

Understanding Introversion and Extroversion in Ensuring Quality Education Amidst Insecurity Among Senior Secondary School Students in Zamfara State, Nigeria

MUHAMMAD, Balkisu Aliyu¹

balkisualiyukabuga@gmail.com

GSM 08064817050

SANI, Ahmadu Gurjiya¹

sanigurjiya@gmail.com

GSM 07033020360

¹Department of Educational Foundations, Faculty of Education, Federal University Gusau, Zamfara State

Abstract

Insecurity has significantly disrupted education in Nigeria, particularly in Zamfara State, where insurgency, banditry, and school closures have left thousands of students without access to formal learning. This paper explores how personality traits such as introversion and extroversion, shape students' responses to educational disruptions caused by insecurity. Using a multidisciplinary approach, the research integrates personality theories, quality education frameworks, and insecurity studies to assess the adaptability and coping mechanisms of students. The findings reveal that introverted students, who prefer structured and independent learning, struggle with social isolation, while extroverted students, who rely on peer interactions, face challenges in disrupted learning environments. The paper also identifies key coping strategies, including self-directed learning, social support networks, and school-community partnerships, evaluating their effectiveness based on personality differences. To address these challenges, the study recommends alternative learning models, enhanced psychological support, improved security measures, and designed educational policies that consider personality traits. These findings contribute to policy discussions on ensuring quality education amidst insecurity and provide practical interventions for sustaining learning in conflict-affected areas.

Keywords: Insecurity, Quality Education, Introversion/Extroversion

Introduction

Quality education is widely recognized as a fundamental human right and a crucial driver of socio-economic development (United Nations, 2015). It equips individuals with the knowledge, skills, and critical thinking abilities necessary to participate fully in the economy, make informed decisions, and contribute to the well-being of their communities (UNESCO, 2019). Moreover, educated individuals, who are more likely to earn higher incomes, benefit from an estimated 9- 10% increase in earnings for each additional year of schooling (Psacharopoulos & Patrinos, 2018). However, in Nigeria, widespread insecurity, which includes violence, insurgency, kidnappings, and banditry, has created a climate of fear that forces many schools to shut down and leaves millions of children without access to education (UNESCO, 2022). The impact of insecurity on education across Nigeria varies by region. In the Northwest, banditry and kidnapping have displaced over 1.5 million people and forced the closure of more than 1,000 schools, particularly in states like Zamfara, Katsina, and Kaduna (UNICEF, 2023). In the North Central region, farmer-herder conflicts and communal violence have resulted in the closure of over 500 schools and the displacement of thousands of children, with Benue and Plateau states being the most affected (Amnesty International, 2024). In the Northeast, the Boko Haram insurgency have destroyed more than 1,400 schools since 2009, severely disrupting education in states such as Borno, Yobe, and Adamawa (World Bank, 2023). Similar security concerns have emerged in other parts of Nigeria, including the Southeast, where separatist movements have led to the closure of schools, and the South-South, where oil-related violence and militancy have affected educational activities (SBM Intelligence, 2024).

These regional disparities in insecurity, which have created a complex and challenging educational environment, are especially evident in Zamfara State, where students face significant barriers to learning due to the pervasive threat of violence. Schools in Zamfara, which often operate under constant threat, suffer from inadequate infrastructure, a shortage of qualified teachers,

