

**THE ROLE OF INSECURITY ON ACADEMIC SATISFACTION AND
PSYCHOLOGICAL WELL-BEING OF UNDERGRADUATE
STUDENTS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE**

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Abstract

The study investigated the role of insecurity on academic satisfaction and Psychological well-being of undergraduate students in Anambra State. The purpose of the study was to find out the role of insecurity on academic satisfaction and Psychological well-being among undergraduate students. Four research questions and four null hypotheses guided the study. Correlational Survey research design was adopted for the study. The population of the study comprised 19,478 undergraduate students in four tertiary institutions in Anambra State for the 2023/2024 academic session. The sample size of the study comprises 3,250 year two (200 level) students from the four tertiary institute (Nnamdi Azikiwe University, Awka, Nwafor-Orizu College of Education Nsugbe, Anambra state University Igbariam and Umunze Technical College) were sampled. The sample was obtained using purposive sampling techniques. From the four tertiary institutions, 800 undergraduates were sampled except Nnamdi Azikiwe University, Awka where 850 students were sampled. Two questionnaires titled "Insecurity and Academic Satisfaction Questionnaire (IAASQ) and Insecurity and Psychological Wellbeing Questionnaire (IAPQ) were used for data collection. The instruments were validated by three experts; two from the Department of Educational Foundations, Faculty of Education and the other from

the Institute of Peace and Conflict and Security Studies, all from Nnamdi Azikiwe University, Awka. The reliability of the instruments was established using Crombach's alpha method and the alpha coefficients indices was 0.81 and 0.78 respectively for IAASQ and IAPQ. Data was obtained using direct delivery technique. Data collected were analyzed using Pearson r for the research questions and Linear-regression analysis for the Ho. The findings showed that insecurity plays a significant role on undergraduate students' academic satisfaction and psychological wellbeing. It was recommended among others that government should provide adequate security to the tertiary institutions to caution insecurity and to enhance academic satisfaction and psychological well-being among tertiary institution students in Anambra State.

Keywords: Insecurity, Academic Satisfaction, Psychological Wellbeing

Introduction

Insecurity is a prevalent issue in many parts of Nigeria, including Anambra state. It manifests in various forms such as cultism, armed robbery, kidnapping, and general violence. Eze and Okorie (2017) highlighted that insecurity, driven by factors such as terrorism, ethnic conflicts, and political instability, may have a far-reaching consequences on various aspects of life in Nigeria. They pointed out that insecurity not only can disrupts everyday activities but also may significantly hampers economic growth by deterring investment and tourism, increasing the cost of leaving, and leading to the destruction of infrastructure and properties both in tertiary institutions and in the society at large.

According to Griffin (2020), insecurity, in a psychological context, refers to a pervasive sense of uncertainty and anxiety about an individual and his abilities or relationships. It is characterized by a lack of confidence and assurance in one's own worth and abilities, often resulting in feelings of vulnerability and inadequacy. According to La Guardia (2016), insecurity can manifest in various forms, including social insecurity, attachment insecurity, and personal insecurity, each impacting an individual's emotional and psychological health. Insecurity is often rooted in early life experiences and can be exacerbated by current stressors or negative feedback. Oparaugo, Geogina and Ufearo (2022) conceptualized insecurity as lack of assurance, uncertainty and feeling of unprotectedness and a

state of being subjected to potential harm, danger, or loss, often resulting from external conditions such as political instability, economic uncertainty, and social unrest. It produces anxiety about one's goals, relationships, and ability to handle certain situations. Every human being experiences insecurity from time to time and insecurity can appear in all areas of life and come from a variety of causes.

