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INFLUENCE OF KIDNAPPING AND BANDITRY ACTIVITIES ON TEACHERS' JOB PERFORMANCE IN DUTSIN-MA LOCAL GOVERNMENT AREA, KATSINA STATE. NIGERIA

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Abstract

Kidnapping and banditry have escalated in Nigeria, notably affecting Dutsin-Ma Local Government Area in Kastina State. These criminal activities severely undermine the security and psychological well-being of teachers in Senior Secondary Schools, significantly impacting their job performance. The study is to access the impact of kidnapping and banditry on teachers' job performance in Dutsin-ma local government area, Katsina State. A descriptive survey design was adopted for the study. The population of the study comprises of all the senior secondary school Teachers in Dutsin-Ma local government area, Katsina State, with a population of one hundred and ninety seven (197) respondents (teachers).The study used a self-designed Questionnaire of Influence of kidnapping and banditry on teachers' job performance in senior secondary schools (IKBTJPSSSQ) to obtain information from respondents, data collected was analyze using simple percentage. The result of this study reveals that a significant decline in teacher motivation, job satisfaction, and overall performance due to the prevailing insecurity. Fear of kidnapping and banditry has led to increased absenteeism, reduced teaching hours, and a lack of commitment to extracurricular activities. The study recommends enhanced security measures, teacher training programs, and support services to mitigate the effects of kidnapping and banditry on teacher job performance.

Keywords: Kidnapping, Banditry, Staff Morale, Motivation, Teachers, Job Performance.

Introduction

Kidnapping and banditry activities have become prevalent issues in many parts of Nigeria, posing significant threats to the security and well-being of citizens. These criminal activities have not only affected individuals and communities but have also impacted various sectors, including education. Teachers, being integral components of the education system, play a

crucial role in the academic and personal development of students. However, the influence of kidnapping and banditry activities on teachers' job performance in Senior Secondary Schools remains an underexplored area of research.

Kidnapping can be seen as the act of taking someone away by force or deception, typically for ransom or other criminal purposes. The term "kidnapping" is difficult to define with precision, because it varies from one State to another and from one jurisdiction to the other (Asuquo, 2009). Ene (2018) defined kidnapping as the forcible seizure, taking away and unlawful detention of a person against his/her will. It is a common offence against the law and the key part is that, it is considered an unwanted act on the part of the victim. Fage and Alabi (2017) defined kidnapping as forceful or fraudulent seizure of an individual or a group of individuals for economic, political and religious reasons. Inyang and Abraham (2013) defined kidnapping as the forcible seizure, taking away and unlawful detention of a person against his/her will. Consequently, when the transportation or confinement of the person is done for an unlawful purpose, such as for ransom or for the purpose of committing another crime, the act becomes criminal. Most of the incidences of kidnapping in Nigeria in recent years take place on the road, where the security network is very poor; and reasons ranging from unemployment, idleness, vengeance, rituals, monetary gains and politics have been blamed for the prevalence of this security challenge (Onwuatuegwu, 2020).Kidnapping comprises capturing and detaining an individual against his or her will, usually it is an extension of other criminal intentions (Ibrahim & Ahmad, 2020). The strategies employed by kidnappers in Nigeria include the use of telephones to lure their unsuspecting victims or trailing them to any location considered safe for them to strike (Chukwigwe& Albert, 2015). Kidnapping is a serious criminal offense that involves the unlawful abduction and detention of an individual against their will (Agbiboa, 2018). To combat the scourge of kidnapping, a comprehensive and multifaceted approach is required, involving the strengthening of law enforcement capabilities, the implementation of robust security measures, and the adoption of preventive strategies that address the underlying drivers of this criminal activity (Okoli&Agada, 2014). This may include the enhancement of intelligence-gathering and information-sharing among law enforcement agencies, the provision of specialized training for law enforcement personnel, and the implementation of community-based programs to promote vigilance and resilience against kidnapping threats (Agbiboa, 2018). Furthermore, addressing the socioeconomic and political factors that contribute to the rise of kidnapping, such as poverty, inequality, and lack of economic opportunities, can be crucial in the long-term (Onuoha&Ugwueze, 2014). By adopting a holistic and collaborative approach, policymakers, law enforcement agencies, and civil society can work towards effectively combating the scourge of kidnapping and providing a safer and more secure environment for all.

