



IMPACT OF INSECURITY AND EMOTIONAL BEHAVIOUR OF STUDENTS OF TERTIARY INSTITUTIONS IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA

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Abstract

The study examined the insecurity and emotional behavior of students of tertiary institutions in Maiduguri Metropolis, Borno State. The specific objectives of the study were to determine the impact of insecurity on the emotional behavior 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 behavior of students in the tertiary institutions. 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, there is significant relationship between instability and emotional behavior of students in tertiary institutions in Maiduguri, Borno State, Nigeria and there is significant relationship between gender difference and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria. The study concludes 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 in Maiduguri, Borno State, Nigeria.

Keywords: Insecurity, Emotional Behaviour, Self-confidence, Uncertainty, Students

Introduction

Insecurity affects all the gamut of human life and is the anti-thesis of security; the 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.

The concept of insecurity connotes the state or quality of being insecure. Security in simple terms means protection of lives and properties from destruction. Onifade, Imhonopi and Urim (2013) stated that 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, 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.

Emotions are physical and mental states brought on by neurophysiological changes, variously associated with thoughts, feelings, behavioral 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. 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).

Borno State is currently faced with the menace of Boko Haram violent terrorist group attacks. This is in-conjunction with herdsmen 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 behavioral 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. Therefore, this study investigated the impact of insecurity on the emotional behaviour of students in tertiary institutions in Maiduguri, Borno State.

Statement of the Problem

It has been observed that students of tertiary institutions in Maiduguri have been affected by insecurity in the State. The insecurity has impacted on their emotional behavior, which made them have feeling of uncertainty, lack of confidence and instability. The crisis which started like a religious agitation by a group called Jama'atul AhlisSunnaLidda'AwatiWal-Jihad aka 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 This agitation continued and grew to violence destruction of properties, schools, churches, mosque 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 on 30th July, 2009. Boko Haram in their desperation started claiming territories and hoisting flag under the



leadership of their leader Khalifa Shekau and 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 neighboring countries to Nigeria were formed to forestall this Boko Haram atrocities and carnage from spreading beyond Nigeria as to end its existence. 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 centers 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.

Objectives of the Study

The objectives of the study are to:

1. Establish the levels of emotional behaviour of students in tertiary institutions in Borno State, Nigeria;
2. determine the effect of lack of self-confidence on the emotional behavior of students in tertiary institutions in Borno State, Nigeria;
3. assess the effect of instability on the emotional behaviour of students in tertiary institutions in Borno State, Nigeria

Research Questions

1. What is the effect of emotional behavior of students in tertiary institutions in Borno State, Nigeria?
2. What is the effect of lack of self-confidence on the emotional behavior of students in tertiary institutions in Borno State, Nigeria?
3. What is the effect of instability on the emotional behaviour of students in tertiary institutions in Borno State, Nigeria?

Literature Review

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. These 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 include 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 include 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 in 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>). A study by Anderson, Carleton, Diefenbach and Han (2019) found that uncertainty and affect are fundamental and interrelated aspects of the human condition. Uncertainty is often associated with negative affect, but in some circumstances, it is associated with positive effect. Uncertainty makes people more sensitive to reward contingencies and more desirous of rewards, although uncertainty has a relatively negative reputation, people are more engaged with uncertain situations than certain ones (Anderson, et al. 2019).

Individuals with high uncertainty have the tendency to appraise ambiguity as threatening and experience heightened physiological arousal (Greco & Roger, 2001, 2003; Hock & Krohne, 2004). Furthermore, difficulties tolerating uncertainty may represent the tendency to believe that uncertainty in itself is distressing, unfair, and should be avoided (Dugas, Marchand, & Ladouceur, 2005; Dugas, Schwartz, & Francis, 2004). Current consensus describes uncertainty as a “dispositional characteristic that reflects a set of negative beliefs about uncertainty and its implications” (Dugas & Robichaud, 2007), and represents an underlying fear of the unknown (Carleton, this issue). Carleton (2016, p. 31) recently proposed that IU represents a broad “incapacity to endure the aversive response triggered by the perceived absence of salient, key, or sufficient information”.

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 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).

