruth

(1996) writes that "trauma seems to be much more than a pathology or the simple illness of a wounded psyche; it is always the story of a wound that cries out, that addresses us in the attempt to tell us of a reality or truth that is not otherwise available. This truth, in its delayed appearance and its belated address, cannot be linked only to what is known but also to what remains unknown in our very actions and our language. Their actions are their psychic wound crying out, and they attempt to express it through aggressiveness, as indicated in this study. However, to create an all-inclusive learning environment, the educator must understand factors that lead to students' aggressiveness and personal narratives, provide an introduction to adolescent psychology, and understand the lived experiences of such students and how they influence their responses to learning and actions within the learning environment.

According to Herman (2015), childhood trauma refers to negative experiences that children face during their early years that can have profound and lasting effects on their physical and mental health and overall well-being . In a blog post by the American Psychological Association titled "Understanding Trauma," they explain trauma as "an emotional response to a terrible event like an accident, rape, or natural disaster. Immediately after the event, shock and denial are typical. Longer-term reactions include unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea." Childhood trauma is an emotional wound experienced by a child that can lead to psychological issues, either when the victim of the trauma is still a child or later in the future during adulthood. Childhood trauma is a type of trauma that can lead to long-lasting adverse effects on an individual's mental health. According to the National Child Traumatic Stress Network (2024), childhood trauma is a range of experiences ranging from physical or sexual abuse to neglect, natural disasters, and witnessing or experiencing violence. Such experiences may result in anxiety, depression, post-traumatic stress disorder, and a range of other mental health conditions that can last into adulthood.

This view is in line with Bowlby's postulation on attachment theory, which proposes that early experiences with carers and primary relationships shape children's internal models of themselves and others. Study by Teicher et al. (2013) show that individuals who experienced childhood trauma are more likely to develop mental health problems in adulthood, highlighting the need for prompt and effective intervention. This stand is supported by Herman, (2015) as the author argues that children who experience trauma are more likely to develop physical and mental health problems, engage in risky behaviours, and struggle with relationships and employment as adults. According to van der Kolk, (2015) childhood trauma can lead to an overactive amygdala, a shrinking hippocampus, and impairments in the prefrontal cortex, resulting in difficulties in emotion regulation, memory processing, and self-awareness.

Childhood trauma is the major thematic focus in Stories by RantHQ. The protagonists in the stories suffer trauma due to deprivation from a normal childhood. The experiences of the individuals have lasting impacts on them. For instance, in the first story (Story 1), the protagonist/narrator and her brother are affected by their parents' separation and subsequent abandonment by their father. Caruth, (1996) note that; "…trauma narratives, does not simply represent the violence of a collision but also conveys the impact of its very incomprehensibility". These actions of their parents have a severe psychic effect on them. The mother's death must have been a traumatic event for the children, as they are left without a parent to take care of them. The children suffer from a lack of parental support due to parental separation. Their mother's death and their father's lack of involvement and apparent disinterest in his children's well-being can have a lasting impact on their emotional health and relationship in the future. The narrator's emotional state is captured as she says that "my father never cared" and that "he still doesn't care about us."

In the second story, the protagonist describes her struggles with emotional, verbal and physical abuse from her mother since childhood. She states her traumatic ordeal by saying that "I have a mother who has been abusive since I was a child". The mother's verbal abuse includes openly calling the protagonist a "devil child" because of her dark skin and accusing her of bringing bad

luck to the family. The mother also calls her "ugly, black shit and shapeless", and that she is "the ugliest of her kids". The mother also makes the protagonist's siblings hate her, leading to verbal bullying from them "Any small argument, they called me black devil, jezebel…". For requesting financial assistance from her family, the narrator's brother sends voice notes to her, reminding her of how she failed as a child, that her mother "is regretting why she sent (her) to school".

