



Impact of Insecurity on Psycho-Social Wellbeing of ... Hassan, A. H., Et. al. (2026)

Impact of Insecurity on Psycho-Social Wellbeing of Undergraduate Students in Federal University Gusau, Zamfara State, Nigeria

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Abstract

Insecurity has emerged as a persistent challenge to the effective functioning of higher education institutions in many parts of Nigeria, with implications that extend beyond physical safety to students' psychological and social wellbeing. This study examined the Impact of Insecurity on Psycho-Social wellbeing of undergraduate students in Federal University Gusau, Zamfara State, Nigeria. A descriptive survey research design was adopted, and data were collected from 364 undergraduate students selected through proportionate stratified sampling. A structured questionnaire was used to elicit students' perceptions of the psychological and social effects of insecurity, as well as the coping strategies employed in response to these challenges. Data were analyzed using descriptive statistical techniques. The findings revealed that insecurity significantly affected students' psychological wellbeing, manifesting in fear, anxiety, emotional distress, and reduced concentration, all of which undermined academic engagement and educational development. Socially, insecurity constrained students' participation in academic and extracurricular activities, limited peer interaction, and weakened their sense of belonging within the university community. The study concludes that insecurity poses a serious threat to undergraduate educational development through its psycho-social effects and highlights the need for comprehensive institutional and policy interventions.

Keywords: Insecurity; psycho-social effects; undergraduate students;

Introduction

Education remains a central instrument for individual advancement and national development, particularly in societies grappling with social and economic instability. Beyond the transmission of knowledge and skills, higher education is expected to foster critical thinking, social integration, psychological wellbeing, and civic responsibility among learners. However, these objectives presuppose the existence of a relatively secure learning environment. In contexts marked by persistent insecurity, the educational process is often disrupted, thereby undermining students' academic development and psychosocial stability. In Nigeria, insecurity has assumed diverse and increasingly complex forms, including armed banditry, kidnapping, insurgency, communal violence, and criminal activities within and around educational institutions. While much of the existing discourse has focused on the macro-level implications of insecurity for national development, comparatively less attention has been paid to its micro-level consequences on university students' psychological and social functioning. For students in higher education, exposure to insecurity—whether directly through violent incidents or indirectly through persistent fear and uncertainty—can manifest in anxiety, emotional distress, reduced social interaction, and diminished academic engagement. These psycho-social outcomes pose serious threats to students' educational development and overall wellbeing. Public universities located in Nigeria's North-West region have been particularly affected by the prevailing security challenges. Federal University Gusau, Zamfara State, for instance, has experienced incidents such as theft, burglary, kidnapping, and threats to students and staff, both on and off campus. These experiences have heightened concerns among stakeholders regarding the capacity of the university environment to support effective teaching, learning, and student development. Despite these realities, empirical studies examining how such insecurity shapes students' psycho-social experiences and educational trajectories at the university level remain limited.



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Existing studies on insecurity and education in Nigeria have largely concentrated on basic and secondary education, with emphasis on school closures, enrolment decline, and infrastructural destruction in conflict-affected areas. While these studies provide valuable insights, they often overlook the nuanced psychological and social dimensions of insecurity as experienced by undergraduate students. University students occupy a unique developmental stage marked by identity formation, social networking, and academic specialization; disruptions during this phase may have long-term implications for personal growth and professional preparedness. Against this background, this study investigates the perceived psycho-social effects of insecurity on the educational development of undergraduate students at Federal University Gusau, Zamfara State. Specifically, it examines the psychological effects of insecurity, the social consequences for students' interactions and participation, and the coping strategies adopted in response to these challenges. By foregrounding students' perceptions and lived experiences, the study contributes to a deeper understanding of how insecurity shapes educational development within Nigerian higher education institutions. The findings are expected to inform institutional policies, student support services, and broader educational interventions aimed at promoting safe and supportive learning environments in contexts affected by insecurity.

