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## Relationship between Insecurity, Depression and Students Academic Achievement in Nigeria: Implication for Guidance

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### ABSTRACT

*The recent occurrence in Nigeria as regards to insecurity which has led many to their early grave and many children helpless, depressed and astray and these account for the incessant social vices amongst youths in Nigeria. The rate at which insecurity in Nigeria is degenerating called for concern among Nigerians especially counsellors, pastors, teachers and researchers in order to find lasting solution to these issues at hand, this solution on how to curb this menace gave birth to the topic entitled relationship between insecurity, depression and students' academic achievement in Nigeria. In the course of carrying out this study it was discovered that so many factors were responsible for insecurity in Nigeria and some of which are poverty, religion, political factors, illiteracy unemployment amongst others. The study recommended amongst others that parents and other stakeholders in education should do more to inculcate the right attitude and values in the life of the students in order to bring the issues of insecurity being perpetrated by youths in Nigeria to the barest minimum if not eradicated and in order to bring the effects such as depression on students to nil.*

**Key words:** *Insecurity, Depression, Academic Achievement and Guidance*

## Introduction

In recent times, Nigeria has witnessed an unprecedented series of crisis and insecurity, each leading to loss of lives and destruction of properties. Internal security can be seen as the act of keeping peace within the borders of a sovereign state or other self-governing territories. This is done generally by upholding the national law and defending against internal security threats. Those responsible for internal security in Nigeria ranges from Nigeria Police Force (NPF), Directorate of Security Services (DSS), Nigeria Security and Civil Defense Corps (NSCDC) among other paramilitary agency in Nigeria, and in exceptional circumstances, the military itself. Insecurity on the other hand, is the antithesis of security which is the concept of insecurity. It has been ascribed different interpretations in association with the various ways which it affects individuals. Some of the common descriptors of insecurity include: want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to a few. All of these have been used by different people to define the concept mention of insecurity. These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood which in turn led to depression and poor academic achievement among students at all level.

Diverse ethnic and interest groups are among the few features of the Nigerian states. It is no exaggeration, therefore, to say that the strength of Nigeria largely depends on her diversity. One of the human resources of Nigeria is the Fulani. The Fulani as an ethnic group plays a significant role in the overall growth and development of the Nigerian state, especially in the area of agriculture. The Fulani are mostly nomads; they search for greener pasture and water resources for their animals. This is what usually forced them to migrate from far North to North Central (Middle Belt) region and the Southern part of the country. Being one of the main traditional agrarian groups, the Fulani cattle herders play significant contribution to food security and nutritional needs of the nation (Olujide, 2017).

However, recent activities by the same Fulani herders, especially the incessant attacks on farmers in villages and the destruction of crops with their cattle have become a great cause of concern and threat to national security. This is not a major setback within the agricultural sector alone, but other sectors of the social life also bear the brunt, most especially the education sector. Corroborating on this, Damba cited in Championz (2017) states that Nigeria as a nation and is under a severe internal socio-economic and security threat; at a more general level, the threat has special economic, political, and environmental dimensions. Each of these dimensions has greatly affected the nation's stability and can be traced to Boko haram attack, thuggery, herdsmen and farmers' clashes, ethnic militant armies, ethnic and religious conflicts, poverty, insurgency, arm robbery, corruption, economic sabotage, and environmental degradation and all this led to depression.

Depression is a worrisome issue which is rapidly spreading across countries, communities and individuals both young and old and adolescents are not being exempted from this plague which is constantly on the increase. The researcher has personally observed that secondary school students are constantly undergoing different stages of development which can either make or mar their development with regards to their maturity, socialization process and independence. Those who have positive and encouraging adjustment to life problems often tend to escape symptoms of depression and maladaptive behaviour but those who go through negative socialization and poor adjustment to life problems are more inclined to go through depression.

Depression, which is one of the recent forms of emotional challenges that some students undergo, is often portrayed by feelings of insecurity, sadness, anxiety, fear, guilt, anger, contempt and confused thinking (Peterson, Compass, Brooks-Gunn, Stemmler, Ey, & Grant, 1993). The term depression describes a wide range of emotional lows, from mere sadness to a pathological suicidal state (Nair, Paul, & John, 2004). Depression is a common mental problem often encountered in daily stress-filled life. Usually, a student who is sad or feeling unhappy, is often expected to bounce back to normal emotional stability within a reasoned period of time. There are times when the period of sadness or dejectedness may prolong to such a degree and for such a length of time that it far outweighs the significance of the precipitating factor. The sufferer continues to be in a prolonged state of sadness and withdrawn from his/her personal, social, and occupational activities. In such situations, a diagnosis of depression should be considered (WHO, 2011). The burden of depression is on the rise globally and is a leading cause of disability which has been projected to be the second most burdensome disease (WHO, 2017).

Notably, education is non-negotiable in the social, physical and economic development of any nation. It's the key in the overall development of a nation and the continuous growth and quality improvement of the nation depends on a number of factors; some of these factors are provision of infrastructure, quality of teachers, prompt payment of teachers' salary, provision and constant revision of the curriculum and provision of adequate funds for infrastructure (Ogbonnaya, 2013). These factors are paramount and can bring the desired growth where they are being implemented or provided.

Education is vital to ensuring a better quality of life for children and a world for people. No wonder, the United Nations, (United Nations Education, Scientific and Cultural Organization, UNESCO) recommends a benchmark of 26 percent allocation to education in the annual budget of all member nations (Adedigba, 2017). Education in Nigeria, for instance is acquired in stages; secondary education set the middle belt between primary and tertiary education. NPE (2005), explained that, it is of six years' duration, given in two stages; a junior secondary school stage and senior secondary school stage; each shall be of three years' duration.