Banditry is a concept which has been considered from somewhat ideological perspective. In terms of its usage, it has been changing in line with time, environment and the circumstance. Ahmed (2021) averred that in Europe and America of the 19th century, a bandit was perceived as a freedom fighter, whose intention was to liberate the downtrodden from the rapacious claws of the elite. In contemporary era, however, armed banditry is regarded as the act of unlawful armed group, which attacks people using force or the threat of force to terrorize, steal and dispossess people of their belongings (Rosenje&Adeniyi, 2021).In concurrence to this perception, Okoli and Okpaleke cited in Ahmed, (2021) conceive banditry as the occurrence

or prevalence of armed violence or violent crimes, which involves the use of force or threat to that effect, to intimidate a person with the intent to rob, rape or kill. For the sake of this study, the latter perception of the phenomenon is adopted. Banditry is a form of organized criminal activity that involves the use of violence, intimidation, and the theft of property for personal gain (Idris&Bala, 2020). Historically, banditry has been a persistent problem in many parts of the world, particularly in regions characterized by political instability, economic marginalization, and weak law enforcement (Akyeampong, 2005). In contemporary times, the nature and scale of banditry have evolved, with criminal groups employing increasingly sophisticated tactics and weapons to carry out their activities (Okoli&Lortyer, 2014). These criminal organizations often operate in remote, hard-to-access areas, making them difficult to apprehend and disrupt (Odo, 2015). They may engage in a range of illicit activities, including kidnapping for ransom, armed robbery, cattle rustling, and the extortion of local communities (Abiodun&Salawu, 2021).

The impact of banditry can be far-reaching, affecting the social, economic, and political fabric of the affected regions (Idris&Bala, 2020). It can disrupt the flow of goods and services, undermine public trust in the government, and contribute to the displacement of entire communities (Okoli&Lortyer, 2014). Moreover, the threat of banditry can have a debilitating effect on the education sector, as teachers and students may face the constant fear of being targeted by these criminal groups (Abubakar, Amanambu, &Nnamani 2021). To effectively combat the scourge of banditry, a multifaceted approach is required, involving a combination of law enforcement, community engagement, and targeted development interventions (Akyeampong, 2005). Additionally, addressing the underlying socioeconomic and political factors that contribute to the rise of banditry, such as poverty, inequality, and the lack of economic opportunities, can be crucial in the long-term (Abiodun&Salawu, 2021). By adopting a comprehensive and multi-pronged approach, policymakers and stakeholders can work towards effectively mitigating the threat of banditry and its devastating consequences on affected communities.

The history of kidnapping and banditry in Nigeria can be traced back to the early 19th century, when various groups, such as the Hausa, Yoruba, and Fulani tribes, began to engage in raiding and warfare against each other. These conflicts often involved the capture and enslavement of people, which is sometimes considered a form of kidnapping. The Hausa-Fulani Wars of the 1800s were particularly significant, as they involved large-scale raids and kidnappings. In more recent times, kidnapping and banditry have become increasingly common in parts of Nigeria, including in Katsina State. In Katsina State, the history of kidnapping and banditry is closely tied to the rise of criminal groups known as "bandits." These groups emerged in the early 2000s, and have since become involved in a wide range of criminal activities, including kidnapping, robbery, and cattle rustling. The first major kidnapping incident in Katsina State occurred in 2008, when a group of students were abducted from a school in Dutsin-ma. Following the 2008 incident, there were several other high-profile kidnapping incidents in Katsina State, including the kidnapping of a state official in 2011 and the kidnapping of several schoolgirls in 2014. In addition to these high-profile incidents, there have been many cases of lesser-known kidnapping and banditry incidents in the state. These incidents have had a profound impact on the people of Katsina State, leading to fear, insecurity, and a decrease in economic activity. The Nigerian government has taken steps to combat banditry and kidnapping, but the problem remains a significant. Dutsin-Ma Local Government Area is

located in Katsina State, Nigeria. The area has experienced a significant increase in kidnapping and banditry activities in recent years (Obidike& Raphael, 2020). These criminal activities have had various negative impacts on the community, including a direct influence on the job performance of teachers in the area.