Statement of the Problem

In recent years, insecurity has become a persistent challenge confronting higher education institutions in Nigeria, particularly in the North-West region. Incidents such as banditry, kidnapping, theft, and threats to lives within and around university environments have raised serious concerns about the safety and wellbeing of students. While universities are traditionally regarded as spaces for intellectual growth, social interaction, and psychological development, the prevailing insecurity has increasingly undermined these expectations. Most existing studies on insecurity and education in Nigeria have focused largely on basic and secondary education, emphasizing school closures, enrolment decline, and infrastructural damage. However, limited empirical attention has been given to the psycho-social experiences of undergraduate students who continue to study in insecure university environments. This gap is critical because undergraduate students are at a formative stage of development where psychological stability and social engagement are essential for effective learning and personal growth. At Federal University Gusau, Zamfara State, recurring security threats have generated fear, anxiety, and social withdrawal among students. These experiences potentially interfere with concentration, academic participation, peer interaction, and overall educational development. Despite these realities, there is insufficient documented evidence on how insecurity affects students' psychological wellbeing and social experiences, as well as how these effects collectively shape their educational development. The problem, therefore, is the lack of adequate empirical understanding of the perceived psycho-social effects of insecurity on undergraduate students' educational development in Nigerian public universities, particularly within highly affected regions. Addressing this problem is necessary for informing institutional policies and interventions aimed at creating safe and supportive learning environments.

Objectives of the Study

The main objective of the study is to examine the perceived psycho-social effects of insecurity on the educational development of undergraduate students at Federal University Gusau, Zamfara State. The specific objectives are to:

1. Examine the psychological effects of insecurity on undergraduate students' educational development;
2. Assess the social effects of insecurity on undergraduate students' academic and social participation;
3. Determine how insecurity influences students' concentration, motivation, and engagement in learning activities;
4. Identify the coping strategies adopted by undergraduate students in response to insecurity within the university environment.

Research Questions

The study seeks to provide answers to the following research questions:

1. What are the psychological effects of insecurity on undergraduate students' educational development?
2. How does insecurity affect the social interactions and participation of undergraduate students within the university environment?
3. In what ways does insecurity influence students' academic concentration, motivation, and engagement?
4. What coping strategies do undergraduate students adopt to manage the psycho-social effects of insecurity?



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Insecurity and the Higher Education Environment

Insecurity constitutes a significant threat to the effective functioning of educational institutions, particularly within fragile and conflict-affected societies. In the context of higher education, insecurity extends beyond physical threats to include persistent fear, uncertainty, and perceived vulnerability within the learning environment. Scholars have conceptualized insecurity as a condition characterized by exposure to real or perceived threats that undermine individuals' sense of safety and stability (Beland, 2005). Within universities, such conditions disrupt academic routines, weaken institutional trust, and compromise students' engagement with learning processes. Studies in developing contexts indicate that insecurity negatively affects campus life through increased anxiety, restricted mobility, and limited participation in academic and extracurricular activities (Buzan, 1991; Gates, 2009). When students perceive their environment as unsafe, attention is diverted from academic pursuits toward personal survival and emotional regulation. This shift has profound implications for educational development, as sustained learning requires psychological safety and social support. In Nigeria, the proliferation of kidnapping, banditry, and violent crime has heightened security concerns within public universities, particularly in northern regions. Although universities are traditionally viewed as protected spaces, recurring incidents within and around campuses have challenged this assumption. The resulting climate of fear has implications not only for institutional stability but also for students' academic progression and psychosocial wellbeing.

Psychological Effects of Insecurity on Students

The psychological dimension of insecurity has been widely recognized as a critical factor influencing students' educational outcomes. Psychological effects commonly associated with insecurity include fear, anxiety, emotional distress, reduced concentration, and lowered self-confidence (Eysenck et al., 2007). In educational settings, these outcomes interfere with cognitive functioning, motivation, and academic persistence. Bandura's concept of self-efficacy suggests that individuals' belief in their capacity to succeed influences their academic performance and resilience (Bandura, 1986). Insecure environments weaken this belief by exposing students to continuous stressors that erode confidence and emotional stability. Empirical studies have shown that students experiencing insecurity often report difficulty concentrating during lectures, avoidance of academic spaces, and diminished academic motivation (Marsh, 1990). Furthermore, prolonged exposure to insecurity may lead to chronic stress and psychological exhaustion, which negatively affect learning capacity and mental health. In higher education, where independent learning and critical engagement are essential, such psychological strain can significantly hinder students' educational development and long-term academic achievement.