The lack of self-confidence in students is a common problem that affects their academic performance and communication skills. Students who lack self-confidence often struggle to express their opinions in front of the class. The lack of self-confidence can also impact students’ overall behaviour, causing them to feel inferior, shy and doubtful in their abilities (Ningrum, 2022). Self-Confidence refers to a person’s perceived ability to tackle situations successfully without leaning on others and to have a positive self –evaluation. Self-Confidence is the conviction that one is generally capable of producing desired results. Increase in self-confidence helps to develop innate qualities of self-worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one’s ideas are essential in getting ahead but it should also be remembered that self-confidence grows with

success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence confident may not come up to the optimum level of attainment. In general, self-confidence refers to an individual’s ability to act effectively in a situation to overcome obstacles and to get things to go alright. The term self-confidence is used to refer to individuals’ judgment about themselves.

Padmakala (2018) found that self-confidence was significantly influenced by gender, parental education, parental occupation, family size and income, community, locale, type of school and religion of students. Moreover, self-confidence and parental support were found significantly and positively correlated with coefficient of correlation $r=0.669$. Result also showed a significant and positive correlation between self-confidence and academic achievement among higher secondary school students. Specifically, self-confidence and parental support had a significant and positive impact on academic achievement among higher secondary school students.

Despite the importance of self-confidence in education, the fact is that there are still many students who have low self-confidence or self-esteem. Students who are less self-confident will perform some behaviors such as shutting down, withdrawing from the environment, tending to avoid communication, engaging little in activities with a group of people, and being aggressive (Fitri et al., 2018). Poor academic performance is one consequence of low self-esteem in high school students. Students who lack self-confidence are more likely to perform poorly in class because they lack



confidence in themselves. Because of the pessimistic thoughts that are always running through their minds, individuals often assume they will fail the examinations and quizzes their teachers will give them. Also, if a student feels uncomfortable speaking in front of the class or sitting in front of them, they are more likely to not participate in class. The low self-confidence of the students can be caused by some problems. Nguyen et al. (2019) said that students' low self-esteem was caused by high educational stress and physical and emotional abuse by parents or other adults in the home. Besides, child poverty is also another factor leading to low self-esteem (Fujiwara et al., 2019).

Effect of Instability on Emotional Behaviour

Instability is best described as the experience of abrupt, involuntary, and/or negative change in individual or family circumstances. Although some change is normal and anticipated, sudden and dramatic disruptions can affect children's feelings of security. When parents lack choice or control over change, they may be less able to support their children in adapting to change (Sandstrom & Sandra, 2013). Instability and the family stress that comes with it can have deep and lasting impacts on children's physical, emotional, and cognitive development. The recession's effects, which are still being felt, have put even more children in jeopardy, increasing the importance of understanding what it means for children to experience extreme instability and how to mitigate some of instability's toxic effects.

Insecurities make one feel anxious or bad about themselves and stem from feelings of self-doubt and a lack of confidence. So, by that definition, lacking self-confidence can be the cause of insecurities rather than an insecurity and of itself. Both self-esteem and insecurity are characterized by a lack of

confidence and can lead to mental health difficulties if nothing is done to counteract it and boost confidence (Lupcho, 2023)

. Emotional instability usually means some unpredictability in emotions and reactions to events. It is common for people to have shifts in emotions after all, life is filled with ups and downs but there's a difference between experiencing a wide spectrum of emotions, and reacting to every event in an extreme way (Wolff, 2018). Not everyone who experiences a wide range of emotions is emotionally unstable, but there are some key characteristics that indicate that someone does not have a hold on how they feel, and may need help. Wolff (2018) identified seven indicators of unstable emotion as unexpected reaction, rapidly changing mood, difficulty in calming oneself down, impulsive behavior, inconsistency, stained relationship and difficulty in containing one's feeling.

Adegboyega and Agdegboye (2023) examined effect of emotional instability on the academic performance on students of College of Agriculture and related disciplines in Plateau Nigeria, Nigeria. The study was designed to find out the effect of emotional instability on students' academic performance in colleges of agriculture and related disciplines in Plateau state. Multistage sampling technique was used for the study. Simple random sampling was used to select three of the five Colleges of agriculture and related disciplines in the state and four departments from the selected Colleges. Results show that 80.8% of the respondents were between the ages 18 and 26 years, both male and female were 50.0% each, 82.5% single and 71.6% had the household size of 2-7. There was a significant relationship between age ($\chi^2 = 24.417$, $p = 0.000$), marital status ($\chi^2 = 135.050$, $p = 0.000$), of the respondents and academic performance. However, no significant relationship was discovered between



respondents' emotional status and academic performance at r-value of 0.004, ($p = 0.966$). Therefore, it can be concluded that emotional instability has no significant relationship with academic performance at tertiary level such as colleges of agriculture and related disciplines.

