# Effects of Food Insecurity and Psychosocial Health Challenges on Students' Academic Performance in Federal College of Education, Zaria, Nigeria

**Safiyanu Zakari BELLO**
Economics Department
School of Secondary, Arts and Social Sciences Education
Federal College of Education, Zaria
E-mail: safiyanuzakari22@gmail.com;
07033500368 0r 08175758676

**Hadiza ABDULLAHI**
Economics Department
School of Secondary, Arts and Social Sciences Education
Federal College of Education, Zaria
E-mail: hadizaabdullah72@gmail.com;08066037555 or 08123067150

**Abstract**

*This study assessed food insecurity andpsychosocial health challenges and its associated effects on the Academic Performance among student of Federal College of Education, Zaria.The study employs survey design. The target population comprisesthree hundred and eleven (311) respondents were selected using a purposive sampling technique from each of the eight (8) departments in the school.A well-constructed questionnaire was used to obtain the data. We analyzed the data using both descriptive and logistic regression analysis.Research shows that students with low GPA have the highest rates of academic performance problems due to food insecurity Students with food insecurity are more likely to experience anxiety, which affects their academic performance The more students are at risk of depression because of food insecurity, the lower their academic performance is. Among other things, the study recommends that:Students should receive guidance from school authority on how to consume nutritious and quality foods properly to reduce the negative effects of food insecurity. Institutions of higher learning developed an established virtual academic, social, and mental health support services for students and thought about modifying student support services to broaden outreach to the requirements of food-insecure students. The institution could collaborate with a local non-profit organization that provides food supplies, to mention a few things, to help the on-campus students who are struggling with food insecurity.*

Key Words:Food insecurity; Psychosocial Health Challenge; Students; Academic Performance.

## Introduction

Several nations across the globe are impacted by the worldwide issue of food insecurity, which affects both industrialized and developing nations. Several individuals have various perspectives on food insecurity. The Food Agricultural Agency (FAO) (2009) defines food security as “the provision of adequate, safe and nutritious food for all people to meet the dietary needs and food choices of active and active people. "The state of having constant physical and economic access to high food". A healthy lifestyle.” This concept, which includes knowledge of food access, availability, use and stability, and the importance of food to health, is widely accepted by researchers Lack of dietary diversity, hunger, lack of access to healthy foods, and weight loss due to malnutrition all indicate that people are underfed, but even if they are consuming enough calories, If those calories are deficient in certain nutrients, you may still be food insecure. Food insecurity is linked to students' emotional and physical health both directly and indirectly, according to a number of studies. For instance, studies conducted by Knol, Robb, McKinley, and Wood (2017) and Patton-López, López-Cevallos, Cancel-Tirado, and Vazquez (2014) indicated that pupils who were nutritionally insecure had worse health than their secure peers. Also, pupils' anxiousness has a psychological impact. The term "psychosocial" refers to a scenario in which the effects of social factors are occasionally mediated by psychological features. The term "psychosocial factors" encompasses both psychological resources and psychological risk factors. Social assistance and networking are two examples of psychosocial resources. coping mechanisms, Self-esteem and a sense of coherence are two important factors that affect one's capacity to manage these psychosocial resources. Psychological risk factors include anger, anxiety, and depression. Stress, anxiety, and depression are frequent psychosocial factors that have an impact on a person's performance and health.

Notwithstanding the variations in their degree, stress, anxiety, and depression all have an impact on a person's psychosocial wellbeing. Stress is the body's response to pressure from obligations or other factors of life. Under