Social Effects of Insecurity on Educational Development

Beyond individual psychological experiences, insecurity also produces significant social consequences that shape students' educational trajectories. Social engagement, peer interaction, and participation in campus activities are integral to holistic educational development. In insecure environments, students may withdraw from social spaces due to fear of victimization, thereby limiting opportunities for collaborative learning and social integration. Research indicates that insecurity disrupts social cohesion within educational institutions by fostering mistrust, isolation, and reduced participation in academic communities (La Greca & Harrison, 2005). These social disruptions weaken students' sense of belonging, which has been identified as a key predictor of academic success and persistence in higher education. Also, recent discoveries, indicates educational insecurity, in Nigeria, is causing a move from well-rounded learning to focus on basic survival skills. Ogunode (2022) and Adebayo (2019) state that insecurity do not only shuts down schools but also lowers the standard of social and practical lessons for those still attending. Ogunode (2022) claim that Departmental heads and School Management are adopting a defensive mindset because of this insecurity. To try to keep students safe, schools limit going for outreaches, creating isolated environments. This cuts off the standard social aspect of learning, where students engage with their communities. Educational sociologists often talk about the "Hidden Curriculum" the unsaid lessons undergraduate learn interactively about society, trust, and civic duty, remains absent. Adebayo (2019) adds that an unsafe setting hurts a student's overall growth, not just grades. Students start to see the world negatively. Instead of seeing the community as a place to learn, they are taught to see it as dangerous. This creates a generation that avoids social situations and is suspicious of public areas. In contexts where insecurity affects movement and public gatherings, students therefore avoid group discussions, student organizations, and extracurricular activities that support personal and professional development. Such limitations reduce exposure to diverse perspectives, leadership opportunities, and peer support systems, thereby constraining educational development beyond formal classroom learning.



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Theoretical Framework

This study is anchored in Structural Functionalism Theory, which conceptualizes society as an interconnected system composed of interdependent institutions, each performing functions necessary for social stability (Durkheim; Parsons). Education and security are viewed as critical social structures whose effectiveness depends on their mutual reinforcement. When security is compromised, the educational system becomes dysfunctional, resulting in disruptions that affect individual development and societal progress. Within this framework, insecurity represents a systemic disturbance that undermines the equilibrium required for effective educational functioning. Universities, as social institutions, rely on stability and order to fulfil their roles in knowledge transmission, socialization, and human capital development. Persistent insecurity therefore destabilizes not only institutional operations but also students' psychological and social development. Structural Functionalism provides a useful lens for understanding how insecurity at the societal level translates into psycho-social challenges at the individual level, ultimately affecting educational development. The theory supports the argument that restoring security is essential for the effective functioning of higher education institutions and the holistic development of students.

Methodology

The study adopted a descriptive survey research design to examine undergraduate students' perceptions of the psycho-social effects of insecurity on their educational development. This design was considered appropriate because it enables the systematic collection of data from a defined population in order to describe prevailing conditions, attitudes, and experiences related to insecurity within the university environment. The survey approach is particularly suitable for studies that seek to capture subjective perceptions and psycho-social outcomes across a relatively large population. The study was conducted at Federal University Gusau, Zamfara State, Nigeria. The university is a public higher education institution located in Nigeria's North-West region, an area that has experienced recurrent security challenges in recent years. The population of the study comprised all undergraduate students enrolled at the university during the 2022/2023 academic session, totaling 7,988 students across four faculties: Education, Humanities, Management and Social Sciences, and Sciences. Undergraduate students were considered appropriate for the study because they are directly exposed to the academic, social, and environmental conditions influenced by insecurity within and around the campus.

Faculty	Gender	Population
Education	Male	1074
	Female	751
Humanities	Male	394
	Female	195
Magt & social sci	Male	1339
	Female	536
Science	Male	2520
	Female	1179
Total		7988

Source: Directorate of ICT (2023)

A sample size of 364 undergraduate students was selected for the study. The sample size was determined using the Research Advisor (2006) sample size determination table, which is commonly employed in social science research for population-based surveys. To ensure fair representation, proportionate stratified sampling technique was adopted. The population was first stratified according to faculty and gender, after which participants were selected proportionately from each stratum. This approach enhanced the representativeness of the sample and reduced sampling bias.