The broad goals of secondary education shall be to prepare the individual for useful living within the society and higher education attainment. Also, in the Nigeria National Policy on Education, NPE (2005), stated the need for the provision of quality education to all Nigerian children, irrespective of any real or imagined disabilities each according to his or her ability. Thus, in the bid to educate its populace, the Nigerian government sees it a moral obligation and duty to establish school in every community. None of the 774 Local Government Areas in Nigeria is without one kind of school or the other. However, these schools are no longer secure for learning again.

There have been several attacks on the communities where these schools are situated with kidnapping of students from all over the places by the Fulani herders. According to statistics provided by the Institute for Economics and Peace, between 2010 and 2013 Fulani militants killed about 80 people in total, but by 2014 they had killed 1, 229 people (David, 2016). Benue, Taraba, Nassarawa, Plateau, Kogi and Katsina States have been the worst hit of all having suffered devastating attacks by the herdsmen with a heavy toll in human lives and property. Kaduna State has also had its own share of the invasion by the herdsmen in some local government areas mostly in the southern part of the state, for instance, Birnin Gwari, Jaba, Jema'a, Kagarko, Kajuru, Kauru, Kaura, Sanga, and Zangon Kataf. These local government areas, for the past several years have been under siege due to the incessant clashes between Fulani herdsmen and the local farmers and are the most affected areas in

Kaduna State (Institute for Economics and Peace, 2017). There are several reports on incessant herdsmen attacks of some community's villages, namely; Ungwan Ango, Akwaa, Gida Biyu, Godogodo, Gidawaya, Asso, Takau and Kafanchan (the headquarters) all in Jema'a Local Government Area and might have led to the poor academic achievement of secondary school students in the areas (Ojukwu, 2017).

Obviously, success in learning can only be achieved in the atmosphere of peace and tranquility, and this can never be negotiated if educational goals and objectives must be achieved. Moreover, a restful academic environment is the determinant of academic success, and it is also the pre-requisite of the progress and development of education. It is in light of this that Section 14 (2) (b) of 1999 Nigerian Constitution states that "the security and welfare of the people shall be the primary purpose of the government" as one of the fundamental rights of the citizens. Security is freedom from threat and violence. It is a situation where the citizens are free from any threat to life and means of livelihood, safe from bodily harm, and human right violation. In the views of Otto and Ukpere, (2012), security relates to the presence of peace, safety, happiness and the protection of human and physical resources. According to Onifode, Imhonop and Uorim (2013), 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

However, insecurity means the presence of crisis that could disrupt the peaceful coexistence of the citizens resulting in irrecoverable damages. It is the concept that refers to the state of being insecure. Insecurity simply means lack of protection of lives and properties from killing and destructions. Ojukwu (2017), asserted that "an insecure person perceives the world as a life-threatening jungle, feels unsafe, unhappy, hostile and pessimistic. Thus, shows a sign of tension, conflict and guilt and tend to be neurotic and generally egocentric. In fact, a school environment that is characterized with insecurity will make students perform poorly and can affect them psychologically, morally and socially.

Therefore, peaceful, secured and conducive external and internal academic environments constitute important factors that guarantee good academic achievement. In addition, Ojukwu & Nwanma, (2015), reported that in a school environment characterized by insecurity lateness is the norm in school, students are allowed to freely use handsets and telephones. In other words, insecurity breeds disorderliness and lack of control of students, resulting to different misbehaviours to the detriment of their academic performance. In recent times, insecurity activities have become rampant and uncontrollable events in Nigeria, positioning as a lucrative business of the day to the perpetrators. This poses a threat to the Nigerian societies. The whole country is under severe attack by bandit, and it appears there is no remedy to this persistence and common evil of our days.

Recurrent cases of insecurity have undermined the peace of the entire nation and the effect is alarming. The security state of academic environment is a vital variable which if carefully handle will lead to positive students' academic achievement and vice versa. Academic achievement is the outcome of education, the extent to which a student achieves the educational goals. This is the measurement of student's achievement across various academic subjects. It is the result of learning. The academic achievement entails that students are required to maintain a satisfactory academic record and meet the obligation of the courses they are enrolled (Ojukwu & Nwanma, 2015). Good or bad academic achievement can make or mar the goals and aspiration of a student's life, as well as the national goals and development (Ojukwu, 2017). However, the aim and aspiration of every student is to acquire success in his or her academic pursuit.

Currently, in Nigeria, one of the major issues that seem to bother, teachers, students, parents and other stakeholders is insecurity of schools. This has hampered the process and progress of education which may have influence students' academic achievement over the years. The Constance kidnapping and abduction of students, teachers and parents in the state has demoralized students' attitudes and interest to studies, and has paralyzed academic activities. Consequently, fear has grief the affected areas, rendering them hopeless and lost confidence in the security architecture of the state. Presently, in the entire state no one dare sleep confidently because of fear of attack and kidnapping by bandits.

However, due to the effects that insecurity may have on students' academic achievement in this Nigeria, this study needs to be embarked upon, as little or no much detail investigation has been carried out on the issues of insecurity and how it may affect students' academic outcomes. Base on this notion that necessitated this study on the "Relationship between insecurity, depression and students' academic achievement in Nigeria: Implications for Guidance.

### **Purpose of the Study**

The main purpose of this study is to ascertain the Relationship between insecurity, depression and students' academic achievement in Nigeria: Implications for Guidance.