pressure, students are more likely to finish their tasks and achieve their objectives. Excessive stress, on the other hand, makes depression and anxiety worse. Yet anxiety typically lasts longer than stress does. Long-term anxiety sufferers commonly experience episodes of depression and pessimism, and anxiety disorders may develop as a consequence of excessive anxiousness (signs of depression).Considering that anxiety and depression share symptoms and that many people who have depression have previously suffered with anxiety disorders, it is possible to have both diagnoses. However, stress, anxiety, and depression have an influence on the lives of students, and if they display symptoms, something must be done. College students are more likely to have food insecurity and mental health issues negatively impact their academic progress. Academic difficulties were more likely to be experienced by students who experienced some level of food insecurity and psychosocial issues. Students' physical and mental health are impacted by food insecurity in both direct and indirect ways. For instance, the University of North Texas found that low energy was linked to low calorie intake and a poor diet, with 83% of individuals reporting feeling physically exhausted and low on energy. That is only one illustration of a growing body of data demonstrating how under nutrition and malnutrition can impact college students' health. The majority of participants (48 percent reported weight loss and 28 percent reported weight increase) also cited poor diet as the primary cause of their poor health and weight issues. Many research, including those by Knol et al. (2017) and Patton-López et al. (2014), found that college students who were food insecure had worse health outcomes than those who were not. Both psychosocial and physical health implications are experienced by college students who lack access to food. Meza, Altman, Martinez, and Leung (2019) conducted in-depth interviews with 25 undergraduates and found five key themes regarding the psychosocial effects of food insecurity: (1) The stress of food insecurity in daily life; (2) Concerns about disappointing families; (3) Envy of students with more stable food and economic situations; and (4) Difficulty forming meaningful social relationships. Famakinwa, Olagunju and Akinnawonu (2016) Studied Psychosocial Challenges of Public Secondary School Students in a Semi- Urban Area of Southwest- Nigeria. A descriptive cross-sectional design was employed. 350 questionnaires were processed in total. To assess the result, descriptive statistics such as percentages and tables were employed. According to the findings, a considerable number of respondents (43.1%), wrath (33.9%), hunger at school (40.1%), and suicidal thoughts (21.8%) might connect to some of the psychosocial health problems. Poverty (94.1%), peer pressure (96.4%), abuse and neglect (86.3%), and emotional stress (96%), as described by respondents, were the factors taken into account in relation to the underlying causes of the psychosocial health concerns. In addition, they recommend that school health nurses and public health nurses collaborate with administrators to enhance students' mental perceptions in order to create an atmosphere that encourages academic achievement .

A study by Ali, Munira, and Nobaya (2017), looked at the influence of psychosocial factors on academic performance among students. 39 students from five faculties/schools at Potiskum College were chosen for the survey using stratified and simple random selection approaches. Self-administered questionnaires were used to collect the data. All four variables—student attitudes toward lecturers, academic self-efficacy, interactions between students and lecturers, and academic performance—were found to be strongly and positively correlated, according to the Pearson's correlation coefficient.The predictive ability of the independent factors on the dependent variable was also investigated utilizing a multiple regression analysis employing the stepwise approach. The only variables found to substantially predict students' academic performance were attitude and interaction, with an R2 value of 65.6%. As a result, in the current study, academic self-efficacy did not predict academic performance. In order to significantly enhance students' academic performance at Potiskum College of Education in Nigeria, they also recommend that attitude and interaction are crucial factors.

In public day secondary schools in Kenya's Marani Sub-County Kisii County, Christine, James, and Newton (2021) examined how much parents' socioeconomic status affected their kids' academic performance. We used a descriptive survey approach. Unlike schools, instructors, and students, who were all chosen at random, administrators were selected on purpose. They used content validity, and the result was a reliability score of 0.8390. The study's findings showed that although children's socioeconomic status was associated with a larger number of points in academic performance, parents' socioeconomic status was associated with a lower average grade and a higher number of points. Their study's findings indicate that parents' socioeconomic status has an impact on their children's academic performance in public day secondary schools. They recommended that the Kisii County government cooperate with the Ministry of Education to entice parents with little formal education to enroll their kids in adult education programs so

they can learn about reading, writing, math, and keeping track of their academic progress at home and at school. Ahmad, Sulaiman, and Sabri (2022) examinesthe psychosocial factors at a public university in Malaysia as a possible mediator between factors affecting food security and academic achievement. The replies were collected from 63 undergraduate students participating in seven different academic programs. According to the results, food insecurity is linked to low academic achievement. The study suggests that reducing food insecurity may improve academic performance by reducing stress and depression, among other factors.