This emotional abuse causes the narrator to feel rejected and dejected. She lets the reader into her mind by stating that she "will only cry and stay dejected." Furthermore, the protagonist struggles with poverty and is forced to engage in risky activities, such as getting involved with an abusive man, in order to survive. These traumatic experiences have lasting impacts on the protagonist's mental health, resulting in depression and feelings of dejection. The narrator's mother's abuse has a negative impact on her relationship with others, causing her to feel isolated and alone. Her mother's refusal to help her when she is hospitalised and unable to work due to her surgeries leaves her with no choice but to beg people for food and help.

Her mother's abusive behaviour caused her to lose her neighbour's support, and her younger sister and mother accuse her of telling their neighbours what is happening in their home, leading to a lack of trust and isolation from others. The narrator's mother's abuse is filled with emotionally charged and degrading language like "jezebel", "ugly black shit", and that she is the ugliest of her kids, causing her to internalize these negative labels. Additionally, the mother states that she would have sold her (the protagonist) during the time of slave trade, which can instill feelings of abandonment and betrayal. These insulting words causes deep-rooted emotional trauma to the narrator, leading to issues with trust, self-worth, and self-image. The narrator's mother curses her when she is only 4 months old, believing that nothing good will come from her. These ill-treatments from her immediate family have instilled in the protagonist, feelings of hopelessness and despair, to the extent that she is having suicidal thoughts.

The tripartite story of Michael, Miriam and Peace fully portray the theme of childhood trauma. The children's trauma is so obvious that the three children are described as "naughty and hardly ever

paid attention in class" to the extent that their teachers "were frustrated already about them." In Michael's story, the 16-year-old narrator is traumatized by the loss of his mother during childbirth when he was only four years, the subsequent separation from his infant brother, and the death of his father a few months later. Due to the death of his parents, the narrator is now staying with his uncle "whose wife maltreats" him. These events lead to a significant disruption of the protagonist's family structure, leaving him without any immediate caregiver and causing him to be shuffled between different relatives. Similarly, the narrator is traumatised as people start calling him "an orphan". He states that calling him an orphan "was such a painful word."

The theme of childhood trauma is also prominent in Mariam's story, where Mariam is a victim of domestic violence, abuse and neglect. The child is deeply traumatized by her father's constant physical abuse of her mother and his abandonment of the family after he thought he had killed Mariam's mother. The narrator states that "my mum and dad were always fighting". Additionally, her mother's subsequent mistreatment of her, fueled by her resemblance of her abusive father, adds to Mariam's childhood traumatic experience. She recounts that her mother "has been treating me like she hates me", and that "she beats me like a thief". For returning late from an errand, the narrator's mother beats her up "and put fresh pepper in my vagina". These factors make Mariam to be afraid, feel unloved, unwanted, abandoned and neglected. Consequently, Mariam ends up bullying her classmates in school for saying that she looks like a house girl, obviously from her tattered appearance. She is so traumatized by her mother's disheartening treatments that she is "thinking of running back" to her father.

The story of Peace also portrays the theme of childhood trauma as the main character, Peace, undergoes emotional and physical abuse in the hands of the rich family she works for. Her father's rejection and abandonment of her, combined with the shock of being used as a house girl, also contribute to her traumatic childhood experiences. She confesses her trauma thus: "My father saw me as a nuisance and sent me to stay with my grandmother in the village". Having been promised formal education to university level, disappointedly, she "realized to her shock that she would be a

house girl to this rich family." As a house girl, she is forced to "work till 2am" before going to "sleep on the cold tiles in the kitchen." She has no say in her life; and these add to the traumatic experiences she faces.

Her painful experiences at home transcend into her academics. She is always seen "sleeping in class." She doesn't mix with other students, nor answer questions in class. She "don't even copy notes." Her situation can be traced back to her mother's death during childbirth. She feels isolated as her father sends her to her grandparents in the village. Furthermore, the rich family's exploitation of Peace can also be traced back to the poverty of her parents. Their decision to change her name shows her lack of control over her life (powerlessness).

The very last story is a poignant story of a child who craves the love and acceptance of a mother figure but is denied it due to the mother's shame and societal expectations. The narrator, who is probably a girl, experiences emotional neglect and rejection by her mother. In her essay to her counselor in school, she confesses that she "feels this stings of pain and jealousy in me each time I heard them calling her mummy while I am left to call her aunty". The child's mother, who is supposed to be a source of comfort and love, rejects her own children and denies them the right to call her "mummy" like her other children. This rejection is a significant source of pain and jealousy for the child who longs for a loving mother figure.