### **Conceptual Framework**

In this section, concepts such as insecurity, forms of insecurity, factors responsible for insecurity, effects of insecurity, insecurity and education, academic achievement, factors influencing students' academic achievement, effects of insecurity on academic achievement of students and possible solution to insecurity are discussed below:

### **Insecurity**

Insecurity would be best understood by first presenting the concept of security. Security is the existence of conditions within which people in a society can go about their normal daily activities without any threat to their lives or properties. In the view of Akin (2008), security refers to the situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions. It embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence Ogunleye et al (2011). According to Igbuzor (2011), it demands safety from chronic threats and protection from harmful disruption.

Security, in other words can be described as stability and continuity of livelihood, protection from crime and freedom from psychological harm as well as safety or protection from emotional stress. It focuses on emotional and psychological sense of belonging to a social group which can offer one protection. Security can be given a composite definition as the protection against all forms of harm whether physical, economic or psychological.

According to Ogbonna (2013), citing the United Nations Development Programmed (UNDP) and others, define human security as the protection from hidden and hurtful disruptions in the daily activities, at home, office, or communities. It is the absence of the threat to peace, stability, and national cohesion, political and economic objectives of a country. Human security is forced on identifying and addressing widespread and cutting challenges to the survival, livelihood and dignity of their people, Daniel (2021). According to United Nation, human security is a people-centered comprehensive, context-dependent, prevention-oriented approach to strengthening and empowering people.

Insecurity in the other hand is the antithesis of security. Insecurity comes from anything that threatens people survival (Daniel, 2021). It is the absence of security on both military and on human security perspectives. Therefore, because of the various ways in which insecurity affects human life and existence, the concept of insecurity has usually been ascribed to different interpretations in association with the various ways which it affects individuals. Some of the common description of insecurity include, want of safety, danger, hazard, uncertainty, lack of confidence, lack of stability, trouble, lack of protection and so on. All of these have been used by different people to define the concept of insecurity. These different descriptors run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood. The state of fear or anxiety stemming from concrete or alleged lack of protection reflects physical insecurity which is the most visible form of insecurity and it led into many other forms of insecurity such as economic and social insecurity.

In any educational system, peace and tranquility is antidote for a successful teaching and learning. David (2016), defined insecurity from two perspectives: First, it is the state of being open or subject to danger or threats of danger. Where danger is the condition of being susceptible to harm or injury. Secondly, according to them, insecurity is the state of being exposed to risk or anxiety, where anxiety is a hazy or dim unpleasant emotion that is experience in anticipation of some misfortune. It therefore means that those affected by insecurity are often times anxious and vulnerable to threats and dangers.

Moreover, insecurity can be seen as a wide variety of mental health conditions and personality disorders such as narcissism, depression, anxiety, and paranoid personality, Stinson, (2011). He added that, insecurity about the economy or the stability about one's job can take a toll on mental health and is connected to negative mood, hypertension, and other somatic symptoms. Willarreal (2018), postulates an individual who is too anxious or insecure to speak up about his ability or accomplishment may never receive promotion, which in turn may facilitate further insecurity due to a perceived lack of ability.

### **Forms of insecurity**

The American Psychological Association (APA) reports that insecurity is multifaceted, which means that it has different parts or facets. It pertains to an overall sense of uncertainty or anxiety about your worth, ability, Skills and value as a person, conveying the message that you are in risk or in danger of something or someone. There are several forms of insecurity affecting all and sundry, but the common and the major one is physical insecurity. Physical insecurity in this context is threat of violence against human body which result in injury, death, psychological harm, impaired development or deprivation as well as destruction of properties. The security of people is described as a basic value because it is an essential requirement or condition of a successful and fulfilling existence. It liberates people to get on with the business of building their lives without undue fear of those around them. It is also freedom from anxiety and apprehension associated with fear of those who are in a position to harm. Fulani herdsman attack, Boko haram insurgencies, armed robber attacks, child abduction/ trafficking and kidnapping activities are all forms of physical insecurity.

Physical insecurity in another dimension is violence against girls. violence against girls is a fundamental violation of human rights. The World Health Organization (WHO, 2010) estimates that between 100 and 140 million women and girls have undergone some form of female genital mutilation/cutting (FGM/C), and one in five women reports having experienced sexual abuse during childhood. Architects of the Social Institutions and Gender Index (SIGI), highlighted that it causes long-term and often irreversible physical and psychological harm and has detrimental consequences for development and economic growth

(Jutting et al, 2008). Indeed, the United Nations Children’s Fund (UNICEF), notes a strong correlation between violence against women and children.

Violence in schools is another form of insecurity which takes many forms, from physical and sexual violence to psychological abuse. It includes bullying, corporal punishment, sexual and verbal abuse, perpetrated by students, teachers or other school staff. This form of violence has significant detrimental impacts on the long-term physical, psychosocial and sexual health of the victims, and more direct negative effects on educational environment, attendance, attainment, health and safety overall. Social protection against a lack of basic security is achieved primarily by the provision of a basic foundation of service, by Provision of basic rights, which are a precondition for protection.

In addition, job insecurity is another form of insecurity. It is a social phenomenon, meaning that it is experienced as a subjective perception about employment and unemployment. It reflects the insecurity, uncertainty, powerlessness and helplessness that occur when an individual lacks the assurances that their job will remain stable for years. Over the past few decades, transformative technology, economic, and political changes surrounding work have left many insecure about the future of their job, Benach et al (2014). According to Ahean (2012), Global competition has placed pressure on organizations to cut costs and adapt business practices. It appears that stability and predictability in employment have been increasingly replaced by job insecurity as employers downsize and outsource or contract out labour, and demand that employees do more with less. Job insecurity could also be referred to the anticipation of a stressful event in such a way that the nature and continued existence of one’s job is perceived to be at risk, and can come in form of fear of demotion, possible sack, casualization and early retirement.

