



Investigating Socio-Economic and Academic Consequences of Insecurity and Kidnapping in Senior Secondary Schools in Anambra State

Rose Nwakaego Umezinwa^{1*}

Department of Primary Education Studies Nwafor Orizu College of Education, Nsugbe, Anambra State, Nigeria¹

Correspondence e-mail : rosenwakaego@gmail.com

Abstract : The study investigates the socio-economic and academic consequences of kidnapping in senior secondary schools in Anambra State. Two research questions and two research hypotheses were formulated for the study. The scope was restricted to the extent to which kidnapping influence academic performance and socio-economic development of students. Relevant literatures were reviewed on conceptual framework, theoretical framework, empirical studies and summary of reviewed literature. The design of the study was a descriptive survey design. The study was carried out in Anambra State. The study population was public SS 2 students in Anambra State. The sample of the study consisted of 400 SS2 students. The instrument for the study was a questionnaire consisting of 10 items. The instrument was validated by 3 experts – two experts in measurement and evaluation and one expert in administration. The reliability of the instrument was done using Pearson Product Moment Correlation (r) yielding a value of 0.86. Data analysis was conducted using mean and standard deviation for research question and t-test statistic was used to test the research hypotheses. The results of the study were as follows: there is a significant difference between the mean ratings to which kidnapping influence academic performance of SS2 students in senior secondary schools and there is a significant difference between the mean ratings to which kidnapping influence socio-economic development of SS2 students in senior secondary schools. The study recommended among others that government and traditional rulers should encourage dialogue and conflict resolution mechanisms at the community level to address underlying grievances and prevent conflicts from escalating into violence.

Keyword : socio-economic, academic consequences, kidnapping, insecurity, senior secondary schools

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How to Cite :

Introduction

The importance of education to human beings cannot be over emphasized. Education has been defined as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based. This important role of education is the reason why it is needed for everyone. Its denial is deemed suicidal. Furthermore, education can therefore be

defined as the process of developing an individual's mental, social, emotional, spiritual and political intelligence through the provision of requisite information and circumstances that enables this (Kobani & Nkpolu, 2014) in Umar (2022). Another school of thought proposes that education is the process that sees an individual acquire relevant skills and competencies that enable them actualize their true potentials and reach self-actualization (Onyido and Osigwe, 2017). It can therefore be seen that education is an essential aspect of human and capital development. But in Nigeria, the great asset has been hampered or deemed by insecurity and other violence that exist in the country.

Insecurity is the state of being subject to danger or injury. The anxiety that is experienced when one feels vulnerable and insecure. Ezemonye (2011), affirmed that insecurity is a state of being not secure, lack of confidence. Hornby (2016) defined insecurity as "not confident about oneself, or relationship with other people, not safe or protected". This definition further expounds the meaning of the term to include not just the general meaning but it touches the individual person "not being confident about oneself". Insecurity is the fear or anxiety steaming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This implies that insecurity is an absence of peace, order and security. Insecurity according to Achumba (2013) in Ogunode, Ahoata, Obi-Ezenekwe (2021) is the antithesis of security and has attracted such common variables as won't of a safety, danger, hazard, uncertainly, want of confidence, state of doubt, lack of protection, instability, trouble and being unsafe among others. Hassan (2014) viewed insecurity as negative feelings involving fear, anxiety, uncertainty, and injustice among others. Insecurity is a degenerated stage of conflict, threats and attack on human security, and intense violence is characterized by fight, warfare, injury and death (Best, 2016). Insecurity is a threat that negatively affects teaching and learning activities in our schools in Nigeria.

According to Paul (2015), insecurity is the state of being subject to danger, anxiety, injury, fear, worry and the feeling of being unsafe. This implies inefficient freedom from danger. These definitions suggest many forms of insecurity such as human, economic, physical, national health and political insecurity. From the foregoing definitions, therefore, insecurity can be said to be a severe condition characterized by fighting, conflict, death, injury and warfare that subject human societies or individuals to feelings of or state of fear, anxiety, uncertainty, lack of protection and inadequate from danger. It is noteworthy that no country or society can adequately develop when the level of insecurity of that country/society is high. In recent times in Nigeria, many communities have been ravaged by insecurity. This is because insecurity has remained one major issue that plagued many Nigerian communities. Reports had it that Nigeria is one of the countries in the world that is ravaged by high-profile crimes such as Boko-haram, insurgency, terrorism, banditry,

kidnapping, election and ethno-religious violence among others. These criminal activities grossly affected the fabric of every system and sub-system in Nigeria, one of which is the education sector.