In 2021, DeBate, Himmelgreen, Gupton, and Heuer completed a study titled Food Insecurity, Well-Being, and Academic Achievement Among College Students: Implications for Post COVID-19 Epidemic Programs. College students at a big metropolitan institution (n = 1743) provided the data. The results showed that, compared to students who did not experience these issues, students who experienced any degree of food insecurity had statistically significantly higher mean scores for psychological distress, loneliness, and suicidal behavior as well as lower scores for flourishing and resiliency. Also, they were more likely to struggle with academics, procrastination, employment, and instructors. Examined are the effects on post-COVID-19 attempts to reduce food insecurity and related health problems brought on by COVID-19 and possible future pandemics. Many major themes underlying the psychosocial impacts of academic food insecurity were found in in-depth interviews done by Meza, Altman, Martinez, and Leung (2019) with 25 students. These themes included: (1) the strain that academic food insecurity places on day-to-day activities; (2) the fear of disappointing family; (3) resentment toward students who are in more stable academic and financial situations; (4) the inability to form meaningful social relationships; and (5) sadness, the fear of disappointing family. Those who were food insecure were more likely to experience psychological discomfort and have a fair to poor subjective mental health state, according to Becerra and Becerra (2020), were 302 students participated in this study.

Diamond, Stebleton, and delMas (2019) found a high correlation between short- and long-term depression stress and food insecurity and perceived stress in a study including 1,229 undergraduate students at a large public university. In a similar vein, Henry (2020) discovered that college students who are most food secure also have the highest levels of food stress. Food insecurity was found to be a major cause of stress for college students. Research suggests that the poor academic performance brought on by food insecurity may be related to poor psychosocial health. Students must strike a balance between the psychological advantages of focusing on food or food insecurity and the physical effects of hunger or boredom from repeatedly eating the same foods. (Meza et al. 2019, Gamba et al. 2021, Henry 2020). Raskind, Haardorfer, and Berg (2019) utilized structural equation modeling (SEM) to show that academic performance was linked to poorer psychosocial health in college students and that academic performance was totally mediated by food insecurity. The same conclusions were reached by Diamond, Stebleton, and delMas (2019), who found a significant indirect relationship between grade point average (GPA) and food security status that was mediated by psychosocial health. Martinez, Frongillo, Leung, and Ritchie (2020) investigate the inverse and direct links between food insecurity and GPA that are brought on by poor mental health. They noticed that there was a direct and indirect link between food insecurity and lower student GPA, with mental health serving as a mediator. To assist students graduate, Henry (2020) examines the challenges and coping methods experienced by students who are food insecure. Psychosocial health among college students was found to be mediating the relationship between food insecurity and academic performance. Food insecurity was associated with higher levels of psychological distress and a worse rated mental health condition than those who were not food insecure. Given that college students have the greatest proportion of self-reported mental health issues, food insecurity is a significant stressor for them. Due to food insecurity, poor psychosocial health is also linked to poor academic performance. The physical cravings for food and the mental compromise of prioritizing eating over studying must be balanced for students who struggle with food anxiety.

**Purpose of the Study**

The study aimed at achieving the following objective:

i. To examine the extent to which Food Insecurity influences socio demographic characteristics of students of FCE Zaria
ii. To evaluate the effect of psychosocial health challenges due to food insecurity on academic performance among Student of Federal College of Education, Zaria?

**Research Questions**

The study provided answers to the following questions:

i. To what extent does Food Insecurity influences socio demographic characteristics of student of FCE Zaria

ii. To what extent does Psychosocial Health Challenges due to food insecurity influence Academic Performance among Student of Federal College of Education, Zaria?

**Research Hypotheses**

i. $Ho_1$ there exists no significant relationship between food insecurity and socio demographic characteristics of students of FCE Zaria?

ii. $Ho_2$ there is no positive relationship between Psychosocial Health Challenges due to food insecurity and Academic Performance among Student of Federal College of Education, Zaria?