### **Factors Responsible for Insecurity**

Myriads of factors have been attributed to have contributed to magnitude of insecurity. There is power inter- play and over-ambitious of politicians who willfully encourage the procurement of weapons in order to pursue their inordinate political ambition (Egbewole, 2013). The struggle for political power, religious imposition and land dispute and the lack of aid for victims or punishment for troublemakers, corrupt persons and the mismanagement of the economic have all fueled tension in the country (Akonbede, 2013). Tom (2012) maintained that three things are interwoven in the cause of insecurity- Religion, politics and ethnicity.

Unemployment and poverty are one of the factors responsible for insecurity in our nation. Unemployed youths have engaged themselves in illegal activities such as kidnapping, robbery, child abduction, and other nefarious action. These youths are adversely attracted to violent crime (Adegba et al, (2012). Nwagbosa (2012), posited that the failure of successive administration in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities is one of the causes of insecurity in the country. The unchecked inflow of small arms and Light weapons into the country has aided militancy and criminalities in Nigeria. Achumba, Ighomeroho and Akpor-Robaro (2013), observe that the porous frontiers of the country where individuals’ movement are largely untracked have contributed to the high degree of insecurity. Also, the available data show that Nigeria host over 70 percent of about eight million illegal weapons in West Africa (Edeko, 2011).

In addition, the porosity of the Nigeria borders had aided the uncontrollable influx of migrants, mainly young men from neighboring countries such as Republic of Niger, Chad and

Republic of Benin responsible for some of the criminal acts (Adeola & Oluyemi, 2012). Salawu (2010) and Igbuzor (2011), identified ethno-religious conflict is one of the major sources of insecurity. Ethno-religious is defined as a situation in which the relationship between members of one ethnic or religious group and another group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion, fears and tendency towards violent confrontation. The claim over scarce resources, power, land, chieftaincy, control of market, and Sharia among other trivial or minor issues have resulted in large scale killing among the ethnic groups in Nigeria, specifically Kaduna State (Adegba, et al, 2012).

The security personnel who are usually assigned to deal with a given insecurity situation lack the expertise and equipment to handle the situation in a way to prevent them from reoccurring. Ndubuisi and Theresa (2019), asserted that even when these exist, some security personnel get influenced by ethnic, religious or communal sentiment and are easily swallowed by their personal interest to serve their people, rather than the nation. Thus, instead of being national watch dogs defending national interest and values, and protecting people from harm, they soon become saboteurs of government effort, by supporting and fueling insecurity through either leaking vital security information or aiding and abetting criminals to acquire weapons or escape the long arm of the law.

Weakness on the part of both the present administration and the previous ones to govern well and the weak security system resulting from inadequate equipment for the security arm of government, both in weapons and training has attributed to the current issues of security challenges in the country (Achumba et al, 2013). Igbuzor (2011), observed that, the state of insecurity in Nigeria is greatly a function of government failure. This is as the result of incapacity of government to deliver public service and provide for basic needs of the masses. In another way, lack of basic necessities for the people has created a pool of frustrated people who are ignited easily by event to be violent which normally result in destruction of lives and properties.

Finally, insecurity is caused as the result of illiteracy on the part of many youths. Most of them, who are school drop-outs or never attended school, end up in the urban areas without decent jobs and shelter, some as street beggars and this makes them to become potential tools in the hands of selfish politicians and some form armed robbery gangs, kidnappers, terrorist sects, and end up as hoodlum and gang of thugs. The menace of insecurity and successional agitations across the geographical zones in the country is as a result of system failure, mal-functioning and poor socio-economic control and security challenges confronting the country which could be traced back to decades of misrule, bad governance, corruption, unemployment, diversion of common wealth, human bias and lack of national interest among the citizens (Daniel, 2021). It appears as if the government has run out of ideas and become incapable of finding solutions to the worsening security challenges facing the country. According to Falana, (2021), negotiation and granting of amnesty to terrorist and bandits in the recent time and anti-peoples polices have led to the ascendancy and domination of insecurity in the country. The country is seriously bleeding and no part is safe as marauders have been abducting people including under graduates, secondary school students and primary school pupils.

### **Effects of Insecurity**

There is a high school drop-outs rate among the youths. Insecurity in institution of learning is a social problem that has far reaching implications and has direct consequence on education. Insecurity may have affected the interest of students in schools which may lead to



truancy and dropout. This corroborates UNICEF (2018) report that about 10.5 million of Nigeria's children age 5-14 are not in school. The kids would not come to school because the school environments are not secure. High level of insecurity is associated with ineffective education thereby leading to poor academic achievement. According to Ojukwu & Omuoha (2016), the negative impact of insecurity is low academic achievement. Udoh (2015), posited that nothing thrives in an insecure environment. He added, Economic, religious activities as well as governance can be frustrating in such atmosphere.

Insecurity leads to destruction of lives, properties, and relocation and closure of businesses (Adeleke, 2013). According to Oluwarotimi (2012), good governance is the panacea for the insecurity challenges. She states that the war against insecurity would be won only by raising governance standards, which is, cultivating the culture of good governance where the government is responsible and accountable to the people. The indirect effects include, fear, coercion, displacement and deprivation of essentials such as clean drinking water, food and health care. A person wounded in a context of poor security resulting from widespread armed violence suffers the ballistic trauma, and indirect effects brought by difficulty in accessing medical care.