Kidnapping is one of the major forms of insecurity that has become endemic in our society. According to Adegbe (2019), kidnapping is an act in which kidnappers choose and strategically planned before being carried out by them. Garner (2009), said that kidnapping is a crime of illegal seizing and moving a person away by threatening to kill them with gun so that the victim can succumb against his/her will with the intent to collect ransom in later time. John (2023), stated that kidnapping is the crime of taking away a person by force, deceit or threat and detaining that person against his or her will. Furthermore, Musa (2022), argued that the act of kidnapping, abduction, subjection, forcefulness, threats, terror and servitude which means that kidnapping can be infer to be de-humanization of an individual or group of persons which is totally an aberration to the spirit of fundamental human rights. Also, Ene (2018), stated that kidnapping is an act of capturing, taking away and keeping people in custody either through force or deceit. Adegbe (2022) focused on kidnapping in Kogi State, identifying substance abuse, proliferation of arms, and security lapses as key drivers, with socio-economic impacts like discouraging investors and workplace insecurity. Fati et al. (2022) examined insecurity in Northern Nigerian schools, attributing it to factors such as poor school security and illiteracy, leading to disrupted education. Amawhule and Fynface (2022) found cult-related violence and kidnapping significantly impacted academic activities in Rivers State. Oladepo and Emenike (2022) linked national insecurity to economic stagnation, while John (2023) recommended better security training and local vigilance to combat kidnapping in Plateau State.

In Nigeria, it is fast becoming a lucrative alternative to armed robbery offence. The gravity of kidnapping is so intense that it has virtually affected most persons in our society, including students and teachers. Recent events have shown that schools are now major targets of kidnappers who are fond of abducting students/teachers for ransoms. The growing rate of attacks targeted at school and the number of kidnapping cases in our society have become a source of concern to many stakeholders in the education sector, as it affects the academic performance of the programme. This also invariably affects the socio-economic development in Nigeria. To this end, insecurity, kidnapping and other vices have seriously threaten national security, hinders business activities, and retards the socio-economic development of the country. It is generally observed that a peaceful environment would allow the government to improve the social welfare of its people and place a high premium on the elimination of poverty, provision of infrastructure, health care and striving political, economic and religious advancement of the country (Imhabekhai, 2019). Furthermore, other social amenities already existence were damaged and destroyed as a result of insecurity and other related crime and violence. Socio-economic development in Nigeria has been blighted

by the twin evils of crime and violence perpetrated by individuals or groups against the Nigerian state. Consequently, this has resulted in low income from oil revenue, reduction in gross domestic growth rate, and low participation of local and foreign investors. At the same time, the government often dissipates energies and resources towards crisis management at the expense of socio-economic development or the country. Thus, there is need to investigate socio-economic and academic consequences of insecurity and kidnapping in senior secondary schools in Anambra State.

Statement of the Problem

Major stakeholders in education such as government, industries, communities, parents, etc have been lamenting about the poor quality of Nigerian students in both learning and character. Researchers and authors have speculated some reasons for the failure on students' inability to acquire the necessary social, psychological and academic skills to cope with demands of life. Others point to the inability of government and parents to provide the necessary instructional materials needed to the students. Recent researchers further attributed it to the insecurity and kidnapping trailing in the society, causing poor quality of education, destruction of infrastructural facilities, brain- drain, discouragement of educational pursuit by children, etc. On a daily basis, the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombings, abduction, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrence in Nigeria. This reports are awash with the number of live lost as a result of terrorist, insurgent and other attacks that seem to be alarming.

The consequences of these vices on students' academic performance in schools can be profound and multifaceted. Students' academic activities are disrupted for some days or months, thereby making the students to loose the knowledge they must have gained in normal school setting. Students learn in a friendly and conducive atmosphere void of psychological trauma. These effect significantly students' ability to learn, thrive and succeed in a school. Some of the major consequences include: Psychological trauma, disrupted education, fear and anxiety, displacement, loss of motivation, etc. The effect is drop out of school by the students leading to denial of talents, increase in crime and other violence.

For these negative consequences to be addressed to close the gap, the researcher intends to investigate the socio-economic and academic consequences of insecurity and kidnapping in senior secondary schools in Anambra State.

Methodology

The study employed a descriptive survey design. According to Nworgu (2019), Uchegbu and Ekwonwa (2018), Survey research design is one which a group of people is studied by collecting and analyzing data from only a few group. A representation of

the entire population known as sample is collected and analyzed, and the result obtained from the sample are used to generalize the entire population. The design is found fit for the study because, the study seeks to investigate socio-economic and academic consequences of insecurity and kidnapping in senior secondary schools in Anambra state.