DOI: <https://doi.org/10.64348/zije.202524>

Influence of Insecurity on Relationship among ... Bashiru, A. & Abubakar, S. H. (2025)

and limited access to learning materials. For instance, over 600 schools, which have been closed due to banditry, have left more than 200,000 children displaced and without access to formal education (Amnesty International, 2024). In response to these challenges, it is essential to examine how personality traits, specifically introversion and extroversion, which play a crucial role in shaping students' educational experiences, influence adaptability to learning in insecure environments. Personality traits, which are critical in determining how individuals respond to adversity, significantly influence students' educational experiences. Extroverted students, who are characterized by their sociability and proactive engagement, may seek support and alternative learning opportunities to navigate insecurity-related disruptions. In contrast, introverted students, who are often more reserved and introspective, may struggle with social isolation and anxiety, which further hinders their educational progress. This study, which seeks to address this gap, examines the influence of introversion and extroversion on quality education among senior secondary school students in Zamfara State. Specifically, it aims to analyze the relationship between personality traits and students' adaptability to learning in insecurity-affected environments, investigate the psychological impact of insecurity on students with different personality traits, assess the coping mechanisms adopted by introverted and extroverted students, and evaluate how personality differences influence engagement with alternative education methods. By doing so, the study contributes to the development of evidence-based strategies for improving educational outcomes in insecurity-affected regions. It also provides policy recommendations, which are designed to the unique needs of students with varying personality traits, which ensures that all children, regardless of their disposition, have access to quality education.

Concept of Quality Education

Quality education has been extensively defined and conceptualized in scholarly literature, with a focus on its multidimensional nature and transformative potential. UNESCO (2021) defines quality education as education that is inclusive, equitable, and effective in equipping learners with the knowledge, skills, and competencies necessary for personal and societal development. The concept of quality education, which is central to Sustainable Development Goal 4 (SDG 4), has been further elaborated in recent scholarly work. UNESCO (2023) notes that quality education must be adapted to the specific needs and contexts of learners, particularly in regions affected by conflict and insecurity. This adaptation, which requires innovative and context-specific solutions, is essential for addressing the unique challenges faced by learners in insecure environments. For instance, in Zamfara State, Nigeria, where insecurity has disrupted educational activities, quality education must address both the structural barriers to learning, such as school closures and lack of resources, and the psychological impacts of insecurity on students and teachers (UNICEF, 2023). In conclusion, quality education, which is a multifaceted and dynamic concept, has been defined and conceptualized in various ways by scholars and international organizations. These definitions, which emphasize inclusivity, equity, and effectiveness, highlight the transformative potential of education in fostering individual and societal development. The dimensions of quality education, which include learner outcomes, teaching quality, learning environment, curriculum relevance, and governance, provide a comprehensive framework for understanding and implementing quality education in diverse contexts.

Concept of Introversion

Introversion, which is a fundamental personality trait, has been extensively studied and defined in psychological literature. According to Eysenck (1967), whose work laid the foundation for modern personality theory, introversions characterized by a preference for solitary activities, introspection, and lower levels of sociability compared to extroversion. This definition contrasts introversion with extroversion, emphasizing the inward-focused nature of introverted individuals. Jung (1921), who first introduced the concept of introversion, described it as a tendency to direct one's energy inward, towards thoughts and feelings, rather than outward, towards external stimuli and social interactions. These early conceptualizations focus on the internal orientation of introverts, a theme that has been further developed in contemporary research. The concept of introversion, often misunderstood as shyness or social anxiety, has been clarified in recent scholarly work. Shyness, which refers to a fear of social judgment, is distinct from introversion, a preference for less stimulating environments (Asendorpf, 1990). Research by Laney (2002), focusing on the strengths of introverts, notes that introversion is associated with qualities such as deep thinking, creativity, and strong observational skills, which are valuable in various contexts. The neurological underpinnings of introversion have also been explored in recent studies, providing further insight into this personality trait. Research by DeYoung et al. (2010), investigating the biological basis of personality, suggests that introverts have a higher sensitivity to dopamine, a neurotransmitter associated with reward and stimulation. This sensitivity leads introverts to prefer lower levels of external stimulation, explaining their tendency to avoid highly social or chaotic environments.