Insecurity is identified as one of the obstacles bedeviling human society (Igbuzor, 2011). Development is unsustainable when in enlargement of human choice excludes, disconnects, promotes inequality, reflects imprudence or raises insecurity (Daniel, 2021). Development and security are related in the sense that; development is dependent on the level of security. Insecurity as a social virus is a concerned in terms of vision expression, values change, moral development, social transformation process toward a desired future. Insecurity is a drain on local and national resources at development and people well-being, thereby having adverse consequences on economic growth and development, (Nweagboso, 2012). Insecurity generally affects all gamut and spectrum of human life and social existence (Daniel, 2021).

### **Depression**

Depression is seen as a cluster of specific symptoms with associated impairment. The clinical and diagnostic features of the disorder are broadly similar in adolescents and adults (Thapar, Collishaw, Potter, & Thapar, 2010). Depression is more than just a feeling of unhappiness or being fed up for a few days. Sometimes it is being misunderstood as trivial or something imagined and faked. However, this is a wrong assertion because depression is real with real symptoms. It is neither a sign of weakness as people wrongly assumes nor something one can easily snap out of on their own by pulling themselves together (Animba& Obika, 2020). The good news is that it is treatable with adequate cure and coping mechanisms once the individual is engaged in the right treatment and support. Truschel (2022) noted that depression is more than just a feeling of sadness. Someone may feel low, agitated, or unmotivated frequently but depression is more than being in a gloomy state of mind.

It is a mood disorder that changes how an individual thinks, feels and behaves. Some of its signs and symptoms can vary from hopelessness and fatigue, physical pain, loss of interest in life, and even thoughts of suicide. According to her, the DSM-5 depiction of depression indicated that if someone exhibits these symptoms for a period of two weeks, the individual is experiencing a depressive episode. It is noted that several controversies characterize the literature on depression in students. For instance, some studies noted that children and young adolescents (especially students in senior secondary school) did not have the psychological structure (e.g., superego functions) to truly experience depression (Saluja, Iachan, Scheidt, Overpeck, Giedd, 2004; & Luby, 2009). According to World Health Organization (2007), Depression is a common mental illness worldwide with more than 264

million people of all ages affected. Depression is one of the leading causes of disability worldwide and a major contributor to the overall global burden of mental disorder. Indeed, the classic characterization of adolescence as a time of "storm and stress" led many researchers to view depression during adolescence as a normal developmental stage. In contrast, it is known and documented that students do indeed suffer from both depressive symptoms and depressive disorders. In fact, adolescence is a critical period for the development of depressive disorders (Luby, 2009).

Students that are depressed have a shorter life expectancy than those without depression, mostly because those who are depressed are at risk of dying or suicide (Cassano & Fava, 2002). Up to 60% of individuals who commit suicide have a mood disorder such as major depression, and the risk is especially high if a person has a marked sense of hopelessness or has both depression and borderline personality disorder. About 2–8% of adults with major depression die by suicide, and about 50% of those who die by suicide had depression or another mood disorder (Bachmann, 2018; Saluja, et.al, 2004). The onset of depression is the leading cause of morbidity in students taking a massive toll on the quality of life in young adults' populations especially those of school age (Palmissano, 2018). Thereby giving rise to the onset of chronic and more persistent depression in adulthood. Yet depression is significantly under-diagnosed in students particularly because clinicians are taught to look out for symptoms of adult depression which may present differently in students (Neavin, Joyce, & Swintak, 2018).

### **Forms of Depression**

According to the American Psychiatric Association (2013), the Diagnostic Statistical Manual-5 (DSM-5) recognizes six further subtypes of MDD, called specifiers, in addition to noting the length, severity and presence of psychotic features and these are:

- 1) Melancholic depression is characterized by a loss of pleasure in most or all activities, a failure of reactivity to pleasurable stimuli, a quality of depressed mood more pronounced than that of grief or loss, a worsening of symptoms in the morning hours, early-morning waking, psychomotor retardation, excessive weight loss (not to be confused with anorexia nervosa), or excessive guilt.
- 2) A typical depression is characterized by mood reactivity (paradoxical anhedonia) and positivity, significant weight gain or increased appetite (comfort eating), excessive sleep or sleepiness (hypersomnia), a sensation of heaviness in limbs known as leaden paralysis, and significant long-term social impairment as a consequence of hypersensitivity to perceived interpersonal rejection.
- 3) Catatonic depression is a rare and severe form of major depression involving disturbances of motor behaviour and other symptoms. Here, the person is mute and almost stuporous, and either remains immobile or exhibits purposeless or even bizarre movements. Catatonic symptoms also occur in schizophrenia or in manic episodes, or may be caused by neuroleptic malignant syndrome.
- 4) Depression with anxious distress was added into the DSM-5 as a means to emphasize the common co-occurrence between depression or mania and anxiety, as well as the risk of suicide of depressed individuals with anxiety. Specifying in such a way can also help with the prognosis of those diagnosed with a depressive or bipolar disorder (Parker, 2014).
- 5) Depression with peri-partum onset refers to the intense, sustained and sometimes disabling depression experienced by women after giving birth or while a woman is pregnant. DSM-IV-TR used the classification "postpartum depression," but this was changed to not exclude cases of a woman suffering from depression during

pregnancy. Depression with peripartum onset has an incidence rate of 3–6% among new mothers.

- 6) Seasonal Affective Disorder (SAD) is a form of depression in which depressive episodes come on in the autumn or winter, and resolve in spring. The diagnosis is made if at least two episodes have occurred in colder months with none at other times, over a two-year period or longer (American Psychiatric Association 2013).

Parker (2014) stated that to confirm major depressive disorder as the most likely diagnosis, other potential diagnoses must be considered, including dysthymia, adjustment disorder with depressed mood, or bipolar disorder. Dysthymia is a chronic, milder mood disturbance in which a person reports a low mood almost daily over a span of at least two years. The symptoms are not as severe as those for major depression, though people with dysthymia are vulnerable to secondary episodes of major depression (sometimes referred to as double depression).