Bozgun and Akiin-Kosterelioglu (2020) studied variables affecting social-emotional development, academic grit and subjective well-being of fourth-grade primary school students. This study aims to examine the effects of some demographic variables on the social-emotional development, academic grit and subjective well-being of fourth-grade primary school students. The sample of this cross-sectional study consisted of 582 fourth grade primary school students. Data were collected using the Social-Emotional and Character Development Scale, the Academic Grit Scale, and the Subjective Well-Being in School Scale. It lasted around 30 min to answer the data collection tools. Data were analyzed using the SPSS 23 program. In this study, the levels of social-emotional development, academic grit and subjective well-being were higher in female students who received preschool education, and had a high frequency of daily book-reading. In addition, the multivariate main effects of students' gender, pre-school education and frequency of daily book-reading were significant. Relevant trainings can be organized in cooperation with universities and school counselling services to raise awareness of both teachers and families about daily book-reading. This can have an impact on students' academic grit, subjective well-being and social-emotional development.

Methodology

This study adopted a descriptive survey design to investigate the impact of insecurity

and emotional behaviour of students of tertiary institutions in Maiduguri Metropolis, Borno State, Nigeria. The design was considered appropriate since it enabled the researcher to systematically gather and describe data on the levels of emotional behaviour; self-confidence on the emotional behavior instability on the students in tertiary institutions in Borno State, Nigeria. The area of the study was Maiduguri Metropolitan located in Borno State, Nigeria which lies between latitude $11^{\circ}41'30''\text{N}$ to $12^{\circ}00'00''\text{N}$ and $13^{\circ}00'00''\text{E}$ to $13^{\circ}44'00''\text{E}$ with a projected population of 929,000 (2026 projection). It is predominantly agrarian, with farming, fishing, and cattle rearing as the major occupations. The focus was on three tertiary institutions in the Metropolis namely Ramat Polytechnic, Kashim Ibrahim University (former Borno State University) and University of Maiduguri (Unimaid). The population of the three institutions was 105,300. A total of 260 students were drawn using simple random sampling technique. For data collection, structured questionnaire divided into four sections covering personal data, levels of emotional behaviour; self-confidence on the emotional behavior instability on the students in tertiary institutions in Borno State, Nigeria. Were used. Items were rated on a five-point Likert scale ranging from Strongly Agree (4) to Disagree (5). For data analysis, responses were coded and analysed. Descriptive statistics such as frequency counts, percentages and means were employed while t-Test was used to test the hypothesis

Data Analysis

H_{01} : There is no significant effect between uncertainty and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

Table 1: Result of Hypothesis One

Responses	X	X ²
SA	630	396900
A	462	213444
UD	120	14400
SD	378	142884
D	260	
	1850	835228

$$n = 5, \sum x = 1850 \quad \sum x^2 = 835228$$

$$M = \frac{\sum x}{n} = \frac{1850}{5} = 370 = \text{mean of the sample}$$

$$\frac{\sum(x)^2}{n} = \frac{(1850)^2}{5} - 684500$$

$$Df = (n-1) = 5-1 = 4$$

$$U = \text{mean of the population} = \frac{260}{7} = 37.1$$

Where 7 is the number of questionnaire

Therefore computing the t test will be:

$$t = \frac{m-u}{\sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{n}\right)^2}{n(n-1)}}}$$

$$t = \frac{370-37.1}{\sqrt{\frac{835228 - \left(\frac{1850}{5}\right)^2}{5(5-1)}}}$$

$$t = \frac{332.9}{\sqrt{\frac{835228 - 684500}{5(4)}}}$$

$$t = \frac{332.9}{\sqrt{\frac{835228 - 684500}{5(4)}}}$$

$$t = \frac{332.9}{\sqrt{150728}}$$

$$t = \frac{332.9}{\sqrt{7536.4}}$$

$$t = \frac{332.9}{86.8} = 3.83$$

Critical value at 0.05 with df = 4. Check for under 0.05 = 2.132

Therefore, since the computed value of 3.83 is greater than the critical value of 2.132 i.e. $3.83 > 2.132$, the H_0 (null hypothesis) is rejected. It is therefore concluded that there is significant effect between uncertainty and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria. Therefore, the null hypothesis is rejected.