The area of the study was Anambra state. The study was conducted in Onitsha Education zone of Anambra State. Anambra State consists of six education zones namely: Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The six educational zones are co-ordinated and managed by a secondary education board called State Education Commission (SEC). The choice for the area for the study was informed by the fact that the state has been recognized among the educationally advantaged status in Nigeria whose status needs to be maintained at all times. Furthermore, the government and people of the state have high value for education as reflected by numerous number of government owned schools and private owned schools existing in the state. The population of the study comprised all the 1,658 SS2 students in the government owned senior secondary schools in Onitsha Education zone, which has three local government areas namely: Onitsha North, Onitsha South and Ogbaru. The choice of SS2 students is because they are being prepared for external examinations like WASSCE and NECO, etc.

A total of 400 students were sampled as the sample for the study. Anambra state has a total of two-hundred and sixty two (262) government owned senior secondary schools. The method that was adopted in selecting the schools was stratified random sampling techniques. Anambra state was stratified into six education zones namely: Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. Stratification was used to ensure that all the education zones were adequately represented. One education zone was sampled from the zones. The researcher sampled Onitsha Education zone. In Onitsha education zone, there were ten (10) boy's schools, eight (8) girls' schools and fourteen (14) co-educational schools. One Boys' school, one girls' school and two co-educational schools were sampled for the study through balloting system. In each school that was sampled, there may be more than one or two streams. The researcher used simple random balloting technique of "yes" and "no" to select the sample. A total of 400 students were sampled as the sample for the study.

The instruments used to collect pertinent data in this study were two structured questionnaires designed by the researcher based on the objectives of the study. The first questionnaire was based on the information to elicit students' responses on the role of insecurity and kidnapping on the socio-economic development of students while the second questionnaire dealt with the influence of insecurity and kidnapping on academic performance of students. The questionnaires consist of two sections. Section A is the personal data of the respondents while section B measures the students' responses on the problems. Four point linkert scale of Strongly Agree (SA),

Agree (A), Disagree (D) and Strongly Disagree (SD) was used. The researcher submitted the purpose of the study and questionnaires to experts to know whether they were suitable for the study.

Face and content validates of the instrument was established. The researcher gave out the draft copies of the questionnaires to three experts- two experts in Measurement and Evaluation and One experts in Administration. Based on the validators final corrections and contributions to the instrument to ensure that it achieved its overall objectives, the instruments were finally modified. In order to ascertain the reliability of the instrument, the test re-test reliability of the instrument was used. At first, the instrument was administered to fifty (50) respondents in government owned secondary schools in Ogidi education zone. The responses were collected, scored and analyzed using Pearson Product moment correlation co-efficient (r). A value of 0.86 was obtained, which was high enough for the study.

For this study, data was collected by face to face administration of the instrument to the students after explaining the objectives of the study to them. The aim was to ensure that none of the copies got lost. The scores of the students were collected, recorded and kept for use. After collecting data from the students, the researcher organized and assembled the completed copies of the questionnaires for analysis. Research questions were answered using means and standard deviations while t-test was used to test the research hypotheses at 0.05 level of significance. The following decision rule was applied in this study. The mean rating is given by

$$\frac{4 + 3 + 2 + 1}{4} = 2.50$$

Therefore, any item with 2.50 and above is regarded as disagree (D). if the t-test calculated value is greater than the critical value, the null hypothesis will be rejected, but if the calculated value is less than the p-value, null hypothesis is accepted.

Result and Discussion

Research Question one: To what extent does insecurity influence the academic performance of SS2 students in senior secondary schools?

Table 1. Mean Responses on the Extent Insecurity Influence the Academic Performance of SS2 Students

| S/No | Items | SA | A | D | SD | Mean | SD | Remark |
|------|--|-----|-----|----|----|------|------|----------|
| 1 | Insecurity within the school can cause closure of school | 160 | 150 | 48 | 42 | 3.07 | 0.96 | Accepted |

| | | | | | | | | |
|---|---|-----|-----|----|----|------|------|----------|
| 2 | Absent from school due to insecurity causes poor academic performance | 148 | 162 | 50 | 40 | 3.05 | 0.89 | Accepted |
| 3 | Insecurity leads to reduction of teachers posted to the schools | 158 | 172 | 34 | 36 | 3.13 | 0.78 | Accepted |
| 4 | Insecurity makes students to lose interest in academic activities | 108 | 182 | 64 | 46 | 2.88 | 1.06 | Accepted |
| 5 | Cultism in schools affects poor academic performance of students | 102 | 112 | 96 | 90 | 2.57 | 1.37 | Accepted |

Table 1 shows the mean responses on the extent to which insecurity influence the academic performance of SS2 students in senior secondary schools in Anambra State. Item 1 had mean score of 3.07 with standard deviation of 0.96. Also items 2-5 had mean scores of 3.05, 3.13, 2.88 and 2.57 with standard deviations of 0.89, 0.78, 1.06 and 1.37 respectively. The mean scores of all items in the table are above the criterion mean of 2.50. This implies that, insecurity influences the academic performance of SS 2 students in Anambra State.