Faculty	Gender	Population	Sample selected
Education	Male	1074	48
	Female	751	34
Humanities	Male	394	18
	Female	195	10
Magt & social sci	Male	1339	60
	Female	536	24



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Science	Male	2520	113
	Female	1179	53
Total		7988	364

Data were collected using a structured questionnaire, titled Impact of Insecurity on Psycho-Social Wellbeing of Undergraduate Students. (IIPWUS). The instrument consisted of two sections. Section A elicited demographic information of the respondents, including faculty and gender. Section B contained items designed to measure students' perceptions of the psychological effects, social effects, and coping strategies related to insecurity. The items were structured on a Likert-type scale, allowing respondents to indicate the extent to which they agreed or disagreed with each statement. To establish content and face validity, the questionnaire was reviewed by experts in educational psychology and measurement and evaluation. Their suggestions guided revisions to ensure clarity, relevance, and appropriateness of the items. The reliability of the instrument was determined using the test-retest method, and the responses were analyzed using Cronbach's alpha coefficient. The reliability coefficient obtained indicated that the instrument was sufficiently reliable for data collection in the study. The researcher obtained permission from relevant university authorities before administering the questionnaire. The questionnaires were distributed to the selected respondents across the four faculties with the assistance of trained research aides. Participation was voluntary, and respondents were assured of confidentiality and anonymity. A high retrieval rate was achieved, as most of the distributed questionnaires were duly completed and returned. Data collected were analyzed using descriptive statistical techniques, mean scores, and standard deviations. These methods were employed to address the research questions and to summarize students' perceptions of the Impact of Insecurity on Psycho-Social Wellbeing of Undergraduate Students. The analysis was conducted using appropriate statistical procedures to ensure clarity and accuracy in data presentation. Therefore, the study adopted a descriptive survey research design. The population comprised all undergraduate students of Federal University Gusau during the 2022/2023 academic session. A sample of 364 students was selected using proportionate stratified sampling. Data were collected using a structured questionnaire, validated by experts and tested for reliability. Descriptive statistics were used for data analysis.

Presentation of Results

This chapter presents and discusses the results obtained from the analysis of data collected through the Impact of Insecurity on Psycho-Social Wellbeing of Undergraduate Students (IIPWUS). The analysis is organized according to the research questions guiding the study. Descriptive statistics, specifically mean scores and standard deviations, were used to analyze respondents' perceptions. The findings revealed that insecurity significantly affected students' psychological wellbeing, leading to fear, anxiety, and reduced academic concentration. Social participation was also constrained, as students avoided group activities and campus engagements due to security concerns. Although students adopted coping strategies such as movement restriction and peer reliance, these measures were largely adaptive and insufficient to address structural insecurity challenges, here are the discussion in details;

Table 1 What are the psychological effects of insecurity on undergraduate students' educational development?
Mean and Standard Deviation of Respondents on Psychological Effects of Insecurity

S/N	Items	Mean	S/D	Decision
1.	Insecurity makes me feel anxious during academic activities	3.21	0.78	Agree
2.	Fear arising from insecurity affects my emotional stability	3.15	0.81	Agree
3.	Insecurity negatively influences my academic confidence	3.08	0.84	Agree
Cluster mean		3.15	0.81	Agree

The results in Table 1 show that respondents agreed that insecurity has significant psychological effects on their educational development. All the items recorded mean scores above the criterion mean of 2.50, with a cluster mean of 3.15. This indicates that insecurity generates anxiety, emotional instability, and reduced academic confidence among undergraduate students. These findings suggest that persistent exposure to security threats creates psychological distress that interferes with students' ability to function optimally in academic settings. The result supports Eysenck et al. (2007), who assert that anxiety negatively affects cognitive processing and concentration. Within the context of Federal University Gusau, insecurity appears to undermine the emotional stability required for effective learning, thereby constraining students' educational development.



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Table 2 How does insecurity affect the social interactions and participation of undergraduate students within the university environment?

Mean and Standard Deviation of Respondents on Social Effects of Insecurity

S/N	Items	Mean	S/D	Decision
1)	Insecurity limits my participation in group academic activities	3.10	0.83	Agree
2)	Fear of insecurity discourages free interaction with peers	3.05	0.86	Agree
3)	Insecurity reduces my sense of belonging in the universities	2.98	0.88	Agree
Cluster mean		3.04	0.86	Agree

Table 2 reveals that insecurity adversely affects students' social interactions and participation. The mean scores for all items exceeded the benchmark mean, resulting in a cluster mean of 3.04. This implies that insecurity limits students' involvement in academic group work, restricts peer interaction, and weakens their sense of belonging within the university community. Social interaction is a crucial component of higher education, fostering collaborative learning and social integration. The findings align with La Greca and Harrison (2005), who found that perceived insecurity often leads to social withdrawal and isolation. The reduced social engagement observed in this study suggests that insecurity undermines not only academic learning but also the broader social dimensions of educational development.

