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Investigating Insecurity and Students-Coping Strategies in Federal University of Lafia

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Abstract

Insecurity at the Federal University of Lafia has become a critical issue, affecting students' academic performance, mental health, and general well-being. The increasing rates of insecurity on campus have led students to develop various coping strategies to manage the challenges they face. This research investigates the insecurity and students coping strategies in Federal University of Lafia. The primary objective of this research is to identify the prevalent forms of insecurity faced by students and to assess the coping strategies they employ. Additionally, the study aims to evaluate the effectiveness of these strategies in mitigating the impact of insecurity on their academic and mental well-being. A cross-sectional survey design was adopted for this study. Data was collected through the distribution of questionnaires to a sample size of 400 students, determined using Taro Yamane's formula from the total population of 13,785 students. The 95% confidence level and a 5% error margin were used to ensure the representativeness of the sample. The data obtained from the survey were analyzed using the Statistical Package for Social Sciences (SPSS). The analysis involved simple frequency distribution, percentages, and regression methods. Frequency distribution and percentage analysis were

employed to interpret the data collected, while regression analysis was used to test the hypotheses of the study. The findings from the analysis revealed that students commonly cope with insecurity by seeking social support from peers and family, engaging in relaxation techniques, and avoiding high-risk areas. However, despite employing these strategies, many students still experience emotional exhaustion, indicating that these methods are not entirely effective in reducing the psychological burden caused by insecurity. The results emphasized the urgency for the university to improve its security measures and enhance the availability of counseling services. The regression analysis supported the hypothesis that the existing coping strategies are insufficient, leading to continued emotional strain on students. The study recommends improving campus security, expanding counseling services, and encouraging students to adopt proactive safety measures to mitigate the impact of insecurity. While students have developed coping strategies to deal with these issues, the study shows that these methods are not entirely effective. Strengthened security measures and enhanced support systems are essential for addressing the insecurity challenges faced by students on campus.

Keywords: Copping-Strategies, Students, Insecurity, Nigeria, Psychology

Introduction

According to Ekpoh, Edet and Ukpong, Nigerian universities and colleges are increasingly facing challenges related to campus security ^[1]. These issues have significantly impacted the academic environment, disrupting learning activities and creating an atmosphere of fear and anxiety among students, and staffs ^[2]. Insecurity, encompassing various forms of violence and crime, significantly impacts individuals and communities, hindering several aspects of daily life, including education ^[3]. Jacob have

reported that, insecurity on campuses has led to the disruption of academic activities and has even forced some institutions to shut down [4]. According to Abiodun, one of the primary contributing factors to campus insecurity is the inadequacy of security personnel and infrastructure [5]. Many universities are understaffed, relying on a limited number of security personnel to manage vast campuses and diverse populations [6]. Moreover, these resources are often concentrated on protecting administrative buildings and senior staff residences, leaving student areas like hostels and classrooms vulnerable [7]. Additionally, the implementation and maintenance of security technologies like CCTV cameras and access control systems are often hampered by insufficient funding and poor maintenance practices [8, 9]. This lack of infrastructure creates significant security gaps that are easily exploited by criminals and other threats.

In recent years, insecurity has become a growing concern in Nigeria, and universities have not been spared [1]. There have been reported cases of armed robbery, kidnapping, and cult clashes on university campuses across the country [10]. These incidents have created a climate of fear and anxiety among students, impacting their well-being and academic performance [4]. Furthermore, Arijesuyo and Ushe examined that the proliferation of cult activities on campuses is another major driver of insecurity [11, 12]. These groups engage in various disruptive and violent activities, including attacks on students and staff, vandalism of property, and illegal gatherings [12]. This constant threat of violence creates a climate of fear and disrupts academic activities, forcing cancellations of classes and other events [3]. Moreover, the fear of abduction, assault, or even death due to cult activities takes a significant toll on the mental well-being of students and staffs, further hindering their academic performance and overall well-being [13, 14].

In recent years, concerns about escalating insecurity have plagued the student community at the Federal University of Lafia (FULafia) in Nasarawa State, Nigeria. Recurring incidents of kidnappings, armed robberies, and other security threats have instilled fear and anxiety among students, negatively impacting their academic engagement and overall educational experience (Collins, 2023) [15]. Understanding the root causes and consequences of insecurity within Nigerian tertiary institutions is crucial for developing effective solutions.

