

INFLUENCE OF INSECURITY ON THE EMOTIONAL BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN NORTH-EASTERN STATES OF NIGERIA

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ABSTRACT

The thrust of this study was to find out the influence of insecurity on the emotional behaviour of secondary school students within the North-Eastern Geo-political zone of Nigeria. Ten research questions and eight null hypotheses were formulated in harmony with the objectives of the study. The design of this study was cross-sectional survey. The population of this study consisted of 565, 180 secondary school students in the North-Eastern part of Nigeria. The sample size for the study was determined using Glenn (1992) who suggested a sample size of 400 as provided on a table showing appropriate sample sizes for specific populations. Multi-stage stratified sampling procedure was used in sample selection. The researcher adapted an instrument for data collection for the study titled: 'Emotional Behaviour and Academic Achievement of Students Questionnaire (EBAASQ). The instrument in this study was subjected to validation by consulting with two experts in Educational Measurement. The consensus of the experts yielded a logical validity index approximately 0.80. The instrument was further pilot tested which yielded a reliability coefficient of 0.80. The instrument was administered personally with the assistance of two research assistants. Descriptive statistics were used to summarize data related to the research questions. The t-test and ANOVA were used to test the formulated null hypotheses at 0.05 alpha level of significance. It was found at the end of the study that insecurity has negative influence on the students' emotional behaviour ($M = 3.13$, $S.D = 0.85$). It was also found that insecurity has negative consequence on emotional behaviour of students irrespective of gender ($t(398) = -0.903$, $P = 0.367 < t_{tab} = 1.96$, religion [$F(2, 397) = 7.20$, $P = 0.001 < F_{tab} = 1.96$] or state of origin [$F(5, 394) = 0.421$, $P = 0.834 < F_{tab} = 1.96$]. It was therefore recommended that reform programmes as well as remedial classes be organized to address the problem faced by emotionally disturbed victims of insurgency. Such programmes should be tailored without any gender, religious or state of origin biases but should be age-specific.

Keywords: Emotional behavior, secondary school students, Nigeria.

1. INTRODUCTION

The North Eastern States of Nigeria is one of the six (6) geopolitical zones that made up the Federal Republic of Nigeria. This zone comprises the states of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states which are at the north eastern boundary of Nigeria bordering Chad, Niger and the Cameroun. The region has been known by their committed commerce and agriculture which include farming and cattle rearing but the recent crisis in the area have turned it to almost a shadow of its history and socio-economic being. This region of Nigeria has been bedeviled by ethno-religious conflict for almost a decade today which has attracted the international community and humanitarian organisations because of the spate of destruction of human and material resources of the region and nation. The situation has made the area insecure for the citizens and organizations to go about their normal daily activities freely (Akintunde, & Selzing-Musa, 2016; Musa, Meshak, & Sagir, 2016).

The crisis which started like a religious agitation by a group called Jama'atuAhliSunnalidda'AwatiWal-Jihadaka Boko Haram, who believed that western education is sin and the root of corruption in the universe especially Nigeria hence it must be stopped in Nigeria with the enthronement of Sharia law (Isokpan, & Durojaye, 2016). This agitation continued and grew to violence destruction of properties, schools, churches and government structures and agencies. The activities of the group went to the extent that it got beyond the police control when their former leader Mohammed Yusuf was killed. Boko Haram in their desperation started claiming territories and hoisting flag under the leadership of their new leader KhalifaShekauand the Nigerian Armed Forces were deployed to contain these excesses and bring them under control. The Nigerian Armed Forces are still engaging them to date. Multinational forces of Chad, Niger and Cameroun the neighbouring countries to Nigeria were formed to forestall this Boko Haram atrocities and carnage from spreading beyond Nigeria as to end its existence.