**Methodology**

The study employed survey design. The location and respondents' characteristics, which include respondent's sex, enrollment status, years spent in school, GPAs, and kind of accommodation (e.g., hostel or off- campus) were factors that made this design necessary. All NCE regular students in the secondary, art, and social sciences education programs at the College made up the study's target group. There are eight (8) departments in the school.Following the procedures outlined in the table below, a purposive sample of forty(40) respondents was chosen at random from each of the eight departments in the school of secondary, art and social sciences education.

**Table 1: Sample Size**

| S/N | Departments | Sampled Responds |
|---|---|---|
| 1 | C.R.S Department | 40 |
| 2 | Economics Department | 40 |
| 3 | Geography Department | 40 |
| 4 | Islamic Studies Department | 40 |
| 5 | Cultural and Creative Art Department | 40 |
| 6 | Political Science Department | 40 |
| 7 | Social Studies Department | 40 |
| 8 | Theater Art | 40 |
| | **Total** | **320** |

**Source: Field Survey 2022**

**Results**

In order to determine the effects of food insecurity and psychosocial health challenges on academic performance among students of FCE Zaria both descriptive and Logistic regression statistics were employed. The descriptive statistics was used to achieve objective one (1) while the Logistic regression was used to achieve objective two (2)

Table 1: Socio demographic characteristics and food insecurity

Out of the 320 questionnaires administered, 311 questionnaire forms were filled and returned. Results of the evaluation of data are shown in the tables below.

**Table 1: Socio demographic characteristic and food insecurity among students**

| Variables | Food Insecurity | Total (%) | Food Secure | Total (%) |
|---|---|---|---|---|
| **Sex** | | | | |
| **Male** | 180(57.9%) | | 20(6.4%) | |
| **Female** | 100(32.2%) | **90.1%** | 10(3.2%) | **9.6%** |
| **Year in School** | | | | |
| **NCE I** | 95(30.5%) | | 5(1.6%) | |
| **NCE II** | 87(27.10%) | | 13(4.2%) | |
| **NCE III** | 100(32.2%) | **89.8%** | 113(3.5%) | **9.3%** |
| **Enrolment Status** | | | | |
| **Full Time** | 290(93.3%) | | 21(6.8%) | |
| **Part-Time** | | | | |
| **Accommodation** | | | | |
| **Hostel** | 230(73.10%) | | 21(6.8%) | |
| **Off –Campus** | 40(12.9%) | **86%** | 20(6.4%) | **13.2%** |
| **GPA** | | | | |
| **A** | 30(9.6%) | | 10(3.2%) | |
| **B** | 36(11.6%) | | 5(1.6%) | |
| **C** | 32(10.3%) | | 10(3.2%) | |
| **D** | 68(21.9%) | | 5(1.6%) | |
| **E** | 60(19.3%) | | 3(0.10%) | |
| **F** | 50(16.1%) | **88.8%** | 2(0.6%) | **10.3%** |
| **Anxiety** | | | | |
| **Normal** | 160(51.4%) | | 19(6.1%) | |
| **At risk** | 128(41.2%) | **92.6%** | 4(1.3%) | **7.4%** |
| **Depression** | | | | |
| **Normal** | 123(39.5%) | | 32(10.3%) | |
| **At risk** | 145(46.6%) | **86.1%** | 11(3.5%) | **13.8%** |

**Field Survey: 2022**

Table 1 shows the influence of food insecurity on socio demographic characteristic of students.

**Sex of the Respondents**

The result of the analysis shows that 90.1% food insecurity with about57.9% of male and 32.2% of females. The studies also revealed that 9.6% recorded food insecurity with male students indicating 6.4% and the female students 3.2% in the study area.

**Enrolment Status**

According to the examination of the answers to the question on enrollment status, full-time students had a higher likelihood of being food insecure than part-time students (6.8% vs. 93.3%). The study's exclusive emphasis on full-time NCE programs accounts for this outcome.

**Accommodation**

According to the examination of the replies to the question concerning housing, roughly 73.10 percent of students reported being food insecure, while 12.9 percent reported living off-campus or with parents or other family members. The findings showed that students living on campus had a higher likelihood of being food insecure (73.10%)

as compared to those living off-campus or with parents or relatives (12.9%).

**GPA**

The examination of the replies to the GPA question revealed that 88.8% of the respondents—roughly 9.6% with grades of A, 11.6% with B, 10.3% with C, 21.9% with D, 19.3% with E, and 16.1% with F—were food insecure. According to the data shown in the table above, students with lower GPAs D, E, and F—have the largest proportion of challenges to academic performance brought on by food insecurity status challenges. The findings also show that students were statistically more likely to experience food insecurity to some degree if they were reported to be suffering with it.

**Year in School**

89.8% of respondents to the questionnaire's question on the number of years they had spent in school reported being food insecure, with NCE III students reporting the greatest level of food insecurity at 32.2%, followed by NCE I level students at 30.5% and NCE II students at 27.10%. The analysis's findings also showed that 9.3% of the respondents had access to enough food. There are statistically significant disparities in food insecurity by grade level and school year, with NCE students having the highest percentage of food insecurity at 89.8%.

**Anxiety**

Analysis of the answers to the anxiety question revealed that 32.2% of respondents (32.2%) were at risk, 57.9% were Normal, and 92.6% were food insecure. The study also showed that 6.4% of people had normal diets, while 3.2% were at danger and 9.6% had food security. In the research, We make an effort to show how anxiety affects the way sociodemographic factors and food insecurity are related to students in the study region. It is clear from 92.6% that children who face food insecurity are more likely to develop anxiety, which impairs their capacity to perform academically.

**Depression**

The examination of the answers to the depression question revealed that 86.1% of respondents were food insecure, with 39.5% rating it as normal and 46.6% as at risk. The study also showed that 10.3% of people had normal diets, 3.5% were at danger, and 13.8% had food security. Food insecurity affects 86.1% of students. It may be argued that the more students are exposed to food insecurity, the more their academic performance is reduced.

**Logistic Regression**

**Model 1: Logistic regression model**

$$Y=\frac{P_i}{1-P_i}=Zi=\beta_0+MALN_i+\beta_2 DDMS_i+\beta_3 MEE_i+B_4 lw_i+\beta_5 DPG_i+\beta_6 \mathbf{DTD}_i+\beta_7 ILL+\mu i$$

Where:

Zi= (PSYHC) psychosocial Health Challenges

$\beta_1 - \beta_8$ = parameters

$\beta_0$=intercept$\mu$i= errorterm

MALN= Malnutrition

DDMS= Delayed Development of Motor Skills

MEE= Minimal Exploration of Environment

**L**E= Low Expectation

DPG= Delayed of Physical Growth

DID= Delayed in Intellectual Development

ILL= Illness

**Binary Logit Analys is on the effects of psychosocial health challenges on student's academic performance**

**Logit Model**
Dependent Variable:Zi= Psychosocial Health Challenges
Method: ML-Binary Logit (Newton-Raphson/Marquardt Steps)
Included Observation 310

| Variables | Coefficient | Std. Error | Z-Statistics | Prob. |
|---|---|---|---|---|
| C | -3.338511 | 0.757283 | -4.408536 | 0.0000 |
| MALN | 0.802171 | 0.818622 | 0.979904 | 0.0031 |
| DDMS | 0.278827 | 0.671470 | 0.415248 | 0.0010 |
| MEE | 2.337887 | 0.682892 | 3.423510 | 0.0006 |
| LE | 1.700977 | 0.790874 | 2.150757 | 0.0015 |
| DPG | 3.862556 | 0.682375 | 5.660462 | 0.0000 |
| DID | 1.147774 | 0.633487 | 1.811835 | 0.0400 |
| ILL | 0.451058 | 0.594722 | 0.758434 | 0.0002 |
| McFadden R-squared | 0.653495 | | | |
| Prob(LR statistic) | 0.000000 | | | |

Interpretation of the coefficients results provides a measure of the relative changes in the probabilities. At 5% level of significance with a probability of 0.0031 and being below 0.05, the coefficient of the respondents on malnutrition (MALN) demonstrates a significant association between psychosocial health issues (MALN) and academic accomplishment of the student.The probability that the psychosocial effect of poverty on students would lead to malnutrition, which will result in a range of psychosocial problems such as illness, brain damage, and so on, is represented by the coefficient of 0.802171. As a result, malnutrition has an impact on a child's overall health as well as his or her level of energy, rate of motor development, and rate of growth, all of which have an impact on the child's intellectual development. A poor socioeconomic status, which puts disadvantaged children at an increased risk of cognitive impairment later in life, may exacerbate all of these factors. Illness may impair a child's cognitive function, affecting academic performance. Poverty-raised children miss school more often. A poverty-related vicious cycle is seen when children from low-income households struggle with food, poor physical and mental health, socioemotional issues, and poor academic performance.

The Coefficient on Delayed Development of Motor Skill (DDMS) shows a significant relationship between Respondent Health Challenges (DDMS) Moreover, student academic performance was significant at the 5% level. The research finds, contrary to Ho's hypothesis, that there is a significant association between delayed motor skill development and student academic achievement since the probability value is less than 0.05. These may be related to the fact that a child's brain grows quickly during the first three years of life via the addition of new neurons, synaptogenesis, axonal and dendritic development, and synaptic pruning, all of which build upon one another. A child's brain development, socioemotional development, and academic performance may be negatively impacted by trauma, stress, hunger, or vitamin deficiency, to name a few factors that might thwart this process. It has been shown that early poverty negatively affects reading comprehension, IQ, and class placement in the years that follow, maybe even into high school. Malnutrition shouldn't be permitted to impact children, even at a young age, since it has a detrimental influence on academic performance and overall development. Malnutrition limits children's ability to achieve their full potential. Children who are hungry or undernourished are unable to do heavy work, do not attend school on a regular basis, and, even if they do, have difficulties focusing and learning.

A positive and significant association between student academic performance and problems with their mental health is shown by the coefficient of respondents on the minimal exploration of environment (MEE) at the 5% level of significance. Since that Ho is eliminated by the probability value of 0.0006, which is less than 0.05, the study concludes that there is a significant association between moderate outdoor exploration and student academic attainment.

This might be ascribed to the fact that children living in poverty may be exposed to less engaging environments and educational resources. Their parents may have less money to spend on educational toys, games, books, computers, and other resources for their children, as well as high-quality childcare. They may live in places where it is dangerous for them to play outdoors. The coefficient of respondent on low expectation (LE) shows a significant relationship between student academic performance and psychosocial health challenges at the 5% level of significance (LE). Has a probability of 0.0015, which is less than the 0.05 cutoff. As a result, the study refutes Ho's hypothesis and concludes that there is a significant relationship between student academic health challenges (LE) and psychosocial health challenges. This may suggest that cognitive problems later in life, subpar academic performance, and high rates of school dropout are all associated with a link between ages two and three. The respondent's Coefficient on Delayed Physical Growth (DPG) reveals a positive and substantial association between Psychosocial Health Issues and Student Academic Performance at the 5% level of significance. With a 0.0000 probability, 0.05 or less. As a result, the study refutes Ho's claim and concludes that psychological health issues have a significant influence on academic student performance (DPG). This may be explained by the fact that poverty has a negative impact on children's physical health and academic performance, is associated with poor parental education levels, and limits the resources available for education investment. Considering the facts presented above, the home environment should be rich in resources and conducive to learning. According to studies, children from low-income families are less likely to get an education at home.

The relationship between respondent health (DID) and academic performance challenges is weak and insignificant at the 5% level of significance. 0.05 or less with a probability of 0.0400. The study contradicts Ho's hypothesis with a p-value of 0.0400 and concludes that there is little or no relationship between delayed academic performance and intellectual growth. The fact that some students from underprivileged backgrounds and locations seem to do well in school may help to explain this. Despite living in terrible poverty, these children demonstrate resilience, overcome adversity, and attend school. Resilience is defined as "the ability to recover from malfunction and withstand adversity." In comparison to children without protective elements in the same hazardous situations, children with resilience often function better, and as a result, they perform better on their academic assignments. As a result, assuming that all children from poor parents and neighborhoods would do badly in school is naïve and an underestimation of a very intricate subject.

The Coefficient on Illness (ILL) shows a positive and significant relationship between students' mental health challenges and their academic performance at the 5% level of significance. 0.05 or less with a probability of 0.0002. The research finds a substantial and favorable correlation between sickness and students' academic achievement, and Ho is disproved with a p-value of 0.0002. This may be explained by the fact that kids who live in poverty are a lot more at risk for health and safety issues including hunger, sickness, infection, and injury. Considering the above, illnesses associated with poverty have a negative impact on children's academic performance. Children who cannot concentrate in class owing to ailments associated with poverty often miss school, affecting their academic performance. Through both health problems and nutrition inadequacies, poverty has a significant influence on children's cognitive and academic achievements.

**Discussion of Findings**

Students at the Federal College of Education in Zaria, Kaduna State, Nigeria, experienced the impacts of food insecurity and psychosocial health issues. The study seeks to examine the influence of food insecurity on socio-demographic characteristics among the students under consideration; and to ascertain the associated effects psychosocial health challenges on the academic performance among student of FCE, Zaria. According to the overall variable, there are significant effects of food insecurity and psychosocial health challenges on college student academic performance. This might be attributed to the fact that college students are increasingly facing the negative effects of food insecurity and psychosocial health challenges on their academic success. This is in line with Henry's (2020) findings, according to which there is a growing body of data correlating poor food insecurity with college food and negative health outcomes among college students. He discovered that low calorie consumption and food insecurity are linked to a lack of energy, with 83% of people reporting both low energy and physically exhausted.

The results also show how psychosocial factors such as stress, anxiety and depression affect people's health and performance Stress, anxiety, and depression all affect a person's psychosocial well-being, but to varying degrees. This is

consistent with the findings of Meza, Altman, Martinez, and Leung (2019). Meza, Altman, Martinez, and Leung (2019) conducted in-depth interviews with 25 undergraduates and identified three major themes regarding the psychosocial effects of academic stress. (2) fear of disappointing families; (3) student resentment in more stable financial and living situations; (4) building meaningful relationships; can't Therefore, as each of these independent factors increases, so does the likelihood that the effect will scale proportionally to the likelihood of each.

**Conclusion**

Based on the findings of this study, it was established that there was a significant relationship between academic performance, psychosocial health challenges, and students' food insecurity. The findings also reveal that food insecurity has an effect on sociodemographic characteristics of college students, such as gender, enrollment status, years spent in school, GPAs, and housing type (such as an off-campus hostel or apartment)..

**Recommendations**

The following recommendations were made:

1. School officials must instruct students on how to properly feed themselves with a reasonable quality of food in an effort to lessen the harmful effects of being food insecure.
2. Higher education institutions should think about establishing virtual academic, social, and mental health support services for students as well as boosting outreach to students who are food insecure.
3. Colleges may collaborate with local nonprofit food banks to help meet the needs of campus students who are experiencing food insecurity.
4. Campuses should try to persuade students who are having issues with food poverty to meet with an academic advisor. These events are a successful way to connect off-campus and on-campus assistance for students who are food insecure.
5. Students must also be focused on maintaining excellent psychosocial health, which includes experiencing little anxiety or depression in the midst of food poverty, in order to maintain great academic performance.
6. Colleges of education must devote more attention and resources to the issue of food insecurity on campus.

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