The Federal University of Lafia (FULAFIA), established in 2011, is a young and growing university located in Lafia, the capital of Nasarawa State in North-Central Nigeria. As with many universities in Nigeria, FULAFIA students face various challenges, including insecurity [15]. Insecurity can be broadly defined as the state of being subject to danger or injury, anxiety, fear, worry, uncertainty, unsafe or threatened [16]. It can stem from various factors, including crime, violence, political instability, and social unrest [17].

Insecurity in university campuses has been a common problem and has become more serious in recent years [1]. The problem is no longer limited to students but also staff and even university management. Insecurity in Nigerian universities has attracted research attention. A number of studies have been done, with some focusing on perception and fear of insecurity among students and others examining the nature and distribution of crimes or criminal incidents [4]. However, existing studies generally pay more attention to the analysis of crime data and the patterns of criminal

activities. Little research has been conducted on the coping strategies adopted by students in the face of university insecurity. Moreover, there is a lack of a focused approach that examines the perceived effectiveness of the coping strategies used by students, as well as any correlation between the level of effectiveness and specific strategies. The present study thus seeks to address the gap in the literature by focusing exclusively on student's coping-strategies and their effectiveness.

Materials and Methods

Research Design

This study adopts a cross-sectional survey design, wherein the sample of the population would represent the whole population. The design is adopted because information will be extracted through distribution of questionnaires to the targeted respondents in the field and this information will be generalized to the whole population since the sample selected possessed similar characteristics.

Study Area

The study area is Federal University of Lafia. It was established in February, 2011 under the administration of president Dr. Goodluck Ebele Jonathan (GCFR) 2011-2015 in 2021 and commerce activities in 2012. The university is located in Lafia, the capital city of Nasarawa State, Nigeria. The vision of the institution is to be a renowned and respected center of learning, research and innovation for positive socioeconomic transformation for the nation. The mission of Federal University of Lafia is training of graduates and equipping them with life and entrepreneurial skills needed for economic development of the nation. The motto of the institution is Integrity, Innovation and Excellence. The pioneer vice chancellor of the university was professor Ekanem Ikpi Braide (2011-2016), followed by prof. Muhammad Sanusi Liman (2016-2021) and the current vice chancellor is prof. Shehu Abdul Rahman. The Federal University of Lafia started with an initial student population of 243 students and 3 faculties (Faculty of social sciences, Faculty of Arts & Humanities, Faculty of Science) at the commencement of activities in 2012, which has now increased to over 13785 students, a college of medicine and 9 faculties in the 2022/2023 academic session.

Federal University of Lafia operates in two campuses which are namely: the Permanent site along Makurdi express road and the Takeoff site campus located in Akunza along Obi Road. At present the university boasts of a college of medicine and 9 faculties with a student's population of 13785 and staff strength.

Due to the location of the university outside the city center and its proximity vast lands which are used as hide outs for criminal entities, it has led to great insecurity challenges. Between the universities establishment till currently, there has been lots of armed attacks on lodges, kidnapping and armed robbery, which are all insecurity issues confronting the institution, its students, staff and the host community.

Population of the Study

The population of this study constitutes students of Federal University Lafia. According to the Management Information System, students of Federal University Lafia amount to 13,785 as at 2023, cutting across a college of medicine and nine faculties and thirty-seven departments.

Sample Size determination

The sample size for this study will be calculated using Taro (1967) sample size determination formula to determine adequate sample size. The formula is given as

$$n = \frac{N}{1+N(e)^2}$$

Where:

- n = sample size
- N = finite population
- e = level of significance (limit of tolerable error)
- 1 = unity (constant)

Given the population of Federal University Lafia as (13,785),
e = 0.05

The sample size for this research therefore will be

$$n = \frac{N}{1+N(0.05)^2}$$

Given that:

$$n = 13,785$$

$$e = (0.05)$$

$$n = \frac{13,785}{1+13,785(0.05)^2}$$

$$n = \frac{13,785}{13,786(0.05)^2}$$

$$n = \frac{13,785}{13,786 \times 0.0025}$$

$$n = \frac{13,785}{34.465}$$

$$n = 400$$

Therefore, the sample size for this study will be 400 respondents.