Further, according to Adeyemo and Adeyemi (2016), insecurity can create an environment of fear and anxiety, making it challenging for students to focus on their studies and achieve academic success. This assertion by Adeyemi and Adeyemi (2016) corroborates Beland (2005) who stated that, insecurity is a state of fear or anxiety due to absence or lack of protection. At the same time, Ewetan (2014), opined that insecurity entails lack of safety, lack of defense and lack of security. Security in other words is a precautionary measure taken to prevent harm, danger, or any precarious situations. Oparaugo, Geogina and Ufearo (2022) in other words reported in a study that security involves feeling of personal worth, self-assurance, confidence, and acceptance by the group, developed in the child through given ample of recognition by paying attention to his needs and by enabling him to become aware of his own ability. However when a student feels unprotected and lost feelings of personal worth or confidence, he is at the danger of insecurity.

Notwithstanding, many research studies have shown that insecurity, whether related to personal safety or financial stability, can negatively affect students' academic satisfaction and psychological well-being. For instance a study conducted by McCann (2019) highlighted that students who perceive their environment as insecure tend to have lower academic motivation and satisfaction. This can be particularly relevant in areas experiencing inadequate psychological well-being. Thus, the quality of the educational environment, including the safety and security, is a critical determinant of student well-being. Studies have demonstrated that a positive and secure educational environment possibly could enhance students' psychological well-being and academic satisfaction. For

instance Langa (2020), who drastically emphasized on the importance of a supportive and secure campus atmosphere in promoting students' psychological well-being.

Therefore, with the sole knowledge of insecurity, the researchers get to understand that an uncondusive environment, especially a learning environment can torpedo the chances of a sound academic satisfaction. However, when there is insecurity, it may destroys the main aim of learning activities and leaves the students academically battered as they find it difficult to assimilate seamless knowledge repertoire. This unprecedented act (insecurity) tend to may have more or less contributed to academic dissatisfaction on students, for example it increases students chances of dropping out, reduces students overall academic achievement, and reduces the students' motivation and academic satisfaction.

Academic satisfaction is a term that describes the level of contentment, fulfillment, or pleasure students derive from their academic experiences and achievements. It encompasses factors such as coursework, interactions with faculty, and overall educational engagement. According to Ajibo and Agbo (2016), academic satisfaction can be understood as the degree to which students feel content with their academic experiences and achievements. In the context of this study, academic satisfaction refers to the contentment and positive feelings students have regarding their educational experiences and outcomes. It encompasses various factors including the quality of teaching, curriculum, learning environment, institutional support, and personal academic achievements. Academic satisfaction is crucial as it may directly affect students' motivation, engagement, and overall academic performance. When students feel academically satisfied, it results in students feeling good about their academic achievement and having greater confidence in their skills. Meanwhile, when students feel a shred of academic dissatisfaction and discontentment, they tend to lack motivation, their academic achievement may be hindered and above all, they might resort to dropping out of school. Thus, Umbach and Porter, (2002) in a

study revealed that demographic factors, such as age, gender, socioeconomic status, and cultural background, can influence academic satisfaction. Again, Umbach and Porter, (2002) reported that female students often report higher satisfaction levels than their male counterparts, potentially could be due to differences in social integration and support. However lack of academic satisfaction as has been reported from the above scholars can negatively affect psychological well-being of undergraduate students if not attended to. Consequently, the psychological well-being of students can be threatened when students are academically stressed and dissatisfied.

Psychological well-being, in other words, encompasses students' mental health, emotional stability, and overall quality of life. Students with positive psychological well-being are likely to perform better, and achieve academic success in terms of grades, credit accumulation and persistence, while negative psychological well-being factors such as mental illness and mental distress are likely to affect performance and course completion negatively. Ryff and Singer (2008) argue that psychological well-being goes beyond the mere absence of mental illness and that it involves thriving in multiple domains of life, including having meaningful goals, a sense of direction, and the ability to manage complex environments to suit personal needs and values. The multi-dimensional approach according to Ryff and Singer (2008) highlighted the importance of balance and harmony among different aspects of life, suggesting that true psychological well-being is achieved when individuals are engaged in activities that foster their personal growth and development.

Further, Diener (2018) emphasize that psychological well-being incorporates both hedonic and eudemonic components. The hedonic aspect relates to the experience of pleasure and avoidance of pain, encompassing constructs like life satisfaction and emotional balance. The eudemonic aspect, on the other hand, relates to living in accordance with one's true self and realizing one's potential, which includes personal growth, purpose, and autonomy.

According to Vingerhoets (2010), Psychological well-being is a critical aspect of overall health, encompassing emotional, psychological, and social dimensions. Among undergraduate students, particularly in tertiary institutions in Anambra state, Nigeria, several factors influence their psychological well-being, including academic pressure, socio-economic challenges, and personal issues.

Academic pressure is a significant factor affecting the psychological well-being of students. The rigorous demands of tertiary education can lead to high levels of stress and anxiety. According to Nnamdi and Umeh (2020), students often face intense pressure to perform academically, which can lead to psychological distress. This pressure is compounded by the high expectations from family and, contributing to an environment where stress is prevalent.

Socio-economic challenges also play a crucial role in influencing the psychological well-being of students. Many students in Anambra state come from economically disadvantaged backgrounds which can affect their ability to afford educational materials and living expenses. However Okafor (2019) highlighted that financial strain that can lead to increased anxiety and depression among students, as they struggle to balance academic responsibilities with part-time work or other means of supporting themselves.

Personal issues including relationship and family dynamics is another factor affecting students' psychological well-being. Eze and Chukwuemeka (2018) revealed that students who experience family conflicts or relationship problems often exhibit higher levels of stress and lower levels of psychological well-being. Therefore, in all ramifications, constant exposure to insecurity can lead to students' academic dissatisfactions; chronic stress, anxiety, and trauma as well negatively affect their psychological well-being. Again, from the evidences above, insecurities can disrupt academic activities, leading to frequent school closures, reduce academic attendance and a decline in the quality of education. Student may at the same time experience fear and anxiety, which could lower their academic satisfaction.

Hence the sense of threat and vulnerability can diminish students' ability to concentrate, learn, and maintain a positive mental state. Insecurity potentially mediates the relationship between academic satisfaction and psychological well-being. This means that the presence of insecurity may influence academic satisfaction and psychological well-being of undergraduate students in tertiary institutions and it is based on this background that the researchers intend to find out the mediating roles of insecurity on academic satisfaction and psychological well-being among undergraduate students in Anambra State.

Statement of the Problem

In recent years, tertiary institutions in Anambra State have faced significant challenges related to insecurity which has been a concern to many indigenes and non-indigenes in Anambra state especially parents, tertiary institution workers, school administrators, government officials and undergraduate students in the state. Insecurity in these institutions manifests in various forms, including physical violence, theft, cultism, and other criminal activities. These issues create a pervasive atmosphere of fear and anxiety, adversely affecting students' academic experiences and psychological well-being as can be perceived. Research, however, has shown that a safe and secure learning environment is crucial for academic success and psychological well-being and that insecure environment can lead to chronic stress, reduced academic performance, and lower overall satisfaction with the educational experience. Despite the critical nature of this issue, there is a paucity of research focusing specifically on the mediating role of insecurity academic satisfaction and psychological well-being among students in tertiary institutions in Anambra State.

Therefore, it is based on this paucity that this present study seeks to address the roles of insecurity on undergraduate students' academic satisfaction and psychological well-being. Hence, by the identification of the specific roles of insecurity on students, the researchers believe it will help to provide valuable insights that can inform the development of targeted strategies to improve both

academic satisfaction and psychological well-being of undergraduate students in tertiary institutions especially in Anambra State. At the same time, enable the stakeholders in Anambra State including the government officials, school administrators and parents to provide proper security facilities to enhance psychological wellbeing and academic satisfaction among tertiary institution students in Anambra State.

Purpose of the Study

The purpose of this study was to investigate the role of insecurity on academic satisfaction and psychological well-being of undergraduate students in tertiary institutions. Specifically to examine:

1. The role of insecurity on academic satisfaction of undergraduate students in tertiary institutions in Anambra State.
2. The role of insecurity on the psychological well-being of undergraduate students in tertiary education in Anambra State.
3. The role of insecurity on physical violence among tertiary institution student in Anambra state.
4. The role of insecurity on anxiety among tertiary institution student in Anambra state.

Research Questions

The following research questions were formulated to guide the study.

1. What is the relationship between insecurity and academic satisfaction of undergraduate students in tertiary institutions in Anambra State?
2. What is the relationship between insecurity and psychological well-being of undergraduate students in tertiary institutions in Anambra state ?
3. What is the relationship between insecurity and physical violence of undergraduate students in tertiary institutions in Anambra State?
4. What is the relationship between insecurity and anxiety among undergraduate students in tertiary institutions in Anambra State?

Hypothesis

1. There is no significant relationship between insecurity and academic satisfaction among undergraduate students in tertiary institutions in Anambra State
2. There is no significant relationship between insecurity and psychological well-being among undergraduate students in tertiary institutions in Anambra state
3. There is no significant relationship between insecurity and physical violence among undergraduate students in tertiary education Anambra state.
4. There is no significant relationship between insecurity and anxiety among undergraduate students in tertiary institutions in Anambra State?

Methods

The correlation research design was adopted in carrying out the study. This type of research design seeks to establish the pattern of relationship that exists between two or more variables (Nworgu, 2015). The researcher adopted the design because the study was interested in establishing the nature of relationship between insecurity, academic satisfaction and psychological well-being of students. The population of the study comprises 19,478 undergraduate Students in tertiary institutions in Anambra State. 3,250 undergraduate students were sampled for the study. Purposive sampling technique was used in sampling the participants for the study. The sample size involved both male and female undergraduate students in the faculty of education of four tertiary institutions (Nnamdi Azikiwe University Awka, Anambra State University, Igbariam, Nwafor Orizu College of Education, Nsugbe and Umunze Technical College of education). From each institution, 800 undergraduate students were sampled except Nnamdi Azikiwe University where a total of 850 undergraduate students were sampled.

Two instruments titled “insecurity and academic satisfaction questionnaire” and insecurity and Psychosocial wellbeing questionnaires were used for data collection. The questionnaires has “insecurity and academic satisfaction” 28 items and 15 for Psychosocial wellbeing. The questionnaires were validated by three experts, one in Institute of Peace, Conflict and Security and two in the Department of Educational Foundations, Faculty of Education, all in Nnamdi Azikiwe University Awka. Crombach’s alpha method was use to establish the reliability index at 0.78 (IASQ) and 0.81 (IAPWQ) respectively. Data were analyzed using Pearson r for research questionnaires whereas linear regression analysis was used for testing the hypotheses. The decision rule for the null hypothesis was that p-value higher than 0.05 was not rejected whereas the hypothesis with p-value lower than 0.05 was rejected.

Results

The presentation was sequentially done starting with the answers to the research questions and testing the hypotheses.

Research Question 1: What is the relationship between insecurity and academic satisfaction of undergraduate students in tertiary institutions in Anambra State?

Table 1: Pearson correlation on insecurity and the academic satisfaction of undergraduate students

N	Correlation co-efficient ®	r ²	Remarks
3250	0.703	0.494	Strong positive relationship

Table 1 shows that there is a strong positive relationship of 0.703 existing between insecurity and the academic satisfaction of undergraduate students in tertiary institutions.

Research Question 2: What is the relationship between insecurity and psychological well-being of undergraduate students in tertiary institutions in Anambra state?

Table 2: Pearson correlation on insecurity and psychological well-being of undergraduate students

N	Correlation co-efficient (r)	r ²	Remarks
3250	0.707	0.499	Strong positive relationship

Table 2 showed that there is a strong positive relationship of 0.707 existing between insecurity on the psychological well-being of undergraduate students.

Research Question 3: What is the relationship between insecurity and physical violence of undergraduate students in tertiary institutions in Anambra State?

Table 3: Pearson correlation on insecurity and the physical violence of undergraduate students

N	Correlation co-efficient (r)	r ²	Remarks
3250	0.492	0.627	Moderate positive relationship

Table 3 showed that there is a moderate positive relationship of 0.492 existing between insecurity and the physical violence of undergraduate students

Research Question 4: What is the relationship between insecurity and anxiety among undergraduate students in tertiary institutions in Anambra State?

Table 4: Pearson Correlation on insecurity and anxiety among undergraduate students in tertiary institutions

N	Correlation co-efficient (r)	r ²	Remarks
3250	0.89	0.792	Strong positive relationship

Table 4 showed that there is a strong positive relationship of 0.703 existing between insecurity and anxiety among undergraduate students in tertiary institutions.

Test of Statistical Hypothesis

Hypothesis 1: There is no significant relationship between insecurity and academic satisfaction of undergraduate students in tertiary institutions in Anambra State

Table 5: Linear regression on insecurity and academic satisfaction of undergraduate students

N	Cal. R	Df	Cal. T	p-value	A	Remark
3250	0.703	3248	5.63	0.000	0.05	Significant

Table 5 indicated that at 0.05 level of significance and 1748 df, the calculated t 5.63 with p-value 0.000 which is less than 0.05 ($r(3248) = 0.703$, $p < 0.05$), the null hypothesis is rejected. This means that insecurity has a significant relationship with academic satisfaction of undergraduate students

Hypothesis 2: There is no significant relationship between insecurity and psychological well-being of undergraduate students in tertiary institutions in Anambra state

Table 6: Linear regression on between insecurity and psychological well-being of undergraduate students

N	Cal. R	Df	Cal. T	p-value	A	Remark
3250	0.707	3248	23.43	0.000	0.05	Significant

Table 6 indicated that at 0.05 level of significance and 3248 df, the calculated t 23.43 with p-value 0.00 which is less than 0.05 ($r(3248) = 0.707$, $p < 0.05$), the null hypothesis is rejected. This means that insecurity has a significant relationship with psychosocial well-being of undergraduate students

Hypothesis 3: There is no significant relationship between insecurity physical violence among undergraduate students in tertiary education Anambra state.

Table 7: Linear regression on Insecurity and physical violence of undergraduate students

N	Cal. R	Df	Cal. T	p-value	A	Remark
3250	0.49	3248	9.66	0.12	0.05	Not significant

Table 7 indicated that at 0.05 level of significance and 3248 df, the calculated t 9.66 with p-value 0.12 which is greater than 0.05 ($r(3248) = 0.49$, $p > 0.05$), the null hypothesis is not rejected. This means that Insecurity has no significant relationship with physical violence of undergraduate students

Hypothesis 4 There is no significant relationship between insecurity and anxiety among undergraduate students in tertiary institutions in Anambra State?

Table 8: Linear regression on insecurity and anxiety among undergraduate students

N	Cal. R	Df	Cal. T	p-value	A	Remark
3250	0.89	3248	5.89	0.01	0.05	Significant

Table 8 indicates that at 0.05 level of significance and 1748 df, the calculated t 5.89 with p-value 0.01 which is less than 0.05 ($r(3248) = 0.89$, $p < 0.05$), the null hypothesis is rejected. This means that insecurity has no significant relationship with anxiety among undergraduate students.

Discussion

Table 1 shows that there is a strong positive relationship of 0.703 existing between insecurity and the academic satisfaction of undergraduate students in tertiary institutions. And in testing the H_0 in table 5, the study indicated that insecurity has a significant relationship with academic satisfaction of undergraduate students.

This is in line with the assertion of Ajibo and Agbo (2016) which stated that academic satisfaction relates to the degree to which students feel contented with their academic experiences and achievements. The findings also corroborate

the report by Umbach and Porter, (2002) who in a study revealed that demographic factors, such as age, gender, socioeconomic status, and cultural background, can influence academic satisfaction of students.

Table 2 showed that there is a strong positive relationship of 0.707 existing between insecurity and the psychological well-being of undergraduate students in tertiary institutions. Again, the test on H_0 in table 6 indicated that insecurity has a significant relationship with psychological well-being of undergraduate students.

The findings of this study agreed with the study by Eze and Chukwuemeka (2018) which stated that personal issues including relationship and family dynamics affects students' psychological well-being and revealed that students who experience family conflicts or relationship problems is at the risk of exhibiting higher levels of stress and lower levels of psychological well-being. This means, constant exposure to insecurity definitely lead to students' academic dissatisfactions as well as chronic stress, anxiety, and trauma which eventually affects psychological well-being negatively. The findings also succinctly agreed with Ryff and Singer (2008) arguments that psychological well-being goes beyond the mere absence of mental illness and that it involves thriving in multiple domains of life which includes having meaningful goals, a sense of direction, and the ability to manage complex environments to suit personal needs and values of undergraduate students

Table 3 showed that there is a moderate positive relationship of 0.492 existing between insecurity and the physical violence of undergraduate students. Likewise table 7 which shows the H_0 test indicated that insecurity has no significant relationship with the overall academic performance of undergraduate students.

The findings of the present study disagreed with the assertion of Nnamdi and Umeh (2020), said that students often face intense pressure to perform academically, which can lead to psychological distress. Nnamdi and Umeh

(2020) however, indicated how crucial security is in the in academic performance of undergraduate students of which when there is insecurity, pressure is compounded by the high expectations from family and, contributing to an environment where stress is prevalent but in the present study it shows that pressure is not much compounded by high expectations from families.

Table 4 showed that there is a strong positive relationship of 0.703 existing between insecurity and anxiety among undergraduate students in tertiary institutions. Whereas the test on Ho on table 8 indicates that insecurity has no significant relationship with anxiety among undergraduate students in tertiary institutions.

The finding of this study succinctly agreed with the study conducted by Adeyemo and Adeyemi (2016) which stated that insecurity creates environment of fear and anxiety, making it challenging for students to focus on their studies and achieve academic success. The findings also corroborate the assertion of Beland (2005) who said that, insecurity is a state of fear or anxiety due to absence or lack of protection. The study also revealed that insecurity leads to danger and unprotectedness of students which is supported by the study conducted by Oparaugo, Geogina and Ufearo (2022) which reported that when a student feels unprotected and lost feelings of personal worth or confidence, he is at the risk and the danger of insecurity and can be prone to academic dissatisfaction and unhealthy psychological wellbeing.

Conclusion

It was concluded that insecurity can lead to lack of confidence and assurance in undergraduate self-worth and abilities, thereby resulting to feelings of vulnerability and inadequacy. It also concluded that insecurity can be associated with factors such as terrorism, ethnic conflicts and political instability. The researchers also concluded that if insecurity remain unattended it will not only disrupts academic satisfaction and psychological wellbeing of undergraduate students but will also disrupt everyday activities and as well significantly hamper

economic growth by deterring investment and tourism, increasing the cost of leaving, and leading to the destruction of infrastructure and properties both in the tertiary institutions and the society at large.

Recommendations

The researcher however made the following recommendations: 1. That government should provide adequate security to tertiary institutions in order to alleviate insecurity problems against the undergraduate students and therefore enhance academic satisfaction and psychological well-being among them. 2. It also recommended that policy makers should be more effective concerning educational policies and practices aimed at creating safer and more supportive learning environments which include implementing security measures, enhancing counseling services, and fostering a campus culture that prioritizes student well-being. 3. It also recommended that the school administrators should have insight and understanding on the critical areas that need attention to enhance students' academic satisfaction and psychological well-being which will guide the allocation of resources and the development of targeted interventions.

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