

SCHOOL INSECURITY AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY UNDERGRADUATES IN ANAMBRA STATE

NWAGU CHIJOKE IFEANYI.

Faculty of Education

COOU

nwaguchijioke@ gmail.com

08064712518

PROF. N.J. OBIKEZE

Faculty of Education

COOU

nj.obikeze@coou.edu.ng

&

PROF. CHIKA MERCY OKONKWO

Faculty of Education

COOU

cm.okonkwo@coou.edu.ng

Abstract

This study investigated school insecurity and psychological well-being among university undergraduates in Anambra State. Two research questions and two null hypotheses guided the study. Correlational research design was adopted for the study. The population of the study consisted of 39,000 university undergraduates (25,000 university undergraduates from Nnamdi Azikiwe University and 14,000 university undergraduates from Chukwuemeka Odumegwu Ojukwu University) in the two public universities in the State. A sample of 1,000 university undergraduates was drawn using stratified random sampling technique. Two instruments were used for the data collection. These were School Insecurity Questionnaire (SIQ) and Psychological Well being Questionnaire (PWBQ). The instruments were subjected to face validation. The reliability of the instruments were established using Cronbach Alpha method . The result gave coefficient values of 0.67 for School Insecurity Questionnaire and 0.75 for Psychological Well Being Questionnaire. The data were collected by the researcher with the help of six research assistants who were properly briefed on how to administer the instruments. The completed copies of questionnaire were collected on the spot. Data analysis was done using SPSS VERSION 25. The findings of the study revealed that school insecurity had a weak correlate of psychological well being among university undergraduates in Anambra State. The findings revealed that there was moderate positive relationship between school insecurity and psychological well being among male university undergraduates in Anambra State; and that there was a negligible positive relationship between the two variables among female undergraduates. The study concluded that there was a significant moderate positive relationship between school insecurity and psychological well-being of male university undergraduates in Anambra State, and also a significant negligible positive relationship of female university undergraduates in Anambra State. The researcher recommended among others that the university environments should be made to be student friendly and that activities that are capable of bringing students face to face with one another should be encouraged. This may go a long way in improving the well being of students. The researcher would add as contribution to knowledge that students should be made to make their voice be heard and ready to face life and its challenges.

Keywords: School insecurity and Psychological well-being

Introduction

The importance of education in the overall development of human beings cannot be over emphasized. Most nations of the world have devoted a chunk of their annual budget towards the funding of education. Education is the process of acquiring knowledge, skills and competencies by an individual to enable him/her to be useful to himself/herself and the society. It is the key to success in all aspects of human endeavour. It is in realization of the importance of education that the government of the Federal Republic of Nigeria in its 1999 constitution made a declaration of the right of every Nigerian child to education irrespective of gender, tribe, religion or race.

Unfortunately, the lofty vision of education in Nigeria as indicated in the constitution of the Federal Republic of Nigeria has not been realized due to spate of insecurity in Nigeria. This is because effective teaching and learning can only be realized in a serene and conducive environment devoid of insecurity (Adeleke, 2020).

Schools all over the world are designed to be centers of learning and propagation of good conduct. School premises are expected to be places that are safe, secured and peaceful. When a child goes to school, one of the most critical things parents are concerned about is the safety and security of their children in school (James, 2019). Keeping schools secure and safe is a very important task that should not be taken lightly. But then, this is never all the time achieved because of school insecurity especially in the universities and it poses a lot of problem to students.

Insecurity of school has been seen to influence the effective learning of students. Situations of insecurity triggers traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to closure of schools (Akintunde and Musa, 2016). The wellbeing of the student is of primary concern to stakeholders in the Education sector. This is as a result of school insecurity which is becoming an alarming challenge sweeping across the environs. Hence, it has been gathered that terrorist group known as Boko-Haram and Bandits are on the rampage, attacking, kidnapping and bombing public places including schools. They kidnap adults, women, rich and average citizens, girls, school students and teachers (Uzochukwu, 2015).