Sampling Techniques Procedure

The multi-stage sampling technique will be used to select respondents for this study. In the first stage, Federal University Lafia was divided into a group of represented departments. The fishbowl random sampling method was used to select departments for the study; all the names of the departments were written on a piece of paper and placed in a bowl, after proper mixture, six (6) departments were selected randomly. The selected departments are: Fisheries and Agriculture, Economics, Mathematics, Philosophy, Medicine and surgery and Science Laboratory Technology. Respondent students would be selected at random based on consent and willingness to participate in the research.

Thereafter, the proportional sampling formula will be used to determine the number of respondents from each of the selected departments.

The formula is given as

$$CSS = \frac{PC \times SS}{TP}$$

Where:

- CSS= Cluster sample size
- PC= Population of the cluster
- TP= Total population
- SS= Sample Size

Thus:

Table 1: Sampling Selection Plan

S. No	Departments	Population	Cluster Sample size
1	Fisheries and Agriculture	107	$CSS = \frac{107 \times 400}{2,104} = 20$
2	Economics	696	$CSS = \frac{696 \times 400}{2,104} = 132$
3	Mathematics	150	$CSS = \frac{150 \times 400}{2,104} = 29$
4	Philosophy	301	$CSS = \frac{301 \times 400}{2,104} = 57$
5	Medicine and Surgery	101	$CSS = \frac{101 \times 400}{2,104} = 19$
6	Science Laboratory Technology	749	$CSS = \frac{749 \times 400}{2,104} = 143$
	Total	2,104	400

Instruments for Data Collection

This study will make use of quantitative instrument for data collection. The quantitative instrument will be the questionnaire. It will be divided into five (5) sections, section A will focus on the socio-demographic characteristics of respondents, while the other sections will cover the specific issues raised in the research questions. The choice of questionnaire is because of its ability to cover a large geographical area and it is capable of concealing the identity of the respondents.

Validity of Instrument

Content validity of the instrument was ensured through constructive criticism from project supervisor, and lecturers within the Department, who are test and measurement experts were asked to help in validating the instrument. The questionnaire was thereafter revised and improved according to the advice and suggestions made.

Administration of Instrument

The instruments were administered to the respondents with the help of three research assistants. The research assistants were undergraduates that were trained by the researcher on questionnaire administration and the study objectives. The respondents are young adults (16 and above). They were selected from within the department of Social Work. Selected departments were entered with the number of questionnaire allocated to it, and distributed to individuals, any individual that was not interested in the research was skipped to the next person. The researcher will follow this same process until the number of respondents required in a department is achieved. The questionnaire was administered for a period of two weeks.

Methods of Data Analysis

The simple frequency distribution, simple percentage and regression method was adopted in the data analysis of this study. The frequency distribution and simple percentage method will be used in analyzing the data obtained and regression formula was used in testing the hypotheses. The statistical package for the social science (SPSS) was used in the generation of different statistical tools to analyze the data. The rationale using this software is anchored on the

fact that the primary data will be used for the research and it gives comprehensive and quantitative clarity to the study.

Results

This chapter is made up of data presentation, analysis and discussion of the study findings; Data were analyzed for descriptive statistics to determine frequency distributions and percentages for responses for various variables under study. Furthermore, correlation analysis was used to determine the relationship between the independent variable and the dependent variable. The presentation analysis and discussion of the study finding follows the research questions/objectives. The section is structured in different headings, namely; socio-demographic characteristics of the respondents, answer to research objectives, test of hypotheses as well as the discussions of findings. The hypotheses were tested using correlation analysis. In all, four hundred questionnaires (400) were administered to the respondents and (385) were successfully retrieved for analysis.

Data Presentation

Table 2: Socio-demographic characteristics of respondents

Distribution of respondents by Age

Age Category	Frequency	Percentage
18-28 years	173	44.9
29-39 years	102	26.5
40-50 years	57	14.8
51 above	53	13.8
Total	385	100

Source: Field work 2024

The distribution of respondents age shows that majority of the respondents represented by 44.9% are within the ages of 18-28 Years, followed by 26.5% who are within 29-39 Years, 14.8% of the respondents were within the ages of 40-50 years and 13.8% were 50 years and above. The majority of respondents fall within the ages of 18-28 and 29-39 because these age brackets formed the majority of persons still pursuing tertiary education across under graduate and post graduate levels.

Distribution of Respondents based on Sex

Sex	Frequency	Percentage
Male	256	66.5
Female	129	33.5
Total	385	100

Source: Field work, 2024

The distribution of respondents by 66.5% were males while 33.5% were females, this could be attributed to the fact that more men tend to attain formal education than their female counterparts mostly in the northern parts of Nigeria where FULafia is located.