In conclusion, introversion, a well-researched personality trait, has been defined and conceptualized in various ways by

Influence of Insecurity on Relationship among ... Bashiru, A. & Abubakar, S. H. (2025)

scholars. Early definitions, focusing on the inward orientation of introverts, have been expanded to include cognitive, behavioral, and neurological dimensions. Contemporary research, distinguishing introversion from shyness and emphasizing its associated strengths, shows the importance of recognizing introversion as a valuable and adaptive trait.

Concept of Extroversion

Extroversion, which is one of the most widely studied personality traits, has been defined and conceptualized in various ways within psychological literature. Jung (1921), who first introduced the concept of extroversion, described it as a tendency to direct one's energy outward, towards people and activities, rather than inward, towards thoughts and feelings. These early conceptualizations, which emphasize the external orientation of extroverts, have been further developed in contemporary research. Costa and McCrae (1992), who developed the widely used Big Five Personality Model, identify extroversion as one of the core dimensions of personality, characterized by high levels of sociability, assertiveness, and enthusiasm. This model, which has been empirically validated across cultures, describes extroverts as individuals who are energetic, outgoing, and likely to seek out social engagement. The concept of extroversion, which is often associated with leadership and social influence, has been examined in organizational and social psychology. Research by Judge et al. (2002), which investigates the relationship between personality traits and leadership effectiveness, finds that extroversion is positively correlated with leadership emergence and performance. Extroverts, who are often perceived as confident and charismatic, are more likely to take on leadership roles and influence group dynamics. The neurological basis of extroversion, which has been explored in recent studies, provides further insight into this personality trait. This lower sensitivity leads extroverts to seek out higher levels of external stimulation, explaining their preference for social interactions and novel experiences. In conclusion, extroversion, which is a well-researched personality trait, has been defined and conceptualized in various ways by scholars. Early definitions, which focus on the outward orientation of extroverts, have been expanded to include emotional, social, and neurological dimensions.

Concept of Insecurity

Insecurity, which is a multifaceted concept, has been extensively studied across disciplines such as psychology, sociology, and political science. Insecurity, which refers to a state of uncertainty, vulnerability, or lack of safety, can manifest in various forms, including physical, economic, social, and psychological insecurity. In the context of psychological insecurity, which pertains to feelings of vulnerability and instability, research has focused on its effects on mental health and behavior. Attachment theory, which was developed by Bowlby (1969), identifies insecurity as a key factor in interpersonal relationships, particularly in early childhood. Insecure attachment, which arises from inconsistent or inadequate caregiving, can lead to long-term emotional and relational difficulties. This theory, which has been widely validated, demonstrates that psychological insecurity can have lasting consequences for individual's well-being. Economic insecurity, which refers to the lack of stable income or employment, has also been a focus of scholarly research. Standing (2011), whose work on the precariat class is influential, defines economic insecurity as a condition where individuals face unpredictable livelihoods and limited access to social protections. Insecurity in the context of physical safety, which is often associated with conflict, violence, and crime, has been studied in relation to its effects on communities and societies. Research by Fearon and Laitin (2003), which investigates the causes of civil conflict, identifies insecurity as a key driver of violence and instability in fragile states. In conclusion, insecurity, which is a complex and multidimensional concept, has been defined and conceptualized in various ways by scholars. Whether understood as psychological vulnerability, economic instability, or physical threat, insecurity has profound implication for individuals and societies.

Causes of Insecurity in Nigeria

Insecurity, which threatens national stability in Nigeria, arises from multiple interrelated factors that fuel violence and lawlessness. Terrorism and organized crime, which undermine social cohesion, have created widespread fear, while political instability and economic hardship, which weaken governance, have intensified public unrest. Weak law enforcement and border porosity, which allow criminal groups to operate freely, have worsened security conditions, which makes conflict resolution more difficult. Table 1 presents the major causes of insecurity in Nigeria, with their descriptions and consequences, which shows the urgent need for comprehensive security interventions.