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Though, these combined forces have succeeded in reclaiming the lost grounds and decimated its power but the situations in some areas still remain fragile and volatile. From inception to date when the conflict began in 2009, according to United Nations Office of the Coordination of Humanitarian Affairs (OCHA) report 2017, over 20,000 member of the Nigerian population have died, and greater number of women and girls forcefully taken to unknown places while youths with children were conscripted to fight for the insurgents or turned to suicide bombers against their will. An estimated number of 2.1 million of the population have been forced to flee their homes in the region because of the conflict. The Red Cross in June 2017 also reported that about 1.9 million people are presently scattered in different internally displaced centres within and outside the region while more than 200,000 people escaped to Chad, Niger and Cameroon at the heat of the crisis and were still yet to return back to Nigeria. This unstable situation has affected every facet of life in this region of the country both political and socio-economic aspects of their existence. These effects seem more on the vulnerable of the society, which are the children (students) and women.

Insecurity can be best understood as the extreme opposite of security. Thus, it would be essential to appreciate the concept or idea of security before looking at insecurity. Security is simply the existence of conditions within which individuals in a society can go about their normal daily activities without any form of threat to lives and property (Musa et al., 2016; Igbuzor, 2011; Akin, 2008). Anything contrary of this constitutes a challenge to security. Other scholars are of the view that security implies the absence of threat to acquire values or tendencies that would undermine national cohesion and peace; that security is the condition or feeling of safety from harm or danger, the defence, protection and absence of threat to acquire values Oladeji and Folorunso (2007), According to Imobighe cited in Oche (2011), 'Security is the freedom from danger or threat to a nation's ability to protect and develop itself, promote its cherished values and legitimate interest....'.

On the other hand, our emotions can assist the way information's are received, retained, interpreted, and used (Hochschild, 2012; Milton, 2002). Contrastingly, they also may cause severe disruptions in judgment (Forgas & Bower, 1987), decision-making (Isen, 2005), our memory and behaviour might as well be affected. There is a reciprocal relationship between thought and emotion that counters the traditional view that emotions hinder rational thought (Ahsan, & Mohammad, 2017; Barbalet, 1998). Hume (2015), in his Emotions and Moods series, stated that emotion can be used to refer to states that are mild (as in annoyed or content) and to states that are not directed at anything (as in anxiety and depression). According to Elkins in Perrin, Neil, Grimes, and Bryson (2014) stated that students experience an array of emotions including: exhilaration, alienation, frustration, boredom, depression, and despair, during their time in school. Other emotions experienced by students include lack of confidence, instability, stress, fear, anxiety, anger, shyness/ withdrawal, depression or frustration (Bano, & Mohammad, 2019; Singh, Valsaraj, & Mohammad, 2013). The researcher assumes that the secondary school students for the region of Nigeria as result of their existence in this environment and witnessing the crises must have been affected by it which may influence their behaviour.

In the North Eastern States of Nigeria comprising Six States of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe are currently faced with the menace of Boko Haram violent terrorist group attacks. This is in-conjunction with herdsman attacks, cattle rustling and cross border banditry. The more disturbing and threatening has been the Boko Haram religious sect terrorist attack with great destructive records in both human and material resources of the nation. The worst affected states being Borno, Adamawa and Yobe where schools have been burnt, destroyed, students killed in cold blood and abducted in other cases. Nigerian government and its security agencies are engaging the insurgences but the end seem not near. The citizens are forced to migrate to others states of the country and some even across the Nigerian border to nearby countries. The situation has become so worrisome that the concern attracted international community because terrorist act anywhere in the world calls for international collaboration to fight the scourge. This phenomenon has brought insecurity status to Nigeria and the North Eastern States in particular which might constitute significant emotional problem for individuals, leaving them with the feeling of tension, strain and conflict, together with other consequences of tension, such as nervousness, emotional behavioural problems like lack of confidence, instability, fear, anxiety, anger, shyness/ withdrawal, depression and frustration. These are traits which may be associated with insecurity that are the subject of investigation in this study. The security situation in the North Eastern States of Nigeria may further provide breeding ground to emotionally disturbed personalities among the youths (particularly students). Thus, the thrust of this study was to find out the influence of insecurity on the emotional behaviour of secondary school students within the North-Eastern Geo-political zone of Nigeria.

In broad terms, the purpose of this study was to investigate the influence of insecurity on the emotional behaviour and academic achievement of secondary school students in the North-Eastern States of Nigeria. The specific objectives of the study were to determine the influence of insecurity on the emotional behaviour of secondary school students in North-Eastern States of Nigeria, as well as to determine if there

is any difference in the influence of insecurity on the emotional behaviour of secondary school students in the North- Eastern States of Nigeria due to their age.

2. METHODS AND MATERIALS

2.1 Study Design

Cross-Sectional survey design was used.

2.2 Population, Sample and Sampling Technique

There were a total of 565,180 students in the 1263 senior secondary schools of North Eastern States of Nigeria. A sample of 400 respondents was selected out of the total population for this study using a Multi-stage stratified sampling procedure. At the first stage, ten percent (10%) of schools were selected from each State of the region making a total of 126 sampled secondary schools. The participating schools were selected by the hat-and-draw method to isolate the schools that participated in the study. The second stage involved stratified random sampling technique where the population was divided into strata for sample selection using Jorgen (2005) proportional sampling formula. The hat-and-draw method entails use of ballot papers where "Yes" and No were written on the papers for selection of the desired schools in the North-Eastern States and respondents. Anybody that picked "Yes" was selected, while "No" did not participate. The respondents were allowed to pick ballot papers from the container until the desired sample in that stratum will be selected. This was done in all the six strata (States in North Eastern) to ensure that every State had equal chance of being selected for the study.

2.3 Tools for Data Collection

The instrument used for the conduct of the research was a questionnaire which was structured by the researcher to enable him achieve the purpose of the study. The instrument was considered appropriate because of the literacy level of the respondents. It is divided into two sections: A and B. Section 'A' comprises items on Bio Data of respondents such as their gender, age, religion and state. Section 'B' is structured into eight clusters with a total of forty items on lack of confidence, instability, fear, anxiety, anger, withdrawn/depressive attitudes, depression, frustration and academic achievement. The questionnaire is a four-point rating scale with response mode of, (SA) strongly Agree-4, (A) Agree-3 (D) Disagree-2 and (SD) Strongly Disagree-1 respectively. To ensure the validity of the instrument, the researcher presented it to three experts in tests and measurements in the Department of Educational Foundations, Nasarawa State University, Keffi, to determine the content and face validity of the instrument. This is to ensure that they can measure the variables of the study. The mean of the quantified appraisals of the experts gave a logical validity index of approximately 0.80. To determine the reliability of the items on Emotional Behaviour and Academic Achievement of Student's Questionnaire, (EBSQ), a reliability study was conducted on 30 respondents from a school within the North East and these 30 respondents were not included in the main study. It yielded a reliability coefficient of 0.80. Relying on the views of Denga (1998), who stated that a reliability coefficient of 0.70 and above in social science researches is consistently reliable, the researcher considered the instrument reliable for the study.

2.4 Procedure of Data Collection

To accomplish the desired result of the study, questionnaire was administered in the selected schools with the aid of three trained research assistants who were trained by the researcher on how to handle the instrument as well as the aims of the study. Permission was obtained from the school authorities by the researcher after submitting a letter of introduction from the Nasarawa State University authority to the school before going ahead to distribute the questionnaire forms to students. He also highlighted on the intention of the instrument and appealed for cooperation with the conviction that information given was for the research work. A total of four hundred (400) questionnaires were administered and collected back for the study.

2.4 Statistical Analysis

The researcher used mean and standard deviations to answer research questions. In transforming the non-parametric data to parametric data, frequency count of the responses structured along the questionnaire were

computed. The number of responses is multiplied by value of each response category ranging from 1-4. This was used to compute the item mean from where the sectional or cluster mean is further determined. The generated mean scores are used for the parametric tests. For a decision to be made, a mean response of 2.50 was used as a cut off point for decision making. Statements that are from 2.50 and above were considered positive while any statement below 2.50 was considered negative. The *t*-test statistic was used to test hypotheses that borders on test of difference between two variables. ANOVA was used for the test of difference among more than two variables. All tests of hypotheses were conducted at the 0.05 alpha level of significance. The statistical computation was performed by using Statistical Package for Social Scientists (SPSS).

3. RESULTS

Table 1: Influence of insecurity on emotional behaviour of students (N= 400)

S/No.	Items	Mean	Std. Dev.
5.	I am nervous in new situations in school.	3.35	0.59
6.	I easily lose confidence in school	3.33	0.58
7.	I am not sure of what I do in school	3.43	0.60
8.	I am always shy in the mix of other students in school	3.02	0.93
9.	I am afraid all the times in school	3.08	1.15
10.	I am not stable in school all the times	3.22	0.99
11.	I am always confused because of being attacked in school	3.12	0.95
12.	I am restless in school	3.40	0.77
13.	I cannot stay for long in school	3.15	0.83
14.	I am constantly fidgeting or squirming in school	3.19	0.85
15.	I have many fears in school	3.39	0.73
16.	I am easily scared in school	3.44	0.90
17.	I worry a lot in school	3.16	0.97
18.	I am tearful or down-hearted in school	3.16	1.06
19.	I am afraid of being beaten by other students in school	3.14	0.83
20.	I often lose my temper in school	2.65	1.27
21.	I am easily angry in school	2.77	0.90
22.	I usually do as I am told in school	3.03	0.95
23.	I fight a lot in school	3.33	0.75
24.	I can make other people do what I want in school	3.41	0.64
25.	I am nervous in new situations in school.	3.22	0.83
26.	I finish my school work quickly	3.02	0.97
27.	I don't think before I do things in school	3.03	0.90
28.	I am over conscious in school	2.90	1.03
29.	I don't answer questions correctly when approach accidentally	2.85	1.00
30.	I have one good friend or more in school	3.45	0.68
31.	I am usually on my own in school	3.36	0.62
32.	I generally play alone or keep to myself in school	3.41	0.77
33.	I don't participate in schools' activities because of being hurt	3.18	0.90
34.	I am upset if someone hurt me in school	3.31	0.73
35.	I am dumb founded in school every day	2.99	1.06
36.	I am always sad when in school	2.99	0.89
37.	I always feel headache in school	2.97	1.02
38.	I feel anxious in school	3.02	0.98
39.	I feel depress and uneasy in school	3.06	0.88
40.	I am often accused of stealing in school	1.78	0.89
41.	I am often accused of lying in school	3.16	0.74
42.	I am often confused in school	3.34	0.48
43.	I get angry easily in school	3.26	0.70
44.	I don't tolerate with other students in school.	3.19	0.87
Sectional Mean/SD		3.13	0.85

Table 1 presents the summary of response of secondary school students to items on the influence of insecurity on their emotional behaviour. There is agreement with most of the stated items and the sectional mean of 3.13 clearly indicates that insecurity has negative influence on the students' emotional behaviour in terms of their confidence, instability, anger, anxiety, shyness/withdrawal, depression and frustration.

Table 2: The *t*-test of the difference in the influence of insecurity on the emotional behaviour of male and female students

Sex	Number	Mean	S.D.	<i>t</i> -value	<i>t</i> -crit.	df	Sig(2-tailed)	Decision
Male	242	3.14	0.245	0.903	1.965	398	0.367	Accept
Female	158	3.12	.0231					

The test on Table 2 was carried out to determine whether male and female secondary school differed significantly in the influence of insecurity on their emotional behaviour. A significant value of 0.367 (more than the 0.05 level of significance) shows that there is no significant difference. The hypothesis is therefore accepted. This implies that there is no significant difference between male and female students' in terms of the influence of insecurity on their emotional behaviour.

Table 3: One-way ANOVA for test of difference in the influence of insecurity on the emotional behaviour of students due to their religion

Influence Based on Religion	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	0.213	2	0.106	1.864	0.156	Accepted
Within Groups	22.655	397	0.057			
Total	22.868	399				

The test on Table 3 was carried out to establish whether there is difference in the influence of insecurity on the emotional behaviour of secondary school students in the North-Eastern States of Nigeria due to their religion. With a significant value of 0.156 (more than the 0.05 level of significance), the hypothesis is accepted. It is therefore concluded that there is no significant difference in the influence of insecurity on the emotional behaviour of students due to their religion.

Table 4: One-way ANOVA for test of difference in the influence of insecurity on the emotional behavior of students due to their state of origin

Influence Based on State	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	0.122	5	0.024	0.042	0.834	Accepted
Within Groups	22.746	394	0.058			
Total	22.868	399				

The test on Table 4 was carried out to establish whether there is difference in the influence of insecurity on the emotional behaviour of secondary school students in the North-Eastern States of Nigeria due to their state of Origin. With a significant value of 0.834 (more than the 0.05 level of significance), the hypothesis is accepted. It is therefore concluded that there is no significant difference in influence of insecurity on the emotional behaviour of students due to their state of origin.

4. DISCUSSION

The findings of this showed significantly that insecurity has negative influence on the students' emotional behaviour in terms of their confidence, instability, anger, anxiety, shyness/withdrawal, depression and frustration. The students admitted that due to insecurity, they experience these negative emotions. This is bad because no human being can effectively function in such a dysfunctional state. The finding is in line with that of Marium (2014) revealed that students who lack confidence 'are usually found to be extremely fearful and timid and are reluctant to express their opinions. The findings of this study to a good extent corroborates Kirui, Mbugua, and Sang (2011) who found that the most widespread effect of insecurity in schools on students were emotional and physical safety of learners, learning and completion of syllabus, students' truancy/absenteeism, destruction of school property, loss of life/injuries, students' low enrolment, underutilization of school resources and students transferring from the school affected. Shazia et al (2012) also showed that when there is insecurity many students feel frustrated; enduring depressed mood, crying spells, loss of interest or pleasure, decrease in aptitude level, feeling fatigue and feeling of anger or vengeance are dominant feelings among students during frustration. Furthermore, as a reaction to frustration most students face difficulty in making right decisions. Departing from friends and family was also examined in students as a reaction to frustration.

5. CONCLUSION

Following the findings of the study, it is concluded that insecurity has negative influence on the students' emotional behaviour in terms of their confidence, instability, anger, anxiety, shyness/withdrawal, depression and frustration. The students confirmed during the study that due to insecurity, they do experience these disturbing emotions.

It is also concluded that insecurity is of negative consequence on emotional behaviour of students irrespective of gender, religion or state of origin. However, differences were observed in the influence of insecurity on the emotional behaviour of students in North-Eastern Nigeria due to age.

6. RECOMMENDATIONS

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

- Reform programmes for the emotionally disturbed victims of insurgency should be urgently commenced to meet growing need for emotional rehabilitation. Counseling psychologists should be recruited in large numbers to deal with this problem in view of the negative influence that have been observed.
- Since the influence of gender on the interaction with insecurity on students' emotional behaviour was not established, programmes geared towards addressing the challenges should be tailored without any gender biases as both males and females are equally affected.
- The age of students must be taken into consideration in addressing the challenges posed by the influence of insecurity on the emotional behaviour of students. The younger students appear to be more vulnerable and should be given urgent attention.
- Effort should be made to discourage any religious interpretation of the situation as the influence of insecurity on the emotional behaviour has no respect for religion.
- The use of mass media should be utilized to send out promotional messages that can create new orientation and awareness.

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