Table 2: Result of Hypothesis Two

Responses	X	X ²
SA	470	220900
A	530	280900
UD	100	10000
SD	270	72900
D	190	36100
	1560	620800

$$n = 5, \sum x = 1560 \quad \sum x^2 = 620800$$

$$M = \frac{\sum x}{n} = \frac{1560}{5} = 312 = \text{mean of the sample}$$

$$\frac{\sum(x)^2}{n} = \frac{(1560)^2}{5} = 486720$$

$$Df = (n-1) = 5-1 = 4$$

$$U = \text{mean of the population} = \frac{260}{7} = 43.3$$

Where 7 is the number of questionnaire
Therefore computing the t test will be:

$$t = \frac{m-u}{\sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{n}\right)^2}{n(n-1)}}}$$

$$t = \frac{312-43.3}{\sqrt{\frac{620800 - \left(\frac{1560}{5}\right)^2}{5(5-1)}}}$$

$$t = \frac{268.7}{\sqrt{\frac{620800-486720}{20}}}$$

$$t = \frac{268.7}{\sqrt{\frac{134080}{20}}}$$

$$t = \frac{268.7}{6704}$$

$$t = \frac{268.7}{81.87} = 3.28$$

Critical value at 0.05 with df = 4. Check for under 0.05 = 2.132

Table 3: Result of Hypothesis Three

Responses	X	X ²
SA	500	250000
A	480	230400
UD	110	12100
SD	290	84100
D	180	32400
	1560	609000

$$n = 5, \sum x = 1560 \quad \sum x^2 = 609000$$

$$M = \frac{\sum x}{n} = \frac{1560}{5} = 312 = \text{mean of the sample}$$

$$\frac{\sum(x)^2}{n} = \frac{(1560)^2}{5} = 486720$$

$$Df = (n-1) = 5-1 = 4$$

$$U = \text{mean of the population} = \frac{260}{6} = 43.3$$

Where 7 is the number of questionnaire

Therefore computing the t test will be:

$$t = \frac{m-u}{\sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{n}\right)^2}{n(n-1)}}}$$

$$t = \frac{312-43.3}{\sqrt{\frac{609000 - \left(\frac{1560}{5}\right)^2}{5(5-1)}}}$$

$$t = \frac{268.7}{\sqrt{\frac{620800-486720}{20}}}$$

$$t = \frac{268.7}{\sqrt{\frac{134080}{20}}}$$

$$t = \frac{268.7}{6114}$$

$$t = \frac{268.7}{78.2} = 3.43$$

Critical value at 0.05 with df = 4. Check for under 0.05 = 2.132

Therefore, since the computed value of 3.28 is greater than the critical value of 2.132 i.e. $3.28 > 2.132$, the H_0 (null hypothesis) is rejected. It is therefore concluded that there is significant effect between lack of self-confidence and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

Therefore, since the computed value of 3.43 is greater than the critical value of 2.132 i.e. $3.43 > 2.132$, the H_0 (null hypothesis) is rejected. It is therefore concluded that there is significant effect between instability and emotional behavior of students in tertiary institutions in Maiduguri, Borno State, Nigeria.

Discussion of Findings

From the analysis, the results indicate that there is significant relationship between uncertainty and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria. This finding is in line with that of Nicholas & Shaibu (2019). The second finding shows that there is significant relationship between lack of self-confidence and emotional behaviour of students in tertiary institutions in Maiduguri, Borno State, Nigeria. This finding also corroborates with that of Ballane (2019). The third finding shows that there is significant effect between instability and emotional behavior of students in tertiary institutions in Maiduguri, Borno State, Nigeria. This finding is different with that of Adegboyega and Agdegboye (2023)



Conclusion

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 tertiary institutions in Maiduguri due to gender.

Recommendations

The following recommendations were made

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, counseling psychologists should be recruited in large numbers to deal with this problem in view of the negative influence that have been observed.
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 program for the emotionally disturbed victims of insurgency should be urgently commenced to meet growing need for emotional rehabilitation.

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