Table 1: Causes of Insecurity in Nigeria

S/N	Cause of Insecurity	Description	Consequences
-----	---------------------	-------------	--------------

DOI: <https://doi.org/10.64348/zije.202524>

Influence of Insecurity on Relationship among ... Bashiru, A. & Abubakar, S. H. (2025)

1	Terrorism and Insurgency	Boko Haram, ISWAP, and other insurgent groups have carried out violent attacks, disrupting security in the Northeast and beyond.	Destruction of lives and property, displacement of communities, and disruption of education in affected regions.
2	Armed Banditry and Kidnapping	Criminal groups engage in kidnapping for ransom, with banditry affecting states like Zamfara, Kaduna, and Katsina.	Increased fear and instability, economic losses, and loss of investor confidence in affected states.
3	Ethno-Religious Conflicts	Tensions between ethnic and religious groups escalate into violent clashes, often resulting in loss of lives and property.	Deepened ethnic and religious divisions, leading to prolonged cycles of violence and social unrest.
4	Farmer-Herder Clashes	Conflicts over land and water resources between farmers and herders have intensified, leading to widespread violence in rural areas.	Food insecurity, displacement of rural populations, and economic hardship due to disrupted agricultural activities.
5	Weak Law Enforcement	Poor policing, inadequate intelligence gathering, and lack of accountability have allowed criminal activities to thrive.	Lack of trust in security agencies, rising crime rates, and weakened law enforcement capacity.
6	Political Instability and Corruption	Corruption in governance and electoral violence have undermined stability, leading to Political unrest and insecurity.	Political violence, electoral fraud, and erosion of democratic processes, further destabilizing the country.
7	Poverty and Unemployment	High unemployment rates and economic hardship push many youths into criminal activities, including armed robbery and militancy.	Rise in criminal activities, radicalization of unemployed youth, and increased migration to urban slums.
8	Proliferation of Small Arms	The wide spread availability of illegal firearms fuels violent crimes, making conflicts deadlier and more difficult to control	Heightened insecurity, frequent armed attacks, and difficulty in enforcing peace and stability.
9	Border Porosity and Illegal Migration	Weak border controls facilitate the influx of weapons, drugs, and criminal elements, exacerbating internal security challenges.	Smuggling, human trafficking, drug abuse, and the spread of extremist ideologies across borders.
10	Cyber Crime and Organized Crime	The rise of cybercrime, internet fraud, and organized criminal syndicates has introduced new dimensions to insecurity.	Financial losses, online fraud, and the expansion of criminal networks operating within and beyond Nigeria.

Sources: Field work, 2025

Table 1, which provides an overview of the major causes of insecurity in Nigeria, which categorizes them based on their

DOI: <https://doi.org/10.64348/zije.202524>

Influence of Insecurity on Relationship among ... Bashiru, A. & Abubakar, S. H. (2025)

descriptions and consequences. The persistent security challenges, which stem from multiple sources, include terrorism, ethnic conflicts, economic instability, and weak governance, all of which continue to threaten national stability (World Bank, 2023).

Impact of Insecurity on Quality Education in Nigeria

Insecurity, which disrupts school attendance and enrolment, weakens quality education by forcing school closures, displacing students and teachers, and causing psychological distress.

Table 2 presents a structured analysis of how insecurity affects quality education in Nigeria. The disruptions caused by violent attacks, insurgency, and communal conflicts create significant barriers to effective learning, particularly in Zamfara State, where insecurity remains a major challenge. The most immediate effect of insecurity is mass school closures, particularly in conflict-prone states where thousands of students were prevented from continuing their education. More than 1,500 schools have been shut down in Zamfara, Katsina, Borno, and Kaduna due to security threats (UNICEF, 2023). These closures have disrupted structured learning, widened knowledge gaps and reduced literacy rates. Students unable to attend school regularly struggle to maintain academic progress, resulting in poor educational outcomes. Insecurity has also resulted in declining enrolment rates in conflict-prone areas. The fear of attacks and kidnappings discourages parents from sending their children to school (UNESCO, 2022). This is particularly evident among girls, who face higher risks of abduction, sexual violence, and forced marriages. The continued fear of attacks has discouraged many families from prioritizing education, leading to reduced school participation, worsening gender disparities, and reversing progress in female education.