The child's feelings of being left out, jealous, and unloved are highlighted in the story. The child yearns for a mother figure and desires to be a part of her family. However, the mother's rejection has created a sense of abandonment and confusion in the child's life. The use of descriptive language further amplifies the emotions of the child. The child's pain and longing are portrayed through words like "stings of pain", "jealousy" and "desire". The protagonist's emotional distress and desire for a normal family relationship represent the long-lasting impact of childhood trauma. The child in the story is experiencing a form of emotional neglect as a result of being denied the opportunity to call her mother "mummy" like other children do.

This is causing her to feel a sense of isolation and abandonment, which can have lasting effects on her mental health and well-being. The cultural belief that a woman must have husband who has paid her dowry in order for her children to be considered legitimate, is also a cause of childhood trauma in the story. This belief leads the mother in this story to deny her own children the opportunity to call her "mummy" because she is ashamed of their legitimacy.

Styles of Childhood Trauma:

Childhood trauma can manifest in various forms, resulting from different experiences. There are various styles of childhood trauma, and understanding them can help individuals, therapists, and researchers recognize the specific challenges that individuals may face as a result of their experiences. Downeya and Crummy (2020) in writing of childhood trauma observe that; "Early onset of trauma may contrive a low self-esteem and depression and anxiety can surface due to feelings of inadequacy" (1). Here are some of the most common styles of childhood trauma as portrayed in Stories by RantHQ:

Depression: According to the American Psychiatric Association (APA), depression is a mental health disorder characterized by feelings of sadness, loss of interest or pleasure, changes in appetite or sleep patterns, feelings of worthlessness or guilt, difficulty concentrating, and in severe cases, thoughts of death or suicide. The above is the exact scenario seen in the second story. In the story, the narrator is suffering from depression as a result of the traumatic experiences she is facing. Her depression is so serious that she is even considering suicide. She states, "I am depressed and need good people of God to advise and pray for me".

Shock: Kahn (2019) note that; "The term "shock" may refer to a psychological or a physiologic type of shock. Psychological shock is caused by a traumatic event and is also known as acute stress disorder. This type of shock causes a strong emotional response and may cause physical responses as well. This type occurs in response to a traumatic event, leading to what is often referred to as acute stress disorder. It involves intense emotional reactions, such as fear, anxiety, or distress, which can overwhelm an individual. Physiological shock generally refers to a medical emergency

where the body's organs do not receive adequate blood flow, often due to conditions like severe injury or illness. Psychological shock can trigger not only emotional but also physical responses, indicating the interconnectedness of mental and physical health. This highlights the importance of addressing both aspects in trauma recovery.

In the very first story, the narrator is shocked and surprised that, not minding that his father has money, he still abandons them after separating from their mother. In Peace's story, the protagonist is in shock for being used as a house girl by a rich family and not getting the good treatment she was promised. In the very last story, the narrator suffers from the emotional shock of being denied the privilege of addressing her own biological mother as "mummy", and this traumatizes her whole being.

Naughty/Waywardness: The *Oxford Advanced Learner's* (2015) defines naughty as "behaving badly; not willing to obey; and this is fully manifested in the lives of some of the traumatized characters in the stories. The three students in particular exhibit wayward acts while in school as the manifestation of their traumatic experiences. Michael forcefully takes the food of other students and bully them when they complain. Miriam also beats up her classmates as she learnt from her father and mother. Peace on her part, sleeps away her time in class. She neither participates in the teaching and learning processes nor associate with others.

Root Causes of Childhood Trauma:

Childhood trauma can be caused by a variety of factors. As seen in the stories, below are some root causes of childhood trauma:

Physical, sexual, or emotional abuse: Children who experience physical, sexual, or emotional abuse may develop trauma due to the trauma of the event, as well as the ongoing effects of the abuse. These types of events can also disrupt a child's sense of safety and security and can result in long-term psychological effects. In the second story, the narrator faces trauma due to the numerous verbal and emotional abuses she receives from her mother and siblings. Also, Michael feels bad for being called "orphan", as he states that "it was such a painful word". This forces him to be staying with his uncles. In the present, he is staying with his uncle whose wife maltreats him.