Table 3 In what ways does insecurity influence students' academic concentration, motivation, and engagement?

Mean and Standard Deviation of Respondents on Academic Concentration, Motivation, and Engagement

S/N	Items	Mean	S/D	Decision
1.	Security concerns make it difficult to concentrate in lectures	3.18	0.80	Agree
2.	Insecurity reduces my motivation to attend classes	3.02	0.85	Agree
3.	My academic engagement decreases during periods of insecurity	3.12	0.82	Agree
Cluster mean		3.11	0.82	Agree

The results presented in Table 3 indicate that insecurity significantly disrupts students' academic concentration, motivation, and engagement. The cluster mean of 3.11 confirms that respondents generally agreed that insecurity negatively influences their academic commitment. This finding implies that when students are preoccupied with safety concerns, their attention and motivation towards learning decline. The result corroborates Marsh (1990), who emphasized that a stable learning environment is essential for sustaining academic motivation and self-concept. Insecurity therefore poses a direct threat to students' academic engagement and overall educational development.

Table 4 What coping strategies do undergraduate students adopt to manage the psycho-social effects of insecurity?

Mean and Standard Deviation of Respondents on Coping Strategies

S/N	Items	Mean	S/D	Decision
1.	I avoid certain areas or activities to cope with insecurity	3.26	0.77	Agree
2.	I rely on friends and peers for emotional support	3.09	0.84	Agree
3.	I adjust my academic routine to cope with insecurity	3.14	0.81	Agree
Cluster mean		3.16	0.81	Agree

Table 4.4 shows that undergraduate students adopt various coping strategies to manage the psycho-social effects of insecurity. The cluster mean of 3.16 indicates agreement that avoidance behaviors, peer support, and routine adjustments are commonly used strategies. While these coping mechanisms demonstrate students' adaptability and resilience, they are largely self-directed and reactive. Such strategies may reduce immediate exposure to risk but do not address the structural causes of insecurity. This finding aligns with stress and coping theories, which suggest that prolonged reliance on avoidance strategies may lead to emotional fatigue and reduced academic effectiveness over time.

Discussion of Findings

The findings of this study collectively demonstrate that insecurity has profound psychological, social, and academic implications for undergraduate students at Federal University Gusau. Insecurity generates fear and anxiety, restricts social



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participation, reduces academic engagement, and compels students to adopt coping strategies that are largely insufficient for long-term educational development. Interpreted within the Structural Functionalism framework, the results highlight how breakdowns in security structures disrupt the effective functioning of the educational system, thereby undermining students' psycho-social wellbeing and academic growth.

Discussion of Findings within the Theoretical Framework

This study examined the psycho-social effects of insecurity on undergraduate students' educational development at Federal University Gusau, Zamfara State, using Structural Functionalism as its guiding theoretical lens. Structural Functionalism posits that society operates as an integrated system in which institutions such as education and security perform complementary roles necessary for social stability and individual development. Within this framework, insecurity represents a systemic dysfunction that disrupts the normal functioning of educational institutions and negatively affects students' psychological and social wellbeing. The findings revealed that insecurity significantly affects students' psychological wellbeing, manifesting in heightened anxiety, emotional instability, and diminished academic confidence. From a structural functionalist perspective, these outcomes indicate a breakdown in the security structure that ordinarily provides the stability required for effective educational functioning. When security fails to perform its stabilizing role, the education system becomes strained, leading to impaired cognitive and emotional functioning among students. The persistent fear and anxiety reported by respondents suggest that students are compelled to prioritize personal safety over academic engagement, thereby weakening the educational institution's capacity to fulfil its role of intellectual and human capital development. Socially, the study found that insecurity constrains students' participation in group academic activities, limits peer interaction, and weakens their sense of belonging within the university community. Structural Functionalism emphasizes social integration and cohesion as essential for societal stability. In this context, reduced social interaction among students reflects a disruption in the socialization function of the university. Universities are not only centers for knowledge transmission but also spaces for social learning, value formation, and identity development. Insecurity-induced social withdrawal therefore undermines these latent functions of education, resulting in fragmented academic communities and weakened social bonds. The findings also demonstrated that insecurity negatively influences students' academic concentration, motivation, and engagement. Within the functionalist framework, effective learning requires a stable environment where institutional structures support individual roles. When insecurity dominates the educational environment, students' role performance as learners is compromised. The observed decline in motivation and engagement suggests that insecurity distorts the equilibrium between institutional expectations and students' capacity to meet them, ultimately affecting educational productivity. Although students adopted coping strategies such as avoidance behaviors, reliance on peer support, and adjustment of academic routines, these strategies were largely adaptive rather than transformative. From a structural functionalist standpoint, such individual-level adjustments signal attempts by actors within the system to restore balance in the face of systemic failure. However, these coping mechanisms do not address the root causes of insecurity and therefore cannot substitute for effective institutional and societal interventions. The persistence of insecurity continues to undermine the functional integration of the educational system, reinforcing the need for structural solutions rather than reliance on individual resilience alone. Overall, the findings affirm the relevance of Structural Functionalism in explaining how insecurity, as a systemic disturbance, translates into psycho-social challenges that hinder undergraduate educational development