### **Consequences of Depression**

Depression is a serious disorder that can take a terrible toll on a person and their family. Depression often gets worse if it isn't treated, resulting in emotional, behavioural and health problems that affect every area of one's life (Mayo Foundation for Medical Education and Research MFMER, 1998). According to them, examples of complications associated with depression include:

- i. Excess weight or obesity, which can lead to heart disease and diabetes
- ii. Pain or physical illness
- iii. Alcohol or drug misuse
- iv. Anxiety, panic disorder or social phobia
- v. Family conflicts, relationship difficulties, and work or school problems
- vi. Social isolation
- vii. Suicidal feelings, suicide attempts or suicide
- viii. Self-mutilation, such as cutting
- ix. Premature death from medical conditions (MFMER, 1998).

The risk of major depression is increased with neurological conditions such as stroke, Parkinson's disease, or multiple sclerosis, and during the first year after childbirth (Rickards, 2005). Suicide is a serious problem. Adolescent suicide is the second leading cause of death, following accidents, among youth and young adults in the U.S. It is estimated that 500,000 adolescents attempt suicide every year with 5,000 succeeding (Bruce, 2021). Warning signs of suicide with student depression includes: expressing hopelessness for the future, giving up on one's self, talking as if no one else cares, preparing for death, giving away favourite possessions, writing goodbye letters, or making a will. Starting to use or abuse drugs or alcohol to aid sleep or for relief from their mental anguish, maladaptive behaviour, acting violently and threatening to kill one's self (Bruce, 2021). Student depression tends to come and go in episodes. Once a student undergoes a bout of depression, such is likely to get depressed again at some point. The consequence of letting depression go untreated can be extremely serious and even deadly (Bruce, 2021).

### **Academic Achievement**

Academic achievement indicates academic outcomes that points out the extent to which a student has achieved their learning goals. It signifies the completion of educational benchmarks such as West Africa Examination Council (WAEC), National Examination Council (NECO), or a bachelor's degree. Academic achievement is often measured through

examinations or Continuous Assessments. Achievement may be measured through students' scores or grade point average, (Tophat, 2022). At times, there are usually inconclusive results over which individual factors successfully predict academic achievement, factors such as test, environment, motivation, and emotions which require consideration when developing models of school achievement.

Bolt (2011), explained that academic achievement is the achievement in academic settings rather than overall acquisition of knowledge in non-academic settings. It revolves around the central goal of improving the educational knowledge of the students. It is the progress made towards the goal of attaining educational skills, materials, and knowledge, and it cut across a variety of disciplines. Parental involvement great impacts on the academic achievement and behaviour of students ( Bolt, 2011).

Academic achievement can be seen as the knowledge gained or achieved which is assessed by marks by a teacher. The parameter for employment, work placement, and human advancement both in public and private organization depend strongly on academic achievement. Also, due consideration is given to grades of results when giving admission to schools all over the world. For this reason, it put those concerned under serious pressure in the process, since work placement and in life in general is absolutely the product of success in examination or academic achievement.

### **Effects of Insecurity and Depression on Academic Achievement of Students**

Recently, from 2013 to 2018, insecurity crippled down educational activities in many States of Nigeria. There has been serious outcry and expression of worries from stakeholders and parents over the future of their children and wards, whose education is being threatened and jeopardized due to the incessant insecurity raging from herdsmen attacks, Boko haram, thuggery kidnapping among others in some parts of the country. The most affected states are: Plateau, Taraba, Benue, Nasarawa, Kogi and Kaduna (Taiwo, 2018). In Benue State, the Executive Secretary, Benue State Teaching Service Board, Prof. Wilfred Uji (2018), stated that, the persistent herdsmen attacks on Benue communities had disrupted the school calendar and forced 300,000 children out of school. 100,000 of the figures are primary school pupils and 200,000 are secondary school students, which cut across three local government areas. He lamented that some of these schools had been burnt or closed down completely by the herdsmen.

The mobile schools which were established in the IDP camps are difficult to control the teaching and learning process as a result of overcrowding. He further said, students who are displaced and now taking WAEC are not finding it easy. It is painful watching these students from the IDP camps coming to sit for exams. Cheke (2018), states that an investigation revealed that in Nasarawa state, no fewer than 20,000 children in both primary and secondary schools following persistent attacks by suspected AK47-wielding herdsmen on communities in the southern senatorial district of the state have been reportedly displaced. The same goes down to the other states mentioned above.

Oguche, Haruna and Ikani, (2016) noted that the attack on people by herdsmen creates fear in people, and this lead to decrease in school enrolment. They opine that, "most parents who have returned from internally displaced people's camp prefer to stay at home with their children than sending them back to school to continue with their education. Most parents would prefer to stay at home with their families due to the fact that they do not know when next the herdsmen would attack. While all the effects are worrisome and are cause for concern, the toll on the educational sector seems to be more disturbing and this is the basis

for this study. As it stands, due to insecurity of schools, a lot of negative and unpalatable things have been witnessed in the education sector, on secondary education which may cause low academic achievement.

### **Insecurity, Depression and Education**

Three components are very important to education: security, teachers and buildings. All these are the essentials of education and walk hand in hand to provide basic educational service needed by any people. Deficiency or absent of one affect the functioning of others. They must exist and operate *pari-passu* for the provision of total education. Nevertheless, security of teachers, children and school environment is of paramount importance to the execution of educational system. In the other way round, insecurity destabilizes the smooth running of education thereby hindering the realization of its goals. When there are security challenges in a school system, students, teachers, parents and stakeholders are devastated. Parents will be afraid to bring their children to school, teachers will be afraid to teach and school will definitely shut down to collapse the system. Education acquisition is only possible if there are adequate security measures to run the system. Insecurity impedes education when it keeps children and teachers' home, shut down schools, government and NGOs from further operation.

