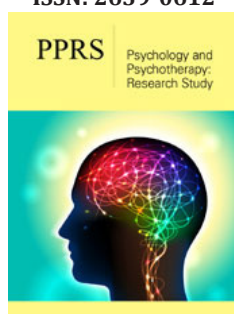


What is the Influence of Insecurity on the Psychological Wellbeing Secondary School Students?

Matsayi L A*

Department of Guidance and Counseling, Taraba State University, Nigeria

ISSN: 2639-0612



***Corresponding author:** Matsayi Lucy Aji, Department of Guidance and Counseling, Taraba State University, Jalingo, Nigeria

Submission:  June 09, 2023

Published:  June 20, 2023

Volume 7 - Issue 1

How to cite this article: Matsayi L A*. What is the Influence of Insecurity on the Psychological Wellbeing Secondary School Students?. Psychol Psychother Res Stud. 7(1). PPRS. 000654. 2023.
DOI: [10.31031/PPRS.2023.07.000654](https://doi.org/10.31031/PPRS.2023.07.000654)

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Abstract

Insecurity has a significant influence on the psychological well-being of secondary school students. Adolescence is a crucial period of development when individuals are forming their identity, building relationships, and transitioning into adulthood. When students experience insecurity, it can affect several aspects of their psychological well-being, including their emotional, social, and academic functioning. Insecurity can lead to feelings of anxiety, fear, and uncertainty. Students may constantly worry about their safety, both within and outside the school environment. These emotional stressors can interfere with their ability to concentrate, sleep, and manage their emotions effectively. Insecure students often struggle with low self-esteem and a negative self-image. They may doubt their abilities, constantly compare themselves to others, and feel inadequate. This can hinder their confidence and willingness to participate in social activities or take on academic challenges. Insecurity can lead to social withdrawal and isolation. Students may be hesitant to engage in social interactions, fearing judgment, rejection, or bullying. As a result, they may have limited opportunities to develop healthy relationships, which can further contribute to feelings of loneliness and low self-worth. Insecurity can negatively impact academic performance.

Students who feel unsafe or insecure may find it difficult to focus on their studies, leading to reduced concentration, decreased motivation, and a decline in their academic achievements. This can create a cycle of stress and underperformance. Prolonged insecurity can increase the risk of mental health issues such as depression, anxiety disorders, and Post-Traumatic Stress Disorder (PTSD). These conditions can have long-term effects on a student's overall well-being and can even persist into adulthood if not addressed. Insecurity can contribute to disengagement from school and, in severe cases, dropout rates. Students who feel unsafe or constantly face bullying or violence may choose to leave school altogether, leading to a lack of educational opportunities and potential long-term consequences for their future. It is crucial for educators, parents, and schools to address insecurity among secondary school students. Providing a safe and supportive environment, implementing anti-bullying measures, fostering positive relationships, and offering mental health support can help mitigate the negative impacts and promote the psychological well-being of students.

Keywords: Influence of insecurity; Psychological wellbeing; Secondary school students

Introduction

Insecurity and emotional distress among students in secondary schools can have a significant impact on their well-being, academic performance, and overall development. Crisis situations, such as natural disasters, community violence, or personal traumatic events, can contribute to these feelings of insecurity and distress. Insecurity in secondary schools can refer to various issues related to the safety and well-being of students, teachers, and staff within the school environment [1]. Insecurity is the opposite of security. According to Achumba et al. (2013), as cited in Ogunode et al. [2], insecurity is the antithesis of security and has attracted such common variables as a lack of safety, danger, hazard, uncertainty, lack of confidence, state of doubt, lack of protection, instability, trouble, and being unsafe among others. According to Hassan [3], insecurity is characterized by unpleasant emotions like fear, worry, uncertainty, and unjustness. Intense violence is characterized by fights, warfare, injury, and death, and it is a deteriorated stage of conflict, threats, and attacks on human security (Best, 2016). Some common forms of insecurity that can be observed in secondary schools according to (Fahad & Faraj [4]; as cited in Abubakar et al. [5]) are bullying, violence, theft and

vandalism, Substance abuse, gang activity, sexual harassment and assault, and cyberbullying.

Addressing these forms of insecurity requires a comprehensive approach involving students, teachers, parents, and the school administration. Strategies may include implementing anti-bullying policies, providing counseling services, conducting awareness campaigns, promoting a positive school culture, improving security measures, and fostering open communication channels for reporting incidents. Collaboration between schools, law enforcement, and community organizations is crucial to creating a safe and secure environment for secondary school students and to improve their psychological wellbeing. Psychological well-being in secondary schools is a crucial aspect of promoting students' overall development and ensuring their mental health. It encompasses various factors that contribute to students' emotional, social, and cognitive well-being. According to Golparvar et al. [6-9], psychological well-being refers to a person's overall mental and emotional state, characterized by positive feelings, a sense of fulfillment, and functioning effectively in various aspects of life. It encompasses an individual's subjective experience of happiness, contentment, and satisfaction, as well as their ability to cope with stress, manage their emotions, and maintain positive relationships. Psychological well-being is not merely the absence of mental illness but rather a state of positive mental health. It involves having a positive outlook, experiencing a sense of purpose and meaning in life, and having a sense of self-worth and self-acceptance. It also includes the ability to adapt to changes, develop resilience, and engage in personal growth and self-improvement.