Conclusion

This study concludes that insecurity poses a serious threat to the psycho-social wellbeing and educational development of undergraduate students at Federal University Gusau, Zamfara State. The findings demonstrate that insecurity generates psychological distress, limits social interaction, reduces academic motivation and engagement, and compels students to adopt coping strategies that are insufficient for sustained educational development. These effects collectively undermine the capacity of the university to function effectively as a social institution. Interpreted within the Structural Functionalism framework, the study highlights how the failure of security structures disrupts the equilibrium required for effective educational functioning. When insecurity persists, the education system becomes dysfunctional, affecting not only academic outcomes but also students' psychological stability and social integration. The study therefore underscores the critical importance of security as a foundational condition for effective higher education delivery and holistic student development.



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Institutional and Policy Implications

The findings of this study have important implications for higher education institutions and educational policy in Nigeria, particularly in insecurity-prone regions.

At the institutional level, university management must recognize security as an integral component of educational quality and student wellbeing. Strengthening campus security infrastructure, improving surveillance, and enhancing collaboration with external security agencies are essential steps toward restoring a stable learning environment. Additionally, universities should institutionalize functional counselling and mental health support services to address the psychological consequences of insecurity and promote students' emotional resilience.

From a policy perspective, the study highlights the need for government and educational stakeholders to prioritize security within higher education planning and funding frameworks. Policies aimed at improving access, quality, and equity in higher education must be complemented by deliberate investments in campus security and student support systems. Insecurity should be addressed not merely as a law enforcement issue but as an educational development challenge with long-term implications for human capital formation and national development.

Furthermore, policy interventions should encourage integrated approaches that link security provision with student welfare, counselling services, and community engagement. Such coordinated strategies are necessary to restore institutional stability and ensure that universities can effectively perform their academic and social functions.

Limitations and Directions for Further Research

Despite its contributions, this study has certain limitations that should be acknowledged. First, the reliance on self-reported data may introduce subjective bias, as respondents' perceptions of insecurity and its effects may be influenced by personal experiences and emotional states. Second, the study was limited to a single public university, which restricts the generalizability of the findings to other institutions and regions.

Future research should adopt mixed-method approaches that combine quantitative surveys with qualitative interviews or focus group discussions to provide deeper insights into students' lived experiences of insecurity. Comparative studies across multiple universities and geopolitical zones would also enhance understanding of regional variations in the psycho-social effects of insecurity. In addition, longitudinal studies could explore the long-term educational and psychological consequences of prolonged exposure to insecurity among undergraduate students.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. **Strengthening Campus Security:** University management should strengthen campus security through improved surveillance systems, adequate lighting, controlled access points, and regular security patrols. Collaboration with local security agencies should be enhanced to ensure rapid response to security threats within and around the campus.
2. **Provision of Counselling and Mental Health Services:** Functional counselling and psychological support units should be established or strengthened within the university to address fear, anxiety, and emotional distress associated with insecurity. Professional counsellors should be made accessible to students to promote psychological wellbeing and academic resilience.
3. **Student Awareness and Safety Education:** The University should organize regular orientation programs, workshops, and seminars to educate students on personal safety, risk awareness, and effective coping strategies in insecure environments.
4. **Improvement of Learning and Accommodation Facilities:** Efforts should be made to provide safe on-campus accommodation and learning facilities to reduce students' exposure to external security risks, particularly during late academic activities.

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