However, education acquisition is utmost importance in the prevention to rising of insecurity in our nation. Danbazau (2014), links education acquisition with genuine wealth and happiness, whereas lack of it aggravates one's level of ignorance and lead to blunders, poverty, unhappiness, and to the commission of crimes. To him the relationship between lack of education, poverty and poor health condition diminishes opportunity to social and economic advancement which often lead to criminality. Education is essential in the military and para- military organizations which includes the police that is saddled with the security of the nation. In the military, it helps the armed forces to appraise situations, to estimate the battle field, to examine the courses of action, to interpret the international environment, to project future warfare and design the battlefield and requirement to analyze security threats. An education in the military also contributes to national development, and at the same time enhances national security. Therefore, from the above, it will be right to say that the higher a nation attains to insecurity, the stronger the nation's education. Hence, security contributes to the wellbeing of the citizen and education of the nation, and is a determinant of the quality of education rendered.

### **Possible Solutions to Insecurity Facing Education**

In Nigeria students have been risking their lives in pursuit of education. Like in most parts of the world schooling comes with a share of challenges but when students risk their lives in schools, then the hope for a better tomorrow is uncertain and questionable. In a country where going to school is battle amid a swarm of bullets, what chance do the average Nigerian child has for a better education? According to Oluwarotimi (2012), about 800 secondary school and University students have been kidnapped in coordinated attacks by terrorist in recent time. The abduction of Chibok girls sparked global outrage and condemnation by the then Jonathan administration but this outrage is not enough to solve this hydra-headed challenge of insecurity.

However, Oguche et al (2016), outlines the following as some of the possible solutions to insecurity problems facing Education in Nigeria precisely.

## **1. Laws and Policies**

In a bid to stop the spate of school abduction in Lagos, the State House of Assembly passed a bill that places death penalty on kidnappers. This should be adopted in every state of the federation. When kidnappers and bandits know that they have no option of living or bail but death when caught in the act, they cannot dire to try the evil. While the death penalty is frowned upon in most crimes, it remains in my opinion, the only punishment befitting kidnappers in Nigeria.

The privilege of granting amnesty to terrorists and kidnappers by the Buhari's administration is one of the strongest motivators of the menace of insecurity today in Nigeria. No matter how well-intention it is, this soft amnesty policy is prolonging the fight. The earlier the current administration understands this, the better for Nigeria.

## **2. Strengthen Institutions and Law Enforcement Agencies**

Passing laws is one of many steps to societal change. For one, laws serve as a legal framework for changing offenders and administering justice. But laws cannot enforce themselves. There must be clear mechanisms that enable them to work with the least interference from both state and none state actors. When institutions are strengthened and allowed to work with adequate autonomy, the rule of law will take its course.

## **3. Addressing Societal Issues**

Enacting and enforcing the right laws are a step in the right direction, but it is not enough. We must think and act more holistically by addressing the socio-economic factors that facilitate kidnapping. As disturbing as kidnapping is, it is only a visible tip of a complex underground mess. We must address causal factors such as poverty, injustice, nepotism, marginalization, corruption, amongst others, if we must get to the root of the issue.

## **4. National Consciousness and Citizen Participation**

Terrorism and kidnaping are intelligence-driven. If we must tackle them head on, we must raise our national intelligence as Nigerians to fight this menace on an individual level. In schools we must teach students how to respond to security emergencies. They must be taught basic self-defense and evasive skills that make it harder for kidnappers to simply whisk students off without a run for their lives. Schools must invest in their security infrastructure to make themselves less vulnerable to kidnappers. However, round-the-clock surveillance system and well-lit surrounding are a turn off for kidnappers. In addition, schools must also arrange with law enforcement agencies for periodic patrols and inspections within and outside the school premises to ensure there are no ongoing breaches. Fighting kidnapping and kidnappers is a costly endeavor, but we rather spend that money, time and attention where it matters than to hand it over to unscrupulous elements of the society. Schooling in Nigeria does not have to be a suicide mission.

## **5. Solidification of Border Security**

The federal government must face the immediate challenge of boundary porosity. The government should make concerted efforts to recruit, train and deploy adequately equipped customs and immigration personnel across border. The government needs to invest in effective security technologies, which will benefit border security. In conclusion, with the above recommended possible solution to insecurity, the researcher strongly believes if implemented can checkmate insecurity challenges and restore peace in Kaduna State, and the Nigerian states at large, both now and in years to come.

## **Theoretical Framework**

The concept of insecurity has been approached by different theoretical Backgrounds. However, this study approaches two theories: Social Learning Theory by Albert Bandura (1977) and Frustration-Aggression Theory by John Dollard, Doob, Miller, Mower and Sears (1939).

### **1. Social Learning Theory by Albert Bandura (1977).**

Social learning theory was propounded by Albert Bandura. The theory is the philosophy that people can learn from each other through observation, imitation and modeling. Albert Bandura combined ideas behind behaviorist and cognitive learning. He emphasizes the importance of observing, modeling, and imitating the behaviours, attitudes, and emotional reactions of others. Social learning theory proposes that new behaviours can be acquired by observing and imitating others. It is a leading explanation of criminal behaviour that crime is learnt and may likely occur when individuals associate with people who are criminals through observance and imitating them.

Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behaviour. In social learning theory, Albert Bandura (1977) agrees with the behaviourist learning theories of classical conditioning and operant conditioning. He adds two important ideas: Mediating processes occur between stimuli and responses. Behaviour is learned from the environment through the process of observational learning. In society, children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behaviours to observe and imitate, e.g., masculine and feminine, pro and anti-social, etc. Children pay attention to some of these people (models) and encode their behaviour. At a later time, they may imitate (i.e., copy) the behaviour they have observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not, but there are a number of processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its gender.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behaviour modeled by people of the same gender. Second, the people around the child will respond to the behaviour it imitates with either reinforcement or punishment. If a child imitates a model's behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour. A child will behave in a way which it believes will earn approval because it desires approval. Positive reinforcement will have a little impact if the reinforcement offered externally does not match with an individual's need. Reinforcement can be positive or negative, but the important factor is that it usually leads to a change in a person's behaviour.

The child will also take into account of what happen to other people when deciding whether or not to copy someone's actions. The person learns by observing the consequences of another person's behavior. For example, a young sister observing an older sister being rewarded for a particular behavior is more likely to repeat that behavior herself. This is known as vicarious reinforcement. The social learning theory is quite relevant to this study in that, it can be used to help the researcher to understand how aggression and violence might be transmitted through observational learning. By studying the media violence, the researcher can gain a better understanding of the factors that might lead to people to act out the aggressive actions they see portrayed on television and in movies. The researcher can also use social learning theory to investigate and understand ways that positive role models can be

used to encourage desirable behaviors and to felicitate social change. Social learning theory is also relevant in the context of counselling, in that social workers can use social learning theory to identify the behavioural models. A client may be emulating and use that information to help correct negative behavior, such as underage drinking and drug use.

## **2. Frustration-Aggression Theory by John Dollard, Doob, Miller, Mower, and Sears (1939).**

The frustration- aggression theory was proposed by John Dollard, Doob, Miller, Mower, and Sears in 1939. The theory states that frustration often leads to aggressive behavior. It states that aggression is the result of blocking or frustrating a person's efforts to attain a goal. When the theory was first formulated, the hypothesis stated that frustration always precedes aggression and aggression is the sure consequence of frustration.

Leonard Berkowitz made some revisions to the theory in 1989, saying that exposure to violence in the environment could lead someone to more aggressive in the face of frustration, and frustration that cannot be expressed directly to the source may be displaced onto an innocent victim. Dollard et al (1989), suggest that aggression does not occur without any form of prior frustration, and the assertion that frustration always leads to some forms of aggression implies that aggression is a certain outcome of any frustration. The theoretical framework compliment relative deprivation theory to provide explanation for violent behavioral disposition resulting from the inability of a people to fulfil their human needs. It is based on the general premise that all humans have basic needs which they seek to fulfill and that any blockade to the fulfillment of these needs by individuals or groups elicit violent responses.

Frustration – aggression theory emphasizes the difference between what people feel they want and the discrepancy however, marginal between what is sought and what they get, the greater the violent reaction. In the face of these frustrated expectation, a group is most vulnerable to embark on violent destructive behavior or be a ready army to be used to cause crisis. Central to this explanation is that, aggression is the natural outcome of frustration. In a situation where the legitimate desires of an individual or group is denied either directly or by the indirect consequence of the way a society is structured, the feeling of frustration can compel such persons or group to express their anger through violent that is directed to those perceived to be responsible for their misfortunes or others who are indirectly related to those frustrating their expectation.

Therefore, the relevance of the frustration –aggression theoretical framework to the crime of the armed civilian perpetrating insecurity is better appreciated when viewed against the backdrop of widespread poverty, illiteracy and unemployment. The poverty profile is aggravated and worsens by the problem of unemployment and hopelessness. A negative condition caused not by the unwillingness of the people to work but by bad governance that creates capability gap. Under this pathetic condition, members of this sect and other frustrated person are readily available to be recruited under the auspice of any form of crimes like armed banditry, kidnapping, political thuggery, cattle rustling and Boko Haram, among others, as a destructive political agent.

Therefore, this study adopts and follows the premise of Frustration-aggression theory as a basis for investigating the causes of security challenges as relate to students' academic activities that may affect their academic achievement. The premise of this theory is that, there exist unjust and exploitative relationship between the privilege class and underprivileged class in the society, putting the former at the lead position over the later. The resulting effect



of such relationship is oppression of the underprivileged class to the frustrated condition of living, which compels them to dispense their anger over their living conditions on their perceived enemies. Thus, as a demonstration of anger for their inability to meet their expectations of the basic needs of life.

### **Conclusion**

Education is the best legacy a nation can give to her citizens especially the youths. This is because education is very important in the development of any nation or community. In this context, education is the process of socializing the child to grow up as a fulfilled member of the society. All these cannot be achieved without addressing the menace of insecurity in Nigeria and depression amongst students as thus more effort should be made by all the stakeholders to bring the issues of insecurity and depression amongst the students to nil in order to enhance the academic achievement of the students.

### **Recommendations**

The following recommendations were made based on results of findings:

1. Parents and other stakeholders in education should do more to inculcate the right attitude and values in the life of the students in order to bring the issues of insecurity being perpetrated by youths in Nigeria to the barest minimum if not eradicated and in order to bring the effects such as depression on students to nil.
2. In order to address the issue of depression amongst the students, more effort should be made by all the stakeholders especially parent teachers and school counsellors to guide these students and help them to concentrate or participate fully in class activities.
3. In order to address the poor academic achievement of students in students in Nigeria the study recommended that more effort should be made by the school parents and other stakeholders in education and beyond by creating awareness and sensitization on the negative effects of depression on students' academic achievement.

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