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INSECURITY AND EMOTIONAL DISORDER AS CORRELATE OF ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN NASARAWA STATE

Kolade Theresa Folashade

Abstract

This paper examined insecurity and emotional disorder as a correlate of academic achievement of Senior Secondary School Students' in Nasarawa State Nigeria. The news of security threat trending the school environment these days is quiet alarming. This could endanger the students' mental health and dominate the mind with anxiety. However, school could promote critical thinking, which aid student to make meaningful decision not to be cajoled and manipulated by the various unpleasant occurrences around them. Students rather develop good understanding and resilient to achieve the aim of being in school. Three research questions and three null hypotheses guided the study. Correlation research design was adopted for the study. The population of the study comprised 21875 SS2 Students in 234 public Senior Secondary Schools.. Sample size of 948 SS2 students were selected for the study through cluster sampling. The researcher structured four (4) instruments for the study. The instruments include: Physical Safety Questionnaire (PSQ), Emotional Disorder Questionnaire (EDQ), Mathematics Achievement Test (MAT) and English Language Achievement Test (ELAT). Pearson's Product Moment Correlation was used in answering research questions, while hypotheses were tested at 0.05 level of significance by comparing the p-value of Pearson Product Moment Correlation. The findings revealed significant relationship between insecurity, emotional disorder and academic achievement of senior secondary school students in Nasarawa state. It was however recommended among many that learning environment should be safe, secure and emotional intelligence should be inclusive in the school curriculum in subject like civic Education for effective teaching and learning in order to facilitate and improved academic achievement of students.

Keywords: Insecurity, Emotional Disorder, Academic Achievement

Introduction

Education is the process of grooming young mind. It facilitates learning, the acquisition of knowledge, skill and values as well as morals. Education as a tool improves the worth, skills, knowledge and development of individuals, whereby the students are conscious of moral values, social values as well as personal values which in turn, advance the general development of responsible and ethical individuals in the society. Thus, value education can assist students develop a strong emotional intelligence and resilient to achieve the aims of being school, even in the midst of unfavourable conditions.

The attainment of the set objectives in education, is done periodically to determine the grade at which student has achieved during the process of learning. Thus, academic achievement, revealed the grade or degree of knowledge acquired by the student during the teaching and learning process.

Academic achievement is referred to as the outcome grade or result of the teaching and learning process. This is the extent to which students have actually achieved from the learning process. It indicates the learning outcome of the students. Sikhwari, (2004) described academic achievement as knowledge attaining ability or degree of competence in school tasks being measured by standardized tests and expressed in a grade or units based on students' achievement. It is a cumulative function of current and prior scores.

English Language and Mathematics are among core subject for all students irrespective of vocation and career. The knowledge of these subjects can facilitate the understanding and assimilation as well as coding of the lessons' traits. Students are to credit these subjects as part of admission requirement into any tertiary institutions for further study. The subjects also assist to develop problem solving skills, reasoning and aptitude skills among many other benefits. Thus, excellent grade in these subjects cannot be jettisoned.

Dzever, (2015) viewed that the prevalence of poor academic achievement seems to have increased over the last two decades, despite huge financial investment made by the government in enhancing the quality of students' learning outcomes in school. The trend at which students' academic achievement in these core subjects (Mathematics and English language) continued to decline pose a challenge to all school stakeholders in Nasarawa State. Many researchers have investigated this, some attributed the poor performance to deficiency of students' interest in learning these subject, and poor reading habit.

Reports from West African Examinations Council (WAEC) released for the past four years affirmed the poor achievement in English and Mathematics. Evidence is shown by (2022) WAEC result Statistics, which indicated that only 41.76% had credit passes in Mathematics and English Language from 2019 to 2021. Thus, this paper investigated the relationship between insecurity, emotional disorder and academic achievement of senior secondary school students in Nasarawa state.
School environment should be a safe haven for learning Anierobi, Okeke and Daniel, (2021). Further speaking, it should be environment free from threat to students, which in turn enhances the assimilation of pedagogical contents. Feeling safe is essential need of every student. Students need to feel secure socially, mentally, and physically to be able to fully involve in the classroom activities.

Feeling secure in school could motivates students' learning interest and also tends to enhance their general development. But if the school is characterized with danger, threats and fear of unknown, it tends to breed insecurity. Thus, students may find it difficult to cope with their academic.