School insecurity can in a nutshell be considered as a state in which the school is unsafe or insecure. Insecurity in schools has resulted in major of the schools being shut down for months. One can quickly mention the havoc of the unknown gunmen and kidnappers as contributing factors to school insecurity, and its trauma is being often felt by the students. Again, the American Psychological Association (2013) reported that insecurity is multifaceted. It pertains to an overall sense of uncertainty or anxiety about your worth, abilities, skills, and value as a person, conveying the message that you are at risk or in danger of something or someone. That negative impact of insecurity could be physical, mental, or emotional. Without being assured of one's safety there is every tendency that one will not achieve one's desired goal.

Felicia (2023), describes psychological wellbeing as lives going well. It is the combination of feeling good and functioning effectively. Sustainable well-being does not require individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term well-being. Psychological well being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life. The concept of feeling good incorporates not only the positive emotions of happiness and contentment, but also such emotions as interest, engagement, confidence, and affection. The concept of functioning effectively (in a psychological sense) involves the development of one's life, having a sense of purpose (e.g. working towards valued goals), and experiencing positive relationships. Psychological well-being has been defined within the eudaimonic perspective as the development of one's true potential. This is in contrast to the subjective well-being view.

Statement of the Problem

According to Matsayi (2023), insecurity of school, and anxiety, has a significant influence on the psychological well-being of school students. Adolescence is a crucial period of development when individuals are forming their identity, building relationships, and transitioning into adulthood. When students experience insecurity or anxiety, it can affect several aspects of their psychological well-being, including their emotional, social, and academic functioning. Insecurity can lead to feelings of anxiety, fear, and uncertainty. Students may constantly worry about their safety, both within and outside the school environment. These emotional stressors can interfere with their ability to concentrate, sleep, and manage their emotions effectively. Meanwhile, it should be stressed that when schools are secured and there is less social anxiety one would develop a psychological well being if not one would not function well psychologically. As a matter of fact, most of the university undergraduates are finding it pretty hard to actualize their goals in school due to insecurity of school.

Purpose of the Study

The main purpose of this study was to determine school insecurity and Psychological well-being among university undergraduates in Anambra State.

Specifically, the study sought to:

- 1) Determine the relationship between school insecurity and psychological well being among university undergraduates in Anambra State.
- 2) Find out the relationship between school insecurity and psychological well being of male and female university undergraduates in Anambra State.

Research Questions

The following research questions guided the study

- 1) What is the relationship between school insecurity and psychological well being among university undergraduates in Anambra State?
- 2) What is the relationship between school insecurity and psychological well being of male and female university undergraduates in Anambra State?

Hypotheses

The following hypotheses were tested at 0.5level of significance:

Ho₁: There is no significant relationship between school insecurity and psychological well being among university undergraduates in Anambra State.

Ho₂: There is no significant relationship between school insecurity and psychological well being of male and female university undergraduates in Anambra State

Results

The results of the data collected and analysed were as follows in the Tables 1-3 below in accordance with the research questions and hypotheses.

Research Question 1

What is the relationship between school insecurity and psychological well-being among university undergraduates in Anambra State?

Table 1 Pearson's Correlation between School Insecurity Scores and Psychological Well-being Scores of University Undergraduates

Variables		School Insecurity Scores	Psychological Well-being Scores	Remark
School Insecurity Scores	r	1	0.27	Weak Positive Relationship
	N	909	909	

The Pearson's correlation between school insecurity and psychological wellbeing scores displayed in Table 1 yielded a correlation coefficient of 0.27. This indicated that there was a weak positive correlation between the two variables. This suggested that school insecurity is a weak correlate of psychological well-being among undergraduates in universities in Anambra state.

Research Question 2

What is the relationship between school insecurity and psychological well-being of male and female university undergraduates in Anambra State?