Table 2: Impact of Insecurity on Quality Education in Nigeria

S/N	Impact Category	Description	Consequences for Quality Education
1	Mass School Closures	Over 1,500 schools have been shut down due to insecurity, particularly in Zamfara, Katsina, Borno, and Kaduna, disrupting the learning process.	Loss of structured learning, lower literacy rates, and widening knowledge gaps, making it difficult for students to meet academic standards.
2	Declining Enrolment Rates	Fear of attacks discourages parents from sending their children to school, especially girls, reducing participation in formal education.	Reduction in student numbers, especially for female learners, worsening gender inequality in education and limiting long-term opportunities.
3	Increase in Out-of-School Children	Nigeria has over 10 million out-of-school children, a figure exacerbated by insecurity, which prevents children from accessing consistent learning.	Higher risks of child labour, exposure to radicalization, and reduced chances of economic
4	Displacement of Students and Teachers	Armed conflicts have displaced thousands of students and teachers, forcing many to abandon their education or relocate to unsafe informal learning settings.	Shortage of qualified teachers, loss of quality instruction, and increased reliance on unstructured and ineffective learning methods.
5	Psychological and Emotional Trauma	Exposure to violence leads to heightened anxiety, PTSD, and depression among students and teachers, limiting concentration and academic performance.	Lower cognitive engagement, poor retention rates, and increased dropout rates due to psychological distress and emotional instability.
6	Destruction of Educational Infrastructure	Attacks on schools have resulted in the destruction of classrooms, looting of materials, and lack of safe learning spaces, reducing education accessibility.	Inadequate learning environments, increased overcrowding in unaffected schools, and reduced access to teaching and learning resources.

7	Gender Disparities in Education	Insecurity has led to a rise in child marriages and sexual violence, disproportionately preventing girls from accessing education and completing their schooling.	Lower female participation in education, reduced career prospects for women, and a deepening of societal inequalities in literacy and employment.
8	Economic Impact on Education	Families affected by violence struggle financially, making it difficult to afford school fees and learning materials, forcing many children into labour instead of education.	More children leaving school prematurely, reinforcing cycles of poverty and limiting national economic growth due to underdeveloped human capital.
9	Weakening of Educational Policies and Governance	Security concerns hinder policy implementation, leading to poor governance, mismanagement, and inadequate interventions for improving education in crisis-affected areas.	Weak governance frameworks that fail to provide adequate alternative learning opportunities, further deteriorating education systems in insecure regions.

Sources: Fieldwork, 2025

Displacement of students and teachers has significantly disrupted classroom learning. Many families fleeing violent conflicts and insurgency relocate to areas where educational opportunities are scarce or unavailable (Amnesty International, 2024). Psychological and emotional trauma negatively affect students' ability to learn. Exposure to violence, fear, and displacement leads to increased cases of post-traumatic stress disorder (PTSD), anxiety, and depression, reducing students' focus in class (World Bank, 2023). Psychological distress lowers academic performance and increases dropout rates. Without structured support systems, students struggling with mental health challenges may disengage from learning entirely. Similarly, weakening of educational policies and governance has further contributed to the crisis. Security concerns prevent the effective implementation of education policies, resulting in corruption, poor management, and inefficient resource allocation (Amnesty International, 2024).

Influence of Introversion and Extroversion on Coping with Insecurity-Induced Disruptions

Students, who experience insecurity-induced disruptions, cope differently depending on their personality traits. Introverted students, who rely on structured learning and independent study, may struggle with isolation and limited access to formal education. Extroverted students, who seek peer interaction and social learning, may face challenges adapting to disrupted environments where group engagement is restricted. Table 3 outlines how introversion and extroversion influence students' coping mechanisms, challenges, academic impact, and possible interventions needed to support their learning in unstable conditions.