Kidnapping and banditry create an atmosphere of fear and insecurity, which affects the mental and emotional well-being of individuals in the community. Teachers, being an integral part of the community, are not immune to these effects. The constant threat of being kidnapped or attacked by bandits negatively affects their job performance, causing a decline in productivity and effectiveness (Ugwu&Ikwuamaesi, 2019). Teachers play a critical role in the development and education of children in Dutsin-Ma Local Government Area. However, this paper focuses on the three areas or challenges of kidnapping and banditry which have a direct effect on the teacher's Job Performance of Senior Secondary Schools in Dutsin-Ma Local Government Area. These three (3) areas are; psychological and physical influence of kidnapping and banditry activities on job performance of teachers in Dutsin-Ma Local Government Area , impact of kidnapping and banditry on teachers morale and motivation in Dutsin-Ma Local Government Area, Katsina State. The constant threat of banditry and kidnapping in the area has a detrimental impact on the job performance of teachers. The fear of being targeted or abducted by these criminal elements creates an atmosphere of insecurity, causing teachers to experience psychological distress and anxiety. This fear can significantly affect their ability to concentrate on their work, leading to a decline in their overall job performance and effectiveness in the classroom. Efforts have been made by the government to curb banditry and kidnapping in the region. The government has deployed security forces to patrol the area and respond swiftly to distress calls. Additionally, security agencies have intensified intelligence gathering and investigation efforts to identify and apprehend criminal elements involved in banditry and kidnapping. Community leaders and stakeholders have also joined hands with government initiatives by establishing neighborhood watch groups and providing information about suspicious activities or individuals. These community-driven efforts aim to enhance security and protect teachers, students, and the wider community from the menace of banditry and kidnapping.

However, despite these efforts, non-attendance to schools becomes a common occurrence due to the fear of insecurity. Many parents are reluctant to send their children to school in such dangerous circumstances, causing an increase in absenteeism. This absenteeism, coupled with the closure of schools for extended periods as a precautionary measure against bandit attacks, disrupts the continuity of education and hampers the learning progress of students. The psychological impact of insecurity and the fear of kidnapping on staff morale and motivation cannot be overlooked. Constantly living in fear and facing the risk of abduction takes a toll on teachers' mental well-being, leading to decreased motivation and job satisfaction. This, in turn, affects their performance and dedication to their roles as educators. Banditry and kidnapping pose multifaceted challenges to teachers' job performance in Dutsin-Ma Local Government Area. Efforts by the government, community leaders, and stakeholders to combat this menace are crucial in restoring a sense of security and ensuring uninterrupted education. Addressing the underlying causes of these criminal activities and promoting a safe learning environment is essential for enhancing teachers' job performance and the overall quality of education in the region.

The psychological impact of these criminal activities on teachers cannot be overstated. The constant fear and anxiety they experience can lead to elevated levels of stress, affecting their mental health and overall well-being. By providing insights into the challenges faced by teachers in Dutsin-Ma Local Government Area, this study can contribute to the development of targeted interventions that ensure the provision of quality education despite the prevailing security challenges.