Research Question two: To what extent does kidnapping influence academic performance of SS 2 students in senior secondary schools?

Table 2. Mean Responses on the Extent Kidnapping Influence Academic Performance of SS2 students

| S/No | Items | SA | A | D | SD | Mean | SD | Remark |
|------|--|-----|-----|----|----|------|------|----------|
| 6. | The fear of being kidnapped discourages teachers' attendance to school and classes | 140 | 172 | 57 | 31 | 3.05 | 0.95 | Accepted |
| 7. | Constant kidnapping creates tension and fear among teachers and students which affects learning | 138 | 180 | 48 | 34 | 3.06 | 0.85 | Accepted |
| 8. | Kidnapped teachers often relocate from schools where they were which creates a vacuum in their subject area | 160 | 189 | 41 | 10 | 3.25 | 1.05 | Accepted |
| 9 | Kidnapping results in unplanned relocation of students and teachers which has negative impact on academic activities | 121 | 133 | 79 | 67 | 2.77 | 1.21 | Accepted |
| 10. | The trauma a kidnapped student/teacher has affects his/her academic activities in school | 101 | 124 | 94 | 81 | 2.61 | 1.36 | Accepted |

Table 2 above shows the mean response on the extent kidnapping influence academic performance of SS2 students in senior secondary schools in Anambra State. Items 6 – 10 had mean scores of 3.05, 3.06, 3.25, 2.77 and 2.61 with standard deviation of 0.95, 0.85, 1.05, 1.21 and 1.36 respectively. It could be observed that all the items in the table are above the criterion mean of 2.50. This implies that, kidnapping influences the academic performance of SS2 students in Anambra State.

Research Question Three: To what extent does insecurity influence socio-economic development of SS2 students in senior secondary schools?

Table 3. Mean Responses on the Extent Insecurity Influence Socio-Economic Development of SS2 Students

| S/No | Items | SA | A | D | SD | Mean | SD | Remark |
|------|--|-----|-----|----|----|------|------|----------|
| 11. | Insecurity results to social dislocation, population displacement, disruption of family and school life | 138 | 125 | 52 | 85 | 2.79 | 1.04 | Accepted |
| 12. | Insecurity makes the school life unattractive to both indigenes and non-indigenes | 149 | 162 | 50 | 39 | 3.05 | 0.97 | Accepted |
| 13. | Insecurity causes mistrust, fear and anxiety among students | 151 | 147 | 62 | 40 | 3.02 | 1.11 | Accepted |
| 14. | Insecurity leads to ethnic resentment and disaffection among students | 134 | 173 | 58 | 35 | 3.02 | 1.24 | Accepted |
| 15 | Insecurity leads to non-participation of students into sports and other social activities within the schools | 160 | 172 | 42 | 26 | 3.17 | 1.36 | Accepted |

Table 3 shows the mean responses on the extent insecurity influence socio-economic development of SS2 students in Anambra State. From the table, items 11 -15 had mean scores of 2.79, 3.05, 3.62, 3.02 and 3.17 with standard deviations of 1.04, 0.97, 1.11, 1.24 and 1.36 respectively. It could be observed that all the items had a mean score

above the criterion mean of 2.50 set for the study. This implies that insecurity influences socio-economic development of SS2 students in Anambra State.

Research Question Four: To what extent does kidnapping influence socio-economic development of SS2 students in senior secondary schools?

Table 4. Mean Responses on the Extent Kidnapping Influence Socio-Economic Development of SS2 Students

| S/No | Items | SA | A | D | SD | Mean | SD | Remark |
|------|---|-----|-----|-----|----|------|------|----------|
| 16. | Kidnapping disrupts social activities like participation in sports | 167 | 144 | 43 | 46 | 3.08 | 1.17 | Accepted |
| 17 | Fear of being kidnapped among students leads to non-socialization | 170 | 152 | 38 | 40 | 3.13 | 1.24 | Accepted |
| 18 | Kidnapping creates fear in students that retards their socio-economic status | 153 | 169 | 49 | 29 | 3.11 | 1.28 | Accepted |
| 19 | The trauma associated with kidnapping leads to lack of social activities among students | 99 | 124 | 90 | 87 | 2.59 | 1.34 | Accepted |
| 20 | Kidnapping in school leads to non-participