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IMPACT OF INSECURITY ON THE EMOTIONAL BEHAVIOUR OF STUDENTS OF TERTIARY INSTITUTIONS IN MAIDUGURI METROPOLIS, BORNO STATE

[1]Rhoda, Kachalla Maina, [2]Aishatu Abdulrahman, and [3]Kachalla, D. Maina

[1]Department of Education, Ramat Polytechnic, Maiduguri, Borno State, Nigeria
[2]Department of Business Education, Ramat Polytechnic, Maiduguri, Borno State, Nigeria
[3]Department of Agric Engineering and Bio-environmental Technology, Ramat Polytechnic, Maiduguri, Borno State, Nigeria

Abstract: *The study examined the impact of insecurity on the emotional behavior of students of tertiary institutions in Maiduguri Metropolis, Borno State. The specific objectives of the study was to determine the impact of insecurity on the emotional behavuour of students in the tertiary institutions; examine the impact of lack of self-confidence on the emotional behavior of students in the tertiary institutions; assess the impact of instability on the emotional behaviuour of students in the tertiary institutions.. Four research questions and hypotheses guided the study. James-Lange Theory was adopted for the study. The research was a survey descriptive research. The population of the study was 105,300 students from Ramat Polytechnic, Maiduguri, Borno State University and University of Maiduguri. The sample size of two hundred and sixty-four (264) was adopted for the study. The findings showed there is significant relationship between uncertainty and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria, there is significant relationship between lack of self-confidence and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria. The study recommends that since there is impact of uncertainty on the emotional behaviour of students, Institutions should have counseling unit that will counsel students on the effect of emotional instability, the study recommend that students should be encouraged to possess self-confident in themselves and not inferior, shy and doubtful in their abilities;*

Keywords: *Insecurity, Emotional, Behaviour, Students, Tertiary.*

Introduction

Insecurity is the anti-thesis of security; the insecurity affects all the gamut of human life and social existence. The concept of insecurity has usually been ascribed different interpretations in association with the various ways which it affects individuals, social groups and society. Some common descriptors of insecurity connote safety; danger, hazard, uncertainty, doubtful; inadequately guarded or protected; lacking stability, troubled; lack of protection; and unsafe to mention a few. Insecurity connotes different meanings such as: absence of safety; danger; hazard; uncertainty; lack of protection, and lack of safety (Nwagboso, 2012).

The concept of insecurity connotes the state or quality of being insecure. Security in simple terms means protection of lives and properties from destruction. According to Onifade, Imhonopi and Urim (2013) security is the dynamic condition which involves the relative ability

of a state to counter threats to its core values and interest and their primary beneficiaries are the citizens. In addition, sharing the view of Abraham Maslow, Iyenger (1977) stated that an insecure person perceives the world as a life threatening jungle, feels unsafe, unhappy, rejected, hostile, and pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. It therefore seems that when a student studies in an environment that is characterized by insecurity, the student may suffer socially, mentally and emotionally and it makes sense hypothetically to state that all these are likely to affect not only his behavior and psychosocial adjustment but may also affect his academic performance.

According to Beland (2005) insecurity is a state of fear or anxiety due to absence or lack of protection. Achumba (2013) defines insecurity from two perspectives. Firstly, insecurity is the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. Secondly insecurity is the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. These definitions insecurity underscore a major point that those affected by insecurity are not only uncertain or unaware of what would happen but they are also vulnerable to the threats and dangers when they occur.

Many studies have been conducted on insecurity for example, Joe (2016) conducted a research on the effect of insecurity on the behavior of secondary school students; Nicholas & Shaibu (2019), investigated the influence of insecurity on the emotional behaviour of secondary school students in North-eastern States of Nigeria. However, none of the researches conducted so far have dwelt on the effect of insecurity on the emotional behavior of students in tertiary institutions. In addition, none of the researchers gave conclusive answer on the cause and effect of insecurity in their behaviour.

Objectives of the Study

The objectives of the study are to:

i. determine the effect of uncertainty on the emotional behavuour of students in tertiary institutions in Borno State, Nigeria;

ii. determine the effect of lack of self-confidence on the emotional behavior of students in tertiary institutions in Borno State, Nigeria;

Concept of Emotional Behaviour

Emotion is the most important element and is the aspect of development in humanity. Through emotion, individuals can feel themselves and express their feelings in a positive and positive way (Faupel, Herrick & Sharp, 2011 Emotions are physical and mental states brought on by neuro-physiological changes, variously associated with thoughts, feelings, behavioural responses and a degree of pleasure or displeasure. There is no scientific consensus on a definition. Emotion are often intertwined with mood, temperament, personality, disposition or creativity (Jaak, 2005). Emotions are intense feelings that are directed at someone or something. On the other hand, 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) (Graham, 2014).

Effect of Uncertainty on Emotional Behaviour

Uncertainty is the result of having limited knowledge about an occurrence or event, making it difficult to control, plan or predict a future outcome, which can often be distressing. Most people are creatures of habit and prefer to have a plan or routine in place. When things deviate from our plans, it can feel like losing control, contributing to increase in anxiety or stress.

While in tertiary school, individuals tend to develop structures and routines to help them cope with their rigorous and busy lifestyles, finding time to study, participating in part-time or full-time work and making sure to plan their sleep, eating and social schedules. Thee routines are often important to maintaining a healthy work-life balance and feeling control stressors. For

many tertiary students, this can mean struggling to concentrate or stay motivated to finish coursework, spending more time watching TV or feeling overwhelmed by responsibilities. It can also mean feeling more anxious about the future, such as budgeting expenses or trying to plan for next semester and/or life after graduation.

Stress is a common response to uncertainty. Symptoms of stress can be including racing thoughts, forgetfulness, inability to focus, increased heart rate, appetite changes, sweating, restlessness, nausea, physical pain in the body, irritability, fatigue, feeling overwhelmed or out of control, procrastination (Carleton, 2016).

Another common response to uncertainty is anxiety. Symptoms of anxiety can including racing thoughts, increased heart rate, sweating, restlessness, nausea, hypervigilance, irritability, inability to focus, fatigue, feeling fear, lack of sleep. Symptoms of a panic attack include accelerated heart rate, sweating, shaking shortness of breath, discomfort n the body, nausea, lightheadedness, depersonalization and fear of dying or losing control (Hock & Krohne, 2004). Depression can develop in times of uncertainty. Individuals with depression may find themselves experiencing persistent sadness, loss of interest or pleasure in activities, low mood, irritability, sleep disruptions, fatigue, changes to appetite, lack of focus or motivation or thoughts of self-harm (https://www.caps.umich.edu).

Models of psychopathology posit that uncertainty is a central feature in anxiety-related experience (Carleton, 2016) and the incapacity to endure unknowns appears to be a robust vulnerability factor associated with a range of psychological disorders (Grupe & Nitschke, 2013; Hong & Cheung, 2015). Uncertainty was originally defined as a broad construct that reflects "cognitive, emotional, and behavioral reactions to uncertainty in everyday life situations" (Freeston, Rhéaume, Letarte, Dugas, & Ladouceur, 1994,). Freeston and colleagues (1994) speculated that people with uncertainty may engage in worry to increase their sense of certainty and control when faced with ambiguity. The definition of uncertainty evolved as research on uncertainty shifted from an initial focus on generalized anxiety disorder (GAD) to other disorders. A revised and broader definition described uncertainty as a predisposition to negatively perceive and respond to uncertain information and situations irrespective of its probability and outcomes (Ladouceur, Blais, 2011).

Effect of Lack of Self-Confidence on Emotional behavior

Self-confidence refers to the belief in oneself and his/her abilities. Self-confidence depicts an inner state framed of what one thinks and feels about himself/herself and his/her abilities. Self-confidence being an attribute of perceived self refers to an individual's perceived ability to handle successfully the situations without relying on others and to encourage constructive self-evaluation. Self-confidence thus is the courage to realize oneself, trust in oneself and abilities and act effectively on the beliefs and abilities. Self-confidence amalgamates the capacities and the capabilities of the body and mind and directs them towards the goal. How much secure a person is in his/her own decision is described by the level of self-confidence. Self-confidence shows the level of confidence or belief or trust one has on his/her own self and abilities. Self-confidence is an attitude which permits persons to be positive and realistic towards themselves and circumstances and situations of life.

Welford (2013), reported that "Self-confidence means being aware of when a person is struggling and having the strength and commitment to do something about it". Self-confidence involves self-respect and having the courage to tell the truth about what you are, what you like and what you believe". Dictionary of Psychology (2018) defines self-confidence as an individual's trust in his/her own abilities, capacities and judgements or belief that he or she can successfully face day to day challenges and demands. According to Neill (2005), self-esteem and self-efficacy in combination constitutes self-confidence. Self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of

themselves or situations that they are in (Sieler, 1998). It refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential is realised (Stevens, 2005). In other words, a person with a high self-confidence has a realistic view of himself and his capabilities which makes him persistent in his endeavours. "Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome and to get things go all right.

RESEARCH METHODOLOGY

Population and Sample

Only students from Ramat Polytechnic, Maiduguri, Borno State University and University of Maiduguri were involved in this study because one can find both male and female in these schools exposed to different environmental conditions. Borno State University has a total students population of 2,500; Ramat Polytechnic 27,300 and University of Maiduguri has student population 75,500, making a total population of 105,300 students of the three selected tertiary institutions.

Research Instrument

The research instrument employed primary data. Primary source was adopted through the administration of questionnaire. The questionnaire was divided into sections A, B, C, D and E. Section A was demographic questions while section B were questions asked on effect of uncertainty on the emotional behaviour of students in tertiary institutions in Maiduguri Metropolis, Borno State, Nigeria. Section C was on effect of lack of self-confidence on the emotional behaviour of students in tertiary institutions, Section was on effect of instability on the emotional behaviour of students and gender difference o the emotional behavour among students of tertiary institutions.

Method of Data Analysis

For the purpose of this study, percentage was adopted to answer the research questions asked while hypothesis as tested using Chi-square.

RESULT AND DISCUSSION

Test of Hypothesis

Ho_1: There is no significant effect between uncertainty and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

Table 4.1.9: Result of Hypothesis One

OBSERVED RESULT

1	80	60	20	60	40	6.91929E-13
2	100	62	10	48	40	
3	90	70	10	40	50	
4	120	80	0	60	40	
5	90	70	20	50	30	
6	100	80	30	40	10	
7	50	40	30	80	60	
8	630	462	120	378	270	

EXPECTED RESULT

33.01587	33.76623	43.33333	41.26984	38.51852
41.26984	34.89177	21.66667	33.01587	38.51852
37.14286	39.39394	25	27.51323	48.14815
57.14286	51.94805	0	47.61905	44.44444
37.14286	39.39394	43.33333	34.39153	28.88889
41.26984	45.02165	65	27.51323	9.62963
20.63492	22.51082	65	55.02646	57.77778

From the analysis, the result indicates that there is significant relationship between uncertainty and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria. Therefore, the null hypothesis is rejected.

Ho$_2$:   There is no significant relationship between lack of self-confidence and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

: Result of Hypothesis Two

OBSERVED RESULT

1	90	70	10	40	50
2	100	80	20	30	30
3	80	80	0	60	40
4	90	100	20	30	20
5	60	120	10	30	40
6	50	80	40	80	10
7	470	530	100	270	190

EXPECTED RESULT

50	34.33962	26	38.51852	68.42105
55	39.24528	52	28.88889	41.05263
44	39.24528	0	57.77778	54.73684
50	49.0566	52	28.88889	27.36842
33	58.86792	26	28.88889	54.73684
28	39.24528	104	77.03704	13.68421

The result shows that the null hypothesis is rejected and the alternative accepted which means that, there is significant relationship between lack of self-confidence and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

Conclusion

Based on the findings of the research, it could be concluded that that there is significant relationship between uncertainty and emotional behaviour of students in tertiary institutions, there is significant relationship between lack of self-confidence and emotional behaviour of students in tertiary institutions, there is significant effect between instability and emotional behavior of students in tertiary institutions and there is significant relationship between gender

difference and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

Recommendations

From the findings of the study, the researcher recommends the following:

1. Since there is impact of uncertainty on the emotional behaviour of students, Institutions should have counseling unit that will counsel students on the effect of emotional instability,
2. The study recommends that students should be encouraged to possess self-confident in themselves and not inferior, shy and doubtful in their abilities.
3. The study further recommends that students should not be anxious when faced with dangers such as insecurity but rather they should develop the spirit of calmness; reform programmes for the emotionally disturbed victims of insurgency should be urgently commenced to meet growing need for emotional rehabilitation.

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