Miriam's mother also maltreats her due to the bitterness she (Miriam's mother) has for her father, and her (Miriam) resemblance of him. Miriam states her situation thus: "…does she think I am father? She beats me like a thief and makes me do things a child my age shouldn't do". Furthermore, Peace, a house girl, is facing child labour in the hands of the rich family she is serving. This traumatizes her too. The experiences of the characters above typify how abuse, be it physical, verbal, sexual or emotional, traumatizes children.

Child Neglect/Abandonment: Children who experience neglect, including lack of food, shelter, or medical care, may develop trauma due to the constant stress and lack of safety. In the first story, the children are abandoned after their parents' divorce. The narrator states, "My father never cared. It wasn't that he didn't have the money, he was doing very well but maybe it was a way of getting back at our mother." This causes trauma to the young children.

Witnessing violence: Children who witness violence, whether it's in the home or community, may develop trauma due to the fear, helplessness, and lack of control they experience. Miriam is a victim of this. She states, "My mum and dad were always fighting. My dad would beat my mummy up and burn all her clothes. Sometimes she would have a broken hand that would not heal for days or a swollen eye." This violent experience makes Miriam to be violent too and behaves wayward in school as she beats up other students.

Separation, Loss/Death: Children who experience separation from a caregiver or loved one, whether it's due to death, divorce, or other reasons, may develop trauma due to the loss and disruption of their sense of safety and security. In the first story, the parents of the narrator separated when the protagonist was still small, and this affected her mental state. Also, Michael's mother died during childbirth when the protagonist was only four years old, and his father died a few months later, and this sets Michael up for traumatic experiences. Furthermore, Peace (Amarachi) loses her mother to death when she is being delivered. As she grows up, her father sends her away, first to her grandmother, and later as a house girl to a rich family. This separation leads to the traumatic experiences of the child.

Poverty: Poverty is another root cause of childhood trauma. The poverty of the parents of the children exposes the children to harsh economic situations which will in turn, lead to trauma. In the second story, the narrator is poor, and has to beg her neighbours for food and help. In Peace's story, the protagonist must have been sent out as a house girl due to the poverty of her father. As van der Kolk et al. (2015) put it, these experiences as discussed above "can be particularly damaging, because they involve a betrayal of trust and a disruption of the child's sense of safety and security within relationships.

Conclusion

Narrative pedagogy encourages students to express themselves creatively through storytelling, and this is done in the narratives studied through the autobiographical medium, which have to do with the students lived experiences and how these influenced their actions in school. This insistency on personal narrative fosters individuality, self-expression, and a sense of belonging in understanding the student. Through personal narratives, the students foreground the practices of narrative pedagogy, which emphasise dialogue and collaboration among students and between students and teachers. Through their narratives about their lived experiences, they facilitate discussions in shared storytelling, which is enabled by the school counsellor.

This process open up conversations about their challenges as learners and provide a way to manage their aggressive behaviour. Stories by the three students evoke emotions, foster empathy, and give the counsellor a deeper understanding of their experiences and a means to relate to them. The stories vividly mirror the disheartening experiences of children in society, which eventually traumatise them, leading to their aggressive behaviour in school. The stories are realistic accounts of how disconcerting childhood experiences haunt the victims. These abuses as portrayed in the stories come in diverse forms, such as physical, sexual, verbal, and emotional abuse (as experienced by the protagonist in the first story and also by Michael, Miriam, and Peace), child neglect (as seen in the first story, the story of Peace, and the last story), separation, or loss (this is seen in all the stories). As seen in the stories, the causes of parental separation are death or divorce,

abuse by parents, siblings, and carers, poverty, etc. These traumatise the children and affect their everyday lives. The counsellor implements the temperament of narrative pedagogy by encouraging the students to embark on a self-reflective journey through their lives.

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