The rate at which violence, aggression, physical bullying as well as kidnapping and attacks are alarming in our society these days, may make student feel insecure in school. Ojukwu (2016) affirmed that insecurity of the school environment affects students' academic achievement. Thus, exposure to social, emotional as well as physical violence, do create fear and dominate the mind with anxiety (Zahra, 2019) Main source of insecurity in the school environment may be traced to tribal conflict, poverty, bad governance and abuse of human right, as well as environmental degradation. Environmental hazard in form of pollution like bush burning, reckless removal of trees and the use of chemicals, can constitute security challenge to student and every other member of school communities. The outcome of these menaces is devastating situations such as air pollution, water pollution as well as soil pollution. The adverse effects can therefore be so severe and unpleasant to health and well-being of any members of the community.

An insecure student apart from struggling with the formation of healthy relationships may also some time find it difficult to share his or her feelings about certain unfavourable condition suffered. Insecurity could deprive an insecure student of his accomplishments as well as promotion outcome. The inability to speak up on their capability and ability could be detrimental. Insecurity can make student refuses to go to school, either in form of absenteeism or truancy. It is associated with negative mood which generate to isolation, then to depression and low self-worth. Thus, Consistent feeling of insecurity can wear down student's self-worth or value. The physical security and emotional security in the school are enhanced, when the school is void of violence, aggression and bulling of all kinds with presence of caring and supportive attitude of teachers. But, when student feels insecure physically, socially and mentally, there is likelihood of psychological, emotional and mental imbalance. Student finds it difficult to cope with learning in a school that threaten students' safety and may result to social anxiety, lower self-esteem and finally poor academic achievement (Oni and Adelinah, 2015). Although, through value education school stakeholders can forestall the insecurity menace through reformed teaching on character and appreciation of diversity in cultures and traditions whereby enhance the sense of community and social responsibility. Thus, student tends to thrive better in a healthy school environment.

According to Isaac, (2022) an insecure school environment threatens effective learning, affects behaviour, as well as students' interaction among themselves and

between teachers, the outcome might be poor academic achievement. Ojukwu (2017) carried out a study on the effect of school environment on the academic performance of secondary school students in Imo State. The major aim of the study was to investigate the effect of insecurity of the school environment on the academic performance of secondary school students in Imo State. It was found out that school environment affects academic performance of secondary school students in Imo State.

Lukumon, Abraham and Haftamu, M. (2018) examined the effect of students' safety on students' academic performance in Amuwo-Odofin Local Government Area of Lagos State. Finding shows that students' safety has no significant effect on academic performance and also, the result shows found out that many public schools do not have effective safety facilities and equipment and that security and discipline rules perceived by teachers and students were not strictly enforced in most public schools in Lagos State. Thus, academic activities take place without these measures in place.

Emotional disorder refers to emotional disturbance individual might experience as a result of occurrences that are threat to safety life. It is a psychological condition in which thought and feeling (emotion) are not in proper state. A product of mind as a result of unfavourable condition encountered. According to Bullis, (2018) it is an emotion characterized with frequent and intense negative emotion. Emotional disorder can be informed of emotional disturbance, behavioural disorder or mental illness, which could affect the functionality of students. These include: anxiety, depression among many. According to Alfan, (2006) emotional disorder such as anxiety and depression do disturb the survival of an individual.

Anxiety is as old as man and can never be ignored in the history of the existence of mankind on the planet earth. Anxiety is one of the most serious threats to students' academic achievement in the society. Angel (2018), revealed that anxiety is one of the factors which accounts for student academic failure in the society. The consequences of anxiety to students' academic problems cannot be underrated. It is a collection of physiological and cognitive reactions that formed worry, fear of failure and stomach upset. It institutes fear and discouraging spirit that scares student away from taking their academic seriously, thereby leading to low academic achievement. Agbor, Otakpo and Ukoima (2020) conducted a study on the anxiety and its consequences on secondary school students' academic achievement in Rivers State. Findings from the study showed there is a significant relationship between anxiety and academic achievement of secondary school students.

Anxiety if not well managed, is capable of resulting to depression. Depression is an emotional problem rooted and caused by helplessness and deviant hope (Linsey, Fabiano and Stark, 2009). It is a common problem among students all over the world, and its effect on student's inability to perform effectively cannot be over-emphasized. Depression is depicted by sad feelings among students. It is said to be a common mental deficiency. Most students suffer from depression as a result of low level of satisfaction and low level of health, which does affect them not to spend optimum time on their class work and assignments, thus exposed them to lower or average academic achievement (Kamberaj, 2021).