Table 2: Pearson's Correlation between School Insecurity Scores and Psychological Well-being Scores of Male and Female University Undergraduates in Anambra State

Sex		School Insecurity Scores	Psychological Well-being Scores	Remark
Male	School Insecurity Scores	r	1	Moderate positive relationship
		N	306	
Female	School Insecurity Scores	r	1	Negligible Positive Relationship
		N	603	

Table 2 displayed the Pearson's correlation between school insecurity scores and psychological well-being scores on the bases of gender of the undergraduates. The correlation coefficient for the male group was 0.58 while the correlation coefficient for the female undergraduates was 0.09. These values

indicated that there was a moderate positive relationship between school insecurity and psychological well-being of male undergraduates, and a negligible positive relationship between the two variables among female university undergraduates in Anambra State.

Hypothesis 1

There is no significant relationship between school insecurity and psychological well-being among university undergraduates in Anambra State.

Table 3 Significance of Pearson's Correlation between School Insecurity Scores and Psychological Well-being Scores among University Undergraduates

Variables		School Insecurity Scores	Psychological Well-being Scores	p-value	Decision
School Insecurity Scores	r	1	0.27	.000	Significant
	N	909	909		

Table 3 showed there was a significant weak positive relationship between school insecurity and psychological well-being among university undergraduates in Anambra state, $R = 0.27$, $p < 0.05$, therefore, the null hypothesis was rejected.

Hypothesis 2

There is no significant relationship between school insecurity and psychological well-being of male and female undergraduates in Anambra State.

Table 4: Significance of Pearson's Correlation between School Insecurity Scores and Psychological Well-being Scores of Male and Female University Undergraduates in Anambra State

Sex			School Insecurity Scores	Psychological Well-being Scores	p-value	Decision
Male	School Insecurity Scores	r	1	0.58	.000	Significant
		N	306	306		
Female	School Insecurity Scores	r	1	0.09	.023	Significant
		N	603	603		

Table 4 showed that there was a significant moderate positive relationship between school insecurity and psychological well-being of male university undergraduates, $R = 0.58$, $p < 0.05$, and also a significant negligible positive relationship of female university undergraduates in Anambra State, $R = 0.09$, $p < 0.05$. The null hypothesis was, therefore, rejected.

Summary of the major Findings:

1. School insecurity had a weak correlate of psychological well being among university undergraduates in Anambra State.
2. There was a moderate positive relationship between school insecurity and psychological well-being of male undergraduates, and a negligible positive relationship between the two variables among female undergraduates.
3. There was a significant weak positive relationship between school insecurity and psychological well-being among university undergraduates in Anambra state.
4. There was a significant moderate positive relationship between school insecurity and psychological well-being of male university undergraduates in Anambra State, and also a significant negligible positive relationship of female university undergraduates in Anambra State.

Conclusion

In view of data analysis and interpretation of the results, the following conclusions were drawn. That school insecurity had weak correlation with psychological well being among university undergraduates in Anambra State.

That there was a moderate positive relationship between school insecurity and psychological well-being of male undergraduates, and a negligible positive relationship between the two variables among female undergraduates.

That there was a significant weak positive relationship between school insecurity and psychological well-being among university undergraduates in Anambra state.

That there was a significant moderate positive relationship between school insecurity and psychological well-being of male university undergraduates in Anambra State, and also a significant negligible positive relationship of female university undergraduates in Anambra State.

Implications of the Study

The findings of this study have far reaching implications for Educational Psychology. One of such implications is that Educational Psychological programmes in Educational Institutions should be made strong enough to carry activities that will help students get the best out of their school lives. Students sometimes get into severe problems because they lack support and help network. They lack services where to seek help when they are insecure, or confused in making decisions as well as unsure of their safety.

Recommendations

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

1. The University authorities should provide more security apparatus in schools for both male and female students.
2. Government and University management ought to make efforts that schools are adequately secured.
3. Students' lives should take precedence over any other university project.
4. The University authorities have to consider the well being of students paramount.
5. The University authorities must find a way of regulating and monitoring the conducts of the students who live off campus with the help of the community leaders within the neighbourhoods where students live.

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