Statement of the Problem

Kidnapping and banditry activities have become prevalent in various parts of Nigeria, including Dutsin-Ma Local Government Area of Kastina State. These criminal acts not only pose a threat to the overall security of the state but also have a significant impact on the job performance of teachers in Senior Secondary Schools working in the area. The occurrence of kidnapping and banditry creates a climate of fear and insecurity, which directly affects the psychological well-being of teachers. The constant fear of being kidnapped or attacked can lead to increased stress levels and anxiety, making it difficult for teachers to focus on their job responsibilities effectively. This fear can also result in a decreased sense of job satisfaction and motivation among teachers, impacting their overall performance in the classroom. Moreover, the presence of such criminal activities may lead to a disrupted learning environment. Students may be traumatized or frightened, affecting their ability to concentrate and engage in the learning process. Teachers may also struggle to maintain discipline and order in the classroom due to the overall climate of fear and insecurity. Additionally, the financial implications of kidnapping and banditry cannot be overlooked. In some instances, teachers may become targets for ransom, leading to financial strain on them and their families. This financial burden can create distractions and negatively impact the teachers' job performance. Therefore, it is crucial to investigate the influence of kidnapping and banditry activities on teachers' job performance Senior Secondary School in Dutsin-Ma Local Government Area of Kastina State. Understanding the challenges faced by teachers in this regard can help in developing strategies and interventions to support them in maintaining their job performance despite the prevalent security threats.

Objectives of the Study

The objectives of the Study include:

1. To investigate the psychological and physical influence of kidnapping and banditry activities on teachers' job performance in Senior Secondary Schools in Dutsin-Ma Local Government Area.
2. To explore how kidnapping and banditry activities influence teachers' job performance in Dutsin-Ma Local Government Area.
3. To investigate the impact of kidnapping and banditry on staff morale and motivation in Senior Secondary Schools in Dutsin-Ma Local Government Area.

Research Questions

1. To what extent those Psychological and physical kidnapping and banditry activities influence teachers' job performance in Dutsin-Ma Local Government Area?
2. What is the influence of kidnapping and banditry activities on teachers' job performance in Dutsin-Ma Local Government Area?
3. What is the impact of kidnapping on staff morale and motivation in Senior Secondary Schools in Dutsin-Ma Local Government Area?

Methodology

The design of this study was descriptive survey. The population of this study comprised of all the principals and teachers in government owned Public senior secondary schools in Dutsin-Ma Local Government Area of Kastina State. There are 14 principals, 380 teachers in Dutsin-Ma Local Government Area of Kastina State; the total population is three hundred and ninety four (394) in the Public senior secondary schools in Dutsin-Ma Local Government Area of Kastina State. The total sample of 197 respondents was selected using proportionate sampling technique for the selection ofteachers. The instrument used for data collection was a structured questionnaire titled: "Influence of Kidnapping and Banditry Activities on Teachers' Job Performance questionnaire" (IKBATJPQ). The instrument will be structured such that the total items in the questionnaire are twenty five. The questionnaire is divided into sections to enable the researcher obtain information from the respondents, the questionnaire will be design in such a way that is made up of questions on the opinion of the respondents which they are to respond to by choosing from a likert point (4) scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. Self-structured questionnaire was administered directly to the respondents face to face with the help of some teachers, and this was done to ensure that at least 99% of the questionnaire items were returned. Weighted mean was used in the study as a method of data analysis.

Results

Research Question One: To what extent those Psychological and physical kidnapping and banditry activities influence teachers' job performance in Dutsin-Ma Local Government Area?

Table 1: Analysis of the results on the extent those Psychological and physical kidnapping and banditry activities influence teachers' job performance in Dutsin-Ma Local Government Area

Item	Mean	STD	Decision
There are feelings of anxiety while performing your job duties as a teacher because of the threat of kidnapping and banditry	4.36	0.481	Accepted
There is psychological stress you experienced due to kidnapping and banditry activities	4.36	0.481	Accepted
kidnapping and banditry activities influenced your ability to focus on your teaching duties	4.38	0.486	Accepted
kidnapping and banditry activities influenced your sense of safety and security while performing your teaching duties	4.38	0.486	Accepted
There are changes in the attendance and punctuality of teachers due to incessant kidnapping and banditry	4.38	0.486	Accepted
Grand Mean =	**4.372**		

The table 1 shows that the respondents agreed that the extent to which Psychological and physical kidnapping and banditry activities influence teachers' job performance in Dutsin-Ma Local Government Area is very high with the grand mean of 4.372. This implies that,

kidnapping and banditry activities greatly influenced teachers' job performance in Dutsin-Ma Local Government Area.

Research Question Two

What is the influence of kidnapping and banditry activities on teachers' job performance in Dutsin-Ma Local Government Area?

Table 2: Analysis of the results on the influence of kidnapping and banditry activities on teachers' job performance in Dutsin-Ma Local Government Area

Item	Mean	STD	Decision
Kidnapping and banditry activities influence your ability to effectively plan and deliver lessons to your students	4.40	0.491	Accepted
There are experiences of disruptions in your teaching schedule as a result of kidnapping or banditry incidents	4.40	0.491	Accepted
Insecurity concerns related to kidnapping and banditry impact your involvement in extracurricular activities or school events	4.40	0.491	Accepted
There are decline in the quality of teaching and learning in your school due to the influence of kidnapping and banditry	4.42	0.495	Accepted
There is a decrease in the overall productivity and efficiency of teachers in your school due to the influence of kidnapping and banditry	4.40	0.491	Accepted
Grand Mean =	**4.404**		

The table 2 indicated that the respondents confirmed that the influence of kidnapping and banditry activities on teachers' job performance in Dutsin-Ma Local Government Area to be real or certain. This implies that teachers' teaching activities are been hindered by bandit activity with the grand mean of 4. 404.

Research Question Three

What is the impact of kidnapping on staff morale and motivation in Senior Secondary Schools in Dutsin-Ma Local Government Area?

Table 3: Analysis of the results on the impact of kidnapping on staff morale and motivation in Senior Secondary Schools in Dutsin-Ma Local Government Area.

Item	Mean	STD	Decision
Security challenges posed by kidnapping incidents influenced the willingness of staff members to actively participate in school-related activities	4.36	0.481	Accepted
Kidnapping incidents influence the level of teamwork and collaboration among staff members in senior secondary school	4.38	0.486	Accepted

The fear of being targeted for kidnapping influenced your decision-making and problem-solving abilities as a teacher	4.36	0.481	Accepted
There are decline in the level of collaboration and teamwork among the staff in your school as a result of the threat of kidnapping and banditry	4.36	0.481	Accepted
Kidnapping incidents hinder the professional growth and development of staff members in senior secondary schools	4.36	0.481	Accepted
Grand Mean =	**3.492**		

The table 7 showed that the respondents agreed that kidnapping has a negative impact on staff morale and motivation in Senior Secondary Schools in Dutsin-Ma Local Government Area with grand mean of 3.492.

Discussion

The finding of this study revealed that the extent to which Psychological and physical kidnapping and banditry activities influence teachers' job performance in Dutsin-Ma Local Government Area is very high. This finding supports the findings of Yusuf, & Bello (2023) on psychological impact of violence on teachers in North-Eastern Nigeria where kidnapping and banditry have psychological effect on teaching effectiveness.

It was also discovered that kidnapping and banditry activities on teachers' job performance in Dutsin-Ma Local Government Area is real or certain. This finding supported the finding of Adeola, &Olatunji, (2021) on safety concerns and teachers' job performance in conflict-prone Areas of Nigeria where the presence of kidnapping and banditry is real and disturbing.

Kidnapping has a negative impact on staff morale and motivation in Senior Secondary Schools in Dutsin-Ma Local Government Area. This finding supported the work of Akpan, &Udo (2023) on mitigating the impact of insecurity on education in Northern Nigeria where various strategies and policies that can be implemented to protect educational stakeholders and sustain educational activities despite security challenges are suggested.

Recommendations

Based on the findings of this study, the following are recommended:

1. Government should recruit more security personnel to curb or reduce the negative effect of kidnapping and banditry in Nigeria as a whole.
2. Provision of hazard allowance should be made available for teachers to reduce psychological stress.
3. Government should train teachers and students on how to cope with their works in the face of insecurity for better Nigeria.

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