Research Questions

The following research questions guided the study:

1. What is the relationship between physical safety of student and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State Nigeria?
2. What is the relationship between anxiety and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State, Nigeria?
3. What is the relationship between depression and academic achievement in mathematics and English language of senior secondary school students of North central zone, Nigeria?

Purposes of the Study

The purpose of this study is to examine the relationship between school climate, emotional disorder and academic achievement in mathematics and English language of senior secondary students in Nasarawa State. Specifically, the study is geared towards achieving the following objectives:

1. To determine the relationship between student physical safety and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State, Nigeria.
2. To determine the relationship between anxiety and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State, Nigeria.
3. To determine the relationship between depression and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State Nigeria.

Statement of the Hypotheses

The following hypotheses formulated were tested at 0.05 level of significance:

Ho_1: There is no significant relationship between student physical safety and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State, Nigeria.

Ho_2: There is no significant relationship between anxiety relationship and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State, Nigeria

Ho_3: There is no significant relationship between depression and academic achievement in mathematics and English language of senior secondary school students in Nasarawa State, Nigeria.

Research Methodology

Correlation research design was used in this study. The population of the study comprised 21875 SS2 Students in 234 public Senior Secondary Schools. Sample size of 948 SS2 students were selected for the study through cluster sampling. The researcher structured out four (4) instruments for the study. The instruments are; Physical Safety Questionnaire (PSQ), Emotional Disorder Questionnaire (EDQ), Mathematics Achievement Test (MAT) and English Language Achievement Test (ELAT).

To ensure validity of the questionnaires and achievement tests used, they were given to experts in Educational Psychology and Measurement and Evaluation for face and content validity. The experts subjected the instruments to critical appraisal. The Scores from the appraisal of experts were used to obtain consensus logical validity indices of 0.88, 0.81, 0.84 and 0.77 respectively. The instruments were further subjected to pilot testing in order to ascertain their reliability. The respondents were part of the population but not part of the sample for the study. The data obtained from the pilot test was used to compute the internal consistencies of the instrument using Cronbach's Alpha reliability method. The analyses of the responses of the four instruments yielded reliability indices of 0.80, 0.82, 0.76 and 0.71 respectively.

Pearson's product moment correlation was used to answer the research questions and the hypotheses were tested at 0.05 level of significance by comparing the p-value of Pearson Product moment correlations at the significance level at 0.05.

Results

Research Question 1: What is the relationship between physical safety of students and academic achievement in of public secondary school students in Nasarawa State?

Table 1: Pearson Product Moment Correlation Shown Strength of Relationship between Physical Safety of Students and Academic Achievement of Public Senior Secondary School Students in Nasarawa State

S/N	Variables	N	r	Remarks
Physical Safety		984	0.73	Positively Strong
2.	Academic Achievement	984		

Table 1 shows that the Pearson product moment correlation on the strength of relationship between physical safety and academic achievement of Public Senior Secondary School students in Nasarawa state. It is observed that at the sample size of 984, the calculated value of r was 0.73. This is above the average r value of 0.50., hence, there is a positively strong relationship between physical safety and academic achievement of Public Senior Secondary School students in Nasarawa state.

Research Question 2: What is the relationship between anxiety and academic achievement of public secondary school students in Nasarawa state?

Table 2: Pearson Product Moment Correlation Shown Strength of Relationship between Anxiety and Academic Achievement of Public Senior Secondary School Students in Nasarawa State

S/N	Variables	N	r	Remarks
Anxiety		984	0.64	Positively Strong
2.	Academic Achievement	984		

Table 2 shows that the Pearson product moment correlation on the strength of relationship between anxiety and academic achievement of Public Senior Secondary School students in Nasarawa State. It is observed that at the sample size of 984, the calculated value of r was 0.64. This is above the average r value of 0.50., hence, there is a positively strong relationship between anxiety and academic achievement of Public Senior Secondary School students in Nasarawa state.

Research Question 3: What is the relationship between depression and academic achievement of public secondary school students in Nasarawa state?

Table 3: Pearson Product Moment Correlation Showing Strength of Relationship between Depression and Academic Achievement of Public Senior Secondary School Students in Nasarawa State

S/N	Variables	N	r	Remarks
Depression		984	0.75	Positively Strong
2.	Academic Achievement	984		

Table 3 shows that the Pearson product moment correlation on the strength of relationship between depression and academic achievement of Public Senior Secondary School students in Nasarawa state. It is observed that at the sample size of 984, the calculated value of r was 0.75 is above the average r value of 0.50.,

hence, there is a positively strong relationship between depression and academic achievement of Public Senior Secondary School students in Nasarawa State.

Test of Hypotheses

To test the hypotheses the calculated p-values (probability values) of Pearson Product moment correlation was employed.

Hypothesis 1: There is no significant relationship between physical safety of students and academic achievement of public secondary school students in Nasarawa State.

Table 4: Summary of Pearson Product Moment Correlation Showing Significance of Relationship between Physical Safety of Students and Academic Achievement

Variables	N	r	p-value	Sig	Remarks
Physical Safety	984	0.73	0.000	0.05	significant
Academic Achievement	984				

From table 4 it is observed that at the sample size of 984 respondents, the calculated value of r is given as 0.73.the p-value (probability value) is given as 0.000. Hence, hypothesis 1 is rejected implying there is a significant relationship between physical safety of students and academic achievement of public senior secondary school students in Nasarawa State.

Hypothesis 2: There is no significant relationship between anxiety of students and academic achievement of public Secondary School Students in Nasarawa State.

Table 5: Summary of Pearson Product Moment Correlation Showing Significance of Relationship between anxiety and Academic Achievement

Variables	N	r	p-value	Sig	Remarks
Anxiety	984	0.64	0.002 0.05		significant
Academic Achievement	984				

Based on table 5, it is observed that at the sample size of 364 respondents, the calculated value of r is given as 0.64. The p-value (probability value) is given as 0.002. Hence, hypothesis 2 is rejected implying there is a significant relationship between anxiety and academic achievement of public senior secondary school students in Nasarawa state.

Hypothesis 3: There is no significant relationship between depression of students and academic achievement of public Secondary School Students in Nasarawa State

Table 6: Summary of Pearson Product Moment Correlation Showing Significance of Relationship between Depression and Academic Achievement

Variables	N	r	p-value	Sig	Remarks
Depression	984	0.75	0.023	0.05	significant
Academic Achievement	984				

Based on table 6, it is observed that at the sample size of 364 respondents, the calculated value of r is given as 0.64. The p-value (probability value) is given as 0.023. Hence, hypothesis 3 is rejected implying there is a significant relationship depression and academic achievement of public senior secondary school students in Nasarawa State. Findings on hypothesis 3 showed that there is a significant relationship between depression and academic achievement of public secondary school students in Nasarawa State.

Discussion

Findings on hypothesis 1 showed there is a significant relationship between physical safety of students and academic achievement of public secondary school students in Nasarawa State. On the contrary, findings from the study of Lukumon, Abraham and Haftamu, (2018) indicated there is no significant effect of students' safety on students' academic performance in Amuwo-Odofin Local Government Area of Lagos State. He found out that many public schools do not have effective safety facilities and equipment and also that security and discipline rules perceived by teachers and students were not strictly enforced in most public schools in Lagos State. Thus, academic activities of these schools go on without safety facilities and equipment.

Findings on hypothesis 2 showed that there is a significant relationship between anxiety and academic achievement of Public Secondary School Students in Nasarawa State. The findings is similar to the findings of Agbor, Otakpo and Ukoima (2020) which indicated there is a significant relationship between anxiety and academic achievement of public secondary school students.

Findings on hypothesis 3 showed that there is a significant relationship between depression and academic achievement of public secondary school students in Nasarawa state.This findings is similar to the findings of Animba (2020) which showed there was a significant relationship between depression and academic performance among secondary school students in Enugu State.

Conclusions

Based on the findings of this study, the following conclusions were made:

There is a significant relationship between physical safety of students and academic achievement of public secondary school students in Nasarawa state.
There is a significant relationship between anxiety and academic achievement of public secondary school students in Nasarawa State.
There is a significant relationship between depression and academic achievement of public secondary school students in Nasarawa state.

Recommendations

Based on the above findings, the following recommendations are made:
Nasarawa State Ministry of Education should incorporate and ensure the teaching of value education in all public Secondary schools to address the root and causes of insecurity in the environment and possible resolution skills to manage disputes effectively to ensure that the school learning environment is safe and secure for effective teaching and learning in order to facilitate excellent academic achievement.
Parents and the schools should promote and inculcate positive values such as respect, compassion and tolerance among the diverse cultures and traditions in the community.
Learners who exhibit signs of anxiety and depression should be subjected to a series of active emotional intelligence programs to enhance the student's emotional stability in the midst of adverse situations. This can help them dominate their mind with positive thinking and channel their mental energy level and emotions towards holistic academic achievement.

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