Marital distribution of respondents

Marital Status	Frequency	Percentage
Single	210	54.5
Married	95	24.7
Divorced/separated	50	13
Widowed	30	7.8
Total	385	100

Source: Field work 2024

The distribution of respondents based on marital status shows that majority of the respondents by 54.5% were single, followed by 24.7% who were married, 13% of the respondents were divorced or separated and 7.8% were widowed. The majority of respondents fall within the category of single persons because they constitute the majority of persons of tertiary schooling ages.

Distribution of respondents by Religion

Religion	Frequency	Percentage
Christian	198	51.4
Islam	184	47.8
Traditional	3	0.8
Total	385	100

Source: Field work, 2024

The distribution of respondents based on religion shows that majority of the respondents 51.5% were Christians, followed by 47.8% who were Muslims, and 0.8% were traditional worshipers. This is because FULafia is dominated by Christians and Muslims faithful.

Distribution of respondents based on current level

Current Level	Frequency	Percentage
100 Level	52	13.5
200 Level	97	25.2
300 Level	182	47.3
400 Level	34	8.8
500 Level	20	5.2
Total	385	100

Source: Field work, 2023

The distribution of respondents based on current level shows that majority of the respondents represented by 47.3% were in 300 level, followed by 25.2% who were in 200 level, 13.5% were those in 100 level, 8.8% of the respondents were in 400 level and 5.2% were in 500 level. The majority of respondent's falls within the category of those who were in 300 level and 200 levels respectively.

Occupational Distribution of Respondents

Departments	Frequency	Percentage
Fishery and Agric	110	28.6
Economics	96	24.9
Mathematics	90	23.4
Philosophy	10	2.6
Medicine and Surgery	35	9.1
Science Lab Tech	44	11.4
Total	385	100

Source: Field work, 2024

The distribution of respondents based on occupation shows that the majority of the respondents represented by 28.6% were from the department of Fisheries and Agriculture, followed by 24.9% who were from Economics department, 23.4% of the respondents were from mathematics department, 11.4% were from the department of science laboratory technology, 9.1% were from the department of medicine and surgery and 2.6% from the department of philosophy.

Table 3: Examining the various forms of insecurity experienced by students in Fulafia

Variables	Frequency	percentage
Do students of Fulafia commonly face any of the underlying insecurity such as Kidnapping, arm robbery attack, theft, and assault within the university community? (n=385)		
Yes	215	55.8
No	170	44.2
Do students in Fulafia feel socially insecure (e.g., exclusion, discrimination, lack of belonging within and outside school campus)? (n=385)		
Yes	218	56.6
No	167	43.4
Dose the forms and prevalence of insecurity differ between undergraduate and postgraduate students in Fulafia? (n=385)		
Yes	170	44.2
No	215	55.8
Is there prevalence of physical and emotional insecurity (e.g., anxiety, depression, fear) among the student population in Fulafia? (n=385)		
Yes	221	57.4
No	164	42.6
Are there environmental factors (e.g., campus infrastructure, neighborhood safety) that contribute to the sense of insecurity experienced by students in Fulafia? (n=385)		
Yes	210	54.5
No	175	45.5

Source: Field work, 2023

From the table above, 55.8% (n=385) stated that students of Fulafia commonly faced issues of insecurity such as Kidnapping, arm robbery attack, theft, and assault within the university community while 44.2% (n=385) disagreed with the assertion that students of Fulafia commonly faced issues of insecurity such as Kidnapping, arm robbery attack, theft, and assault within the university community. 56.6% (n=385) agreed that students in Fulafia feel socially insecure (e.g., exclusion, discrimination, lack of belonging within and outside school campus while 43.4% (385) disagreed that students in Fulafia feel socially insecure (e.g., exclusion, discrimination, lack of belonging within and outside school campus. 55.8% (n=385) disagreed that the forms and prevalence of insecurity differ between undergraduate and postgraduate students in Fulafia while 44.2% (n=385) agreed that the forms and prevalence of insecurity differ

between undergraduate and postgraduate students in Fulafia. Furthermore 57.4% (n=385) concord that there is a prevalence of physical and emotional insecurity (e.g., anxiety, depression, fear) among the student population in Fulafia while 42.6% (n=385) disagreed that there is a prevalence of physical and emotional insecurity (e.g., anxiety, depression, fear) among the student population in Fulafia. Finally, 54.5% (n=385) stated that there are environmental factors (e.g., campus infrastructure, neighborhood safety) that contribute to the sense of insecurity experienced by students in Fulafia while 45.5% (n=385) rejected the idea that there are environmental factors (e.g., campus infrastructure, neighborhood safety) that contribute to the sense of insecurity experienced by students in Fulafia.

Table 4: Evaluation of the coping strategies adopted by students to deal with insecurity in Fulafia

Variables	Frequency	percentage
Are there individual-level coping strategies such as self-care, time management, problem-solving that students in Fulafia employ to manage the various forms of insecurity they face? (n=385)		
Yes	205	53.2
No	180	46.8
Do students in Fulafia engage with institutional agencies such as police, Soldier, etc. to address their insecurity? (n=385)		
Yes	211	54.8
No	174	45.2
Dose the coping strategies adopted by students in Fulafia vary based on the specific type of insecurity they experienced (e.g., physical, emotional, social, financial)? (n=385)		
Yes	219	56.9
No	130	43.1
Do students organizations or union play any role in providing coping mechanisms and support for the affected students of insecurity in Fulafia? (n=385)		
Yes	305	79.2
No	80	21.8
Has the coping strategies employed by students union in Fulafia in mitigating the negative impacts of insecurity improved academic performance, mental health, and overall well-being? (n=385)		
Yes	275	71.4
No	110	28.6
Do students in Fulafia utilize social support systems (e.g., family, friends, peer groups) to cope with their experiences of insecurity? (n=385)		
Yes	210	54.5
No	175	45.5

Source: Field work, 2024

As shown in the table above, 53.2% (n=385) respondents agreed that there are individual-level coping strategies such as self-care, time management, problem-solving that students in Fulafia employ to manage the various forms of insecurity they face while 46.8% (n=385) disagreed that there are individual-level coping strategies such as self-care, time management, problem-solving that students in Fulafia employ to manage the various forms of insecurity they face. 54.8% (385) respondents observed that students in Fulafia engaged with institutional agencies such as police, Soldier, etc. to address their insecurity while 45.8% (n=385) denied that students in Fulafia engage with institutional agencies such as police, Soldier, etc. to address their insecurity. Similarly, 56.9% (385) stated that the coping strategies adopted by students in Fulafia vary based on the specific type of insecurity they experienced (e.g., physical, emotional, social, financial) while 43.1% (n=385) debunked the fact that the coping strategies adopted by students in

Fulafia vary based on the specific type of insecurity they experienced (e.g., physical, emotional, social, financial), In the same manner, 79.2 % (n=385) contested that students organizations or union play a vital role in providing coping mechanisms and support for the affected students of insecurity in Fulafia while 21.8% (n=385) disagreed that students organizations or union play any role in providing coping mechanisms and support for the affected students of insecurity in Fulafia. Also 71.4% (n=385) believe that the coping strategies employed by students' union in Fulafia in mitigating the negative impacts of insecurity improved academic performance, mental health, and overall well-being while 28.6% (n=385) disbelieved that and finally 54.5% (n=385) agreed that students in Fulafia utilize social support systems (e.g., family, friends, peer groups) to cope with their experiences of insecurity, while 45.5% (385) rejected the notion.

Table 5: Assessing the effectiveness of existing support systems in addressing students' security concerns in Fulafia

Variables	Frequency	percentage
Are there campus security measures (e.g., surveillance, emergency response, safety escorts) currently in place to ensure the physical safety of students in Fulafia? (n=385)		
Yes	123	31.9
No	262	68.1
Are there accessible and responsive counselling and mental health services available to students in Fulafia in addressing their emotional and psychological needs related to insecurity? (n=385)		
Yes	184	47.8
No	201	53.2
Do the financial aid and support program such as scholarship, palliative effectively alleviate the financial insecurities experienced by students in Fulafia? (n=385)		
Yes	189	49.1
No	196	50.9
Do the existing support systems in Fulafia cater to the diverse needs of students from different backgrounds (e.g., gender, ethnicity, academic level) in addressing their security concerns? (n=385)		
Yes	251	65.2
No	134	34.8
Are there communication and awareness-raising efforts made by the institution to inform students about the available support systems and resources to address their security concerns in Fulafia? (n=385)		
Yes	270	70.1
No	115	29.9
Has the security measures put in place by school and other related agencies been able to improve student's safety in Fulafia?(n=385)		
Yes	195	50.6
No	190	49.4

Source: Field work, 2024

From the table above, 68.1% (n=385) of responses shows that there are no campus security measures (e.g., surveillance, emergency response, safety escorts) currently in place to ensure the physical safety of students in Fulafia while 31.9% (n=385) agree that there are campus security measures (e.g., surveillance, emergency response, safety escorts) currently in place to ensure the physical safety of students in Fulafia. 53.2% (n=385) respondents disagreed that there are accessible and responsive counselling and mental health services available to students in Fulafia in addressing their emotional and psychological needs related to insecurity while 47.8% (n=385) contested that there are accessible and responsive counselling and mental health services available to students in Fulafia in addressing their emotional and psychological needs related to insecurity. 50.9% (n=385) disagreed that the financial aid and support program such as scholarship, palliative effectively alleviate the financial insecurities experienced by students in Fulafia while 49.1% (n=385) did agree that the financial aid and

support program such as scholarship, palliative effectively alleviate the financial insecurities experienced by students in Fulafia. 65.2% (n=385) stated that the existing support systems in Fulafia cater to the diverse needs of students from different backgrounds (e.g., gender, ethnicity, academic level) in addressing their security concerns while 34.8% (n=385) disagreed that the existing support systems in Fulafia cater to the diverse needs of students from different backgrounds (e.g., gender, ethnicity, academic level) in addressing their security concerns. Similarly 70.1% (n=385) accept that there communications and awareness-raising efforts made by the institution to inform students about the available support systems and resources to address their security concerns in Fulafia while 29.9% (n=385) disagreed that there communication and awareness-raising efforts made by the institution to inform students about the available support systems and resources to address their security concerns in Fulafia and finally 50.6% (n=385) of research participant believed there the security measures put

in place by school and other related agencies has been able to improve student's safety in Fulafia while 49.4% (n=385) disbelieved that the security measures put in place by school and other related agencies has been able to improve student's safety in Fulafia.

The correlation coefficient between coping strategies and overall perception of insecurity levels of students is 0.702, which is statistically significant at the 0.01 level (2-tailed). This suggests a strong positive relationship between coping strategies and overall perception of insecurity levels of students. Further discussion could explore the specific nature of this relationship and its implications.

The strong positive correlation ($r = 0.702$) indicates that there is a notable relationship between coping strategies and overall perception of insecurity levels of students. This suggests that as certain coping strategies are utilized, the likelihood of student's perception to insecurity also changes. In light of these, the null hypothesis is hereby rejected and the alternate hypothesis therefore accepted, stating that there is significant relationship between coping strategies and overall perception of insecurity levels of students.

Discussion

The following section presents discussions on the key findings arrived at in the course of the research work, and the presentation is done in line with the research question:

To examine the various forms of insecurity experienced by students in Fulafia

The findings of this study based on the various forms of insecurity experienced by students in Fulafia shows that students of Fulafia commonly faced issues of insecurity such as Kidnapping, arm robbery attack, theft, and assault within the university community, students in Fulafia also feel socially insecure due to factors such as exclusion, discrimination, lack of belonging within and outside school campus. Findings from the study also showed that the forms and prevalence of insecurity did not differ between undergraduate and postgraduate students in Fulafia, suggesting that there is a prevalence of physical and emotional insecurity such as anxiety, depression, fear among the student population in Fulafia. The study also found that there are environmental factors such as campus infrastructure, neighborhood safety that contribute to the sense of insecurity experienced by students in Fulafia, this can be heightened by the fact that the university is situated at the outskirts of the city center and is bordered by vast fallowed lands which could be adopted as hideouts for criminal elements.

To evaluate the coping strategies adopted by students to deal with insecurity in Fulafia

The findings of this study based on coping strategies adopted by students to deal with insecurity within the institution, shows that there are individual-level coping strategies such as self-care, time management and problem-solving that students in Fulafia employ to manage the various forms of insecurity they face, this is further supported by students' engagement with institutional agencies such as the police, Soldier, vigilantes, etc to address the insecurity. In the same vein, findings from the study suggest that the coping strategies adopted by students in Fulafia vary based on the specific type of insecurity they experience which could be physical, emotional, social or financial, which has necessitated the establishment of

students organizations or union which play vital roles in providing coping mechanisms and support for the affected students of insecurity in Fulafia, with the coping strategies employed by students' union in Fulafia believed to mitigate the negative impacts of insecurity improved academic performance, mental health, and overall well-being.

To assess the effectiveness of existing support systems in addressing students' security concerns in Fulafia

The findings of the study based on the effectiveness of existing support systems in addressing students security shows that there are no adequate campus security measures such as surveillance, emergency response and safety escorts currently in place to ensure the physical safety of students in Fulafia, this is further highlighted by the lack of accessible and responsive counselling and mental health services available to students in Fulafia in addressing their emotional and psychological needs related to insecurity and the inability of the financial aid and support program such as scholarships and palliative effectively alleviate the financial insecurities experienced by students in Fulafia. In light of the situation, the study also found out that despite its inadequacy, the existing support systems in Fulafia strives to cater for the diverse needs of students from different facets such as gender, ethnicity, academic levels in addressing their security concerns. Therefore, communications and awareness-raising efforts are being made by the institution to inform students about the available support systems and resources to address their security concerns in Fulafia. Finally, the study found out that should all the security measures put in place by school and other related agencies be properly recognized and utilized, its activities would be able to improve student's safety in Fulafia.

Summary of Findings

In examining the various forms of insecurity experienced by students in Fulafia shows that students of Fulafia commonly faced issues of insecurity such as Kidnapping, arm robbery attack, theft, and assault within the university community, students in Fulafia also feel socially insecure due to factors such as exclusion, discrimination, lack of belonging within and outside school campus. Findings from the study also showed that the forms and prevalence of insecurity did not differ between undergraduate and postgraduate students in Fulafia, suggesting that there is a prevalence of physical and emotional insecurity such as anxiety, depression, fear among the student population in Fulafia. The study also found that there are environmental factors such as campus infrastructure, neighborhood safety that contribute to the sense of insecurity experienced by students in Fulafia, this can be heightened by the fact that the university is situated at the outskirts of the city center and is bordered by vast fallowed lands which could be adopted as hideouts for criminal elements.

In evaluating the coping strategies adopted by students to deal with insecurity within the institution, shows that there are individual-level coping strategies such as self-care, time management and problem-solving that students in Fulafia employ to manage the various forms of insecurity they face, this is further supported by students' engagement with institutional agencies such as the police, Soldier, vigilantes, etc to address the insecurity. In the same vein, findings from the study suggest that the coping strategies adopted by students in Fulafia vary based on the specific type of

insecurity they experience which could be physical, emotional, social or financial, which has necessitated the establishment of students organizations or union which play vital roles in providing coping mechanisms and support for the affected students of insecurity in Fulafia, with the coping strategies employed by students' union in Fulafia believed to mitigate the negative impacts of insecurity improved academic performance, mental health, and overall well-being.

In assessing the effectiveness of existing support systems in addressing students security shows that there are no adequate campus security measures such as surveillance, emergency response and safety escorts currently in place to ensure the physical safety of students in Fulafia, this is further highlighted by the lack of accessible and responsive counselling and mental health services available to students in Fulafia in addressing their emotional and psychological needs related to insecurity and the inability of the financial aid and support program such as scholarships and palliative effectively alleviate the financial insecurities experienced by students in Fulafia. In light of the situation, the study also found out that despite its inadequacy, the existing support systems in Fulafia strives to cater for the diverse needs of students from different facets such as gender, ethnicity, academic levels in addressing their security concerns. Therefore, communications and awareness-raising efforts are being made by the institution to inform students about the available support systems and resources to address their security concerns in Fulafia. Finally, the study found out that should all the security measures put in place by school and other related agencies be properly recognized and utilized, its activities would be able to improve student's safety in Fulafia.

Conclusion

Insecurity poses a significant threat to students' academic performance, mental health, and overall well-being at the Federal University of Lafia. The study reveals that students employ various coping strategies to deal with the insecurity, including seeking social support from peers and family members, engaging in relaxation techniques, and avoiding risky situations. However, the study also highlights the limitations of these coping strategies, such as emotional exhaustion and feelings of vulnerability. The findings suggest that the university should provide adequate security measures and counseling services to mitigate the impact of insecurity on students' mental health. Additionally, the study recommends that students should prioritize their safety and security by being aware of their surroundings and taking necessary precautions.

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