Factors that contribute to psychological well-being include Emotional resilience, positive engagement and flow: Being fully absorbed and engaged in activities that provide a sense of enjoyment, fulfillment, and personal growth, experiencing positive emotions such as joy, gratitude, love, and contentment. Psychological well-being is influenced by various factors, including genetics, life experiences, social support, and individual coping mechanisms. It is an ongoing process that can be nurtured and enhanced through self-care practices, seeking professional help when needed, and cultivating positive habits and attitudes Karfe et al. [9-11]. Some key considerations and strategies for promoting psychological well-being in secondary schools include Creating a positive school climate, mental health education, supportive staff, peer support programs, mindfulness and relaxation techniques, physical activity and recreation, collaboration with parents and guardians, early intervention and support, reduce academic pressure, and monitoring and evaluation, Fostering a positive and inclusive school environment is essential. Encourage respectful and supportive relationships among students, teachers, and staff. Implement anti-bullying programs and emphasize the importance of empathy, kindness, and respect. Incorporate mental health education into the curriculum to increase awareness and understanding of mental health issues. Teach students about stress management, emotional regulation, and coping skills. Provide information about available mental health resources and

encourage help-seeking behaviors. Ensure that teachers and staff receive training on recognizing signs of distress and supporting students' mental health. Develop a support system within the school, including counselors, psychologists, or social workers, who can provide individual, or group counseling as needed (Salter-Jones et al. [12,13]).

Implement peer support programs where older students are trained to mentor younger students. This can create a sense of belonging and provide a safe space for students to share their experiences and seek support. Introduce mindfulness and relaxation techniques, such as deep breathing exercises, meditation, or yoga, to help students manage stress and improve their focus and emotional well-being. Encourage regular physical activity and provide opportunities for recreational activities. Physical exercise has been shown to have a positive impact on mental health, reducing stress, anxiety, and depression. Involve parents and guardians in promoting students mental health. Communicate openly about mental health issues, provide resources and information, and encourage parents to seek professional help if needed. Identify and address mental health concerns at an early stage. Establish a referral system for students who may require additional support and collaborate with external mental health professionals or community organizations to provide appropriate interventions.

Recognize the potential impact of academic stress on students well-being. Implement strategies to balance academic demands and support students in managing their workload effectively. Regularly assess and monitor students mental health and well-being through surveys, assessments, or observations. Use the data collected to identify areas of improvement and adjust interventions accordingly. Remember, promoting psychological well-being in secondary schools requires a comprehensive and holistic approach involving the entire school community. By prioritizing students' mental health, schools can create an environment that supports their overall well-being and fosters their academic success [14]. Factors such as diet, lifestyle, stress and sleep factors may prevent psychiatric disturbances induced by insecurity and strengthen students during these stressful periods. These factors may reduce the intensity of the stressful periods on students.

Insecurity situations can lead to fear, anxiety, depression, and other negative emotions among students. They may experience a sense of helplessness, uncertainty, and vulnerability, which can hinder their ability to focus on their studies and engage in healthy social interactions. Emotional distress can negatively affect students academic performance. When students are preoccupied with their emotions or concerns about safety, they may find it challenging to concentrate in class, complete assignments, or perform well in exams. This can result in a decline in their grades and overall educational outcomes. Insecurity and emotional distress may affect students' ability to form and maintain positive relationships with their peers and teachers. They may become withdrawn, socially isolated, or exhibit behavioral changes. These factors can further exacerbate their emotional well-being and hinder their social and emotional development [15].

Conclusion

The influence of insecurity on the psychological wellbeing of secondary school students is a complex issue that requires careful consideration. Insecurity can manifest in various forms, such as physical violence, bullying, or a general feeling of fear and uncertainty. These experiences can have profound effects on the psychological wellbeing of students and may lead to long-lasting consequences. One of the primary impacts of insecurity on students' psychological wellbeing is increased stress and anxiety. These psychological conditions can interfere with students' ability to concentrate, learn, and perform well academically. Insecurity can also have detrimental effects on students' self-esteem and self-confidence. When students face consistent threats or bullying, they may internalize negative beliefs about themselves and their abilities. Insecurity can contribute to the development of mental health disorders such as depression and Post-Traumatic Stress Disorder (PTSD). Moreover, insecurity can affect students' social relationships and their sense of belonging. It is crucial for schools, parents, and communities to address the issue of insecurity among secondary school students. Creating a safe and supportive environment is essential for promoting their psychological wellbeing. Strategies such as implementing anti-bullying programs, providing counseling services, and fostering a culture of inclusivity and respect can help mitigate the negative effects of insecurity.

Recommendations

Addressing the insecurity and emotional distress of students in secondary schools requires a multi-faceted approach involving schools, parents, and the broader community. By providing appropriate support, resources, and a safe environment, students can better navigate through crisis situations and develop the necessary skills for their emotional well-being and academic success.

- a. It is crucial for schools to provide support and resources to help students cope with crisis-related insecurity and emotional distress. This can include counseling services, peer support groups, or access to mental health professionals who can help students process their emotions and develop effective coping strategies.
- b. Schools should strive to create a safe and supportive environment for students. This can be achieved through implementing safety protocols, fostering a culture of inclusivity and respect, and promoting open communication. By addressing students' concerns and providing a nurturing environment, schools can help mitigate the impact of crisis-related insecurity and emotional distress.
- c. Parents and guardians play a vital role in supporting students through crisis situations. It is essential for parents to stay informed about their child's experiences and emotions, provide a listening ear, and seek professional help if necessary. Collaborating with schools and engaging in open

communication can help create a support network for students.

- d. Building resilience is crucial for students to overcome insecurity and emotional distress. Schools can incorporate resilience-building activities into their curriculum, such as mindfulness exercises, stress management techniques, and programs that promote emotional intelligence. By equipping students with skills to manage their emotions and cope with challenges, they can become more resilient in the face of crisis.

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