Table 3: Influence of Introversion and Extroversion on Coping with Insecurity-Induced Disruptions

S/N	Personality Trait	Coping Mechanisms	Challenges Faced	Academic Impact	Possible Interventions
1	Introversion	Prefers individual study routines, relies on self-directed learning, and engages in deep reflection to process disruptions.	Struggles with limited access to structured learning, experiences heightened anxiety in unstable environments, and may find it difficult to seek external support	May develop resilience in independent learning but faces emotional distress due to isolation and disrupted school structure.	Provide access to digital and self-paced learning resources, create quiet and stable study environments, and offer psychological support for stress management.
2	Extroversion	Seeks social support from peers and teachers, engages in group	Finds it difficult to concentrate in disrupted environments,	Maintains motivation through social engagement but may struggle with	Encourage interactive online or community-based learning initiatives, maintain peer

discussions, and actively looks for alternative learning spaces.	struggles with loss of adaptability peer interaction, and may become disengaged if social learning is restricted.	engagement through virtual or local study groups, and provide structured routines to enhance adaptability.
--	---	--

Sources: Field work, 2025

Psychological Impact of Insecurity on Different Personality Types

Impact on Introverted Students

Introverted students, who thrive in structured and predictable environments, may experience heightened anxiety, stress, and withdrawal from social interactions when exposed to insecurity. The unpredictability of school closures, displacement, and violence disrupts their routines, which makes it difficult for them to cope with uncertainty (Balder, 2007). Their coping strategies often involve solitary activities such as self-reflection, reading, writing, or artistic expression, which provide them with a sense of stability (Cain, 2012). However, prolonged exposure to insecurity increases their risk of developing chronic anxiety, depression, or PTSD, especially when social isolation is prolonged (Roberts et al., 2021). To mitigate these risks, intervention strategies should focus on providing mental health resources, personalized support groups, and structured therapy sessions. Stress-management programs that incorporate counselling, self-paced learning, and structured routines can help introverts manage anxiety and regain a sense of control over their academic and personal lives (APA, 2020)

Impact on Extroverted Students

Extroverted students, who depend on social interactions for emotional regulation, often experience restlessness, frustration, and emotional distress in insecure environments. The lack of peer engagement and the disruption of group learning activities may lead to difficulty concentrating, increased impulsivity, and a sense of isolation (Costa & McCrae, 1992). As a coping mechanism, extroverts often seek social support through virtual communication, engage in group activities, or participate in physical movement-based activities to relieve stress (Talkspace, 2019). However, insecurity-induced isolation may trigger impulsive or risk-taking behaviors, including aggression, defiance, or engagement in high-risk activities, as they struggle to adjust to solitude (Psych Central, 2020). Addressing these challenges requires structured peer-support networks, community-based learning programs, and intervention strategies that maintain social connections in safe environments. Counselling services should focus on helping extroverted students manage frustration, develop adaptability, and sustain engagement in structured activities that provide emotional support (APA, 2020).

Summary

This paper examines the impact of insecurity on quality education in Zamfara State, Nigeria, with a particular focus on how personality traits such as introversion and extroversion, affect students' adaptability and coping mechanisms in unstable learning environments. The research highlights the widespread effects of insecurity on education, including mass school closures, declining enrolment, increased out-of-school children, and psychological trauma. The study explores the roles of introversion and extroversion in shaping students' responses to insecurity-induced disruptions. While introverted students prefer structured, independent learning, they often struggle with isolation and heightened anxiety. In contrast, extroverted students rely on social support and group interactions but face challenges when such environments are disrupted. The research further discusses coping mechanisms, such as self-directed learning, social support networks, and school-community partnerships, and evaluates their effectiveness based on personality differences. It integrates theories of personality, quality education, and insecurity to provide a holistic understanding of the issue and proposes interventions to support students based on their personality traits.

Conclusions

The paper concludes that insecurity remains a significant barrier to quality education in Zamfara State, exacerbating existing educational inequalities and psychological distress among students. The disruptions caused by insurgency, banditry, and school closures disproportionately affects students based on their personality traits. Introverted students struggle with the absence of structured environments, while extroverted students experience frustration due to limited social interactions. These personality-driven differences necessitate tailored interventions to ensure that all students can access and benefit from quality education. Addressing the challenges posed by insecurity requires a comprehensive approach that includes psychological support,

Influence of Insecurity on Relationship among ... Bashiru, A. & Abubakar, S. H. (2025) alternative learning methods, and community engagement. Without urgent interventions, the education crisis in Zamfara and other insecurity-affected regions will continue to undermine the nation's long-term socioeconomic development.

Recommendations

To mitigate the impact of insecurity on education and cater to the diverse needs of students, the following policy recommendations are proposed:

1. Strengthening Alternative Learning Methods:

- i. Implement structured online and offline self-paced learning programs to support introverted students.
- ii. Develop community-based education initiatives and virtual learning platforms to facilitate social engagement for extroverted students.

2. Psychosocial Support for Students and Teachers:

- i. Provide mental health services, counselling, and structured therapy programs for students affected by trauma.
- ii. Train teachers to recognize signs of psychological distress and offer appropriate support.

3. Enhanced Security Measures in Schools:

- i. Deploy security personnel to vulnerable schools and establish safe learning environments.
- ii. Strengthen community-based security initiatives to protect students and teachers.

4. Community Involvement in Education:

- i. Encourage partnerships between schools, local authorities, and NGOs to provide alternative education settings.
- ii. Support displaced students through mobile learning units and community-led education programs.

5. Designed Educational Policies for Different Personality Types:

- i. Design interventions that accommodate the learning preferences of both introverted and extroverted students.
- ii. Promote inclusive classrooms strategies that ensure all students, regardless of personality type, receive equitable learning opportunities.

References

- Amnesty International. (2023). *Nigeria: Attacks on schools and abduction of students continue to threaten education in conflict-affected regions*. Retrieved from <https://www.amnesty.org>
- Amnesty International. (2024). *The worsening insecurity and its impact on Nigeria's education sector*. Retrieved from <https://www.amnesty.org>
- American Psychological Association (APA). (2020). *Managing student stress and trauma in crisis-affected areas*. Washington, DC: APA Publishing.
- Aron, E. N., Aron, A., & Jagiellowicz, J. (2012). Sensory processing sensitivity: A review of research findings. *Personality and Social Psychology Review*, 16(3), 262–282. <https://doi.org/10.1177/1088868311434213>
- Asendorpf, J. B. (1990). Beyond social withdrawal: Shyness, sociability, and affective disposition as independent dimensions of personality. *Journal of Personality and Social Psychology*, 59(3), 440–449. <https://doi.org/10.1037/0022-3514.59.3.440>
- Balder, J. (2007). The impact of psychological trauma on students' learning: A theoretical perspective. *Educational Psychology Review*, 19(1), 23–40. <https://doi.org/10.1007/s10648-007-9040-9>
- Bauman, Z. (2000). *Liquid modernity*. Cambridge, UK: Polity Press.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. New York, NY: Basic Books.
- Brookings Institution. (2023). *Education under attack: Addressing insecurity in Nigeria's school system*. Retrieved from <https://www.brookings.edu>
- Budget. (2023). *Security funding and Nigeria's governance challenges*. Retrieved from <https://www.yourbudget.com>
- Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking*. New York, NY: Crown Publishing Group.
- Collier, P., & Hoeffler, A. (2004). Greed and grievance in civil war. *Oxford Economic Papers*, 56(4), 563–595. <https://doi.org/10.1093/oep/gpf064>
- Costa, P. T., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13(6), 653–665. [https://doi.org/10.1016/0191-8869\(92\)90236-I](https://doi.org/10.1016/0191-8869(92)90236-I)
- Depue, R. A., & Collins, P. F. (1999). Neurobiology of the structure of personality: Dopamine, facilitation of incentive motivation, and extraversion. *Behavioral and Brain Sciences*, 22(3), 491–517. <https://doi.org/10.1017/S0140525X99002046>

DOI: <https://doi.org/10.64348/zije.202524>

- Influence of Insecurity on Relationship among ... Bashiru, A. & Abubakar, S. H. (2025)
- DeYoung, C.G., Hirsh, J.B., Shane, M.S., Papademetris, X., Rajeevan, N., & Gray, J.R. (2010). Testing predictions from personality neuroscience: Brain structure and the Big Five. *Psychological Science*, 21(6), 820–828. <https://doi.org/10.1177/0956797610370159>
- Eysenck, H.J. (1967). *The biological basis of personality*. Springfield, IL: Charles C Thomas Publisher.
- Eysenck, H.J. (2017). Personality and learning in unstable environments. *Journal of Personality and Social Psychology*, 112(4), 548–561. <https://doi.org/10.1037/pspp0000116>
- Fearon, J.D., & Laitin, D.D. (2003). Ethnicity, insurgency, and civil war. *American Political Science Review*, 97(1), 75–90. <https://doi.org/10.1017/S0003055403000534>
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Cambridge, UK: Polity Press.
- Hacker, J. S., Huber, G. A., Nichols, A., Rehm, P., Schlesinger, M., Valletta, R., & Craig, S. (2014). The economic security index: A new measure for research and policy analysis. *Review of Income and Wealth*, 60(S1), S5–S32. <https://doi.org/10.1111/roiw.12114>
- Human Rights Watch. (2023). *Attack on Nigerian schools and the crisis of access to education*. Retrieved from <https://www.hrw.org>
- International Crisis Group. (2023). *Nigeria's farmer-herder conflicts and its impact on food security*. Retrieved from <https://www.crisisgroup.org>
- International Organization for Migration (IOM). (2023). *Border insecurity and migration trends in Nigeria*. Retrieved from <https://www.iom.int>
- Interpol. (2023). *The rise of cybercrime in West Africa: Implications for national security*. Retrieved from <https://www.interpol.int>
- PsychCentral. (2020). *How personality types respond to trauma and insecurity*. Retrieved from <https://www.psychcentral.com>
- Roberts, B. W., Luo, J., Briley, D. A., Chow, P. I., Su, R., & Hill, P. L. (2021). A systematic review of personality trait change through intervention. *Psychological Bulletin*, 147(2), 129–168. <https://doi.org/10.1037/bul0000307>
- Small Arms Survey. (2023). *The proliferation of small arms and insecurity in Nigeria*. Retrieved from <https://www.smallarmssurvey.org>
- Standing, G. (2011). *The precariat: The new dangerous class*. London, UK: Bloomsbury Academic.
- Talk Space. (2019). *Personality and coping strategies: How extroverts and introverts deal with stress*. Retrieved from <https://www.talkspace.com>
- Transparency International. (2024). *Corruption and insecurity in Nigeria: The need for accountability*. Retrieved from <https://www.transparency.org>
- UNESCO. (2019). *Quality education and its impact on global development*. Retrieved from <https://www.unesco.org>
- UNESCO. (2021). *Sustainable Development Goal 4: Ensuring inclusive and equitable education for all*. Retrieved from <https://www.unesco.org>
- UNICEF. (2023). *Education under attack: The crisis of insecurity and school closures in Nigeria*. Retrieved from <https://www.unicef.org>
- World Bank. (2023). *The effects of conflict on education outcomes: Evidence from Nigeria*. Retrieved from <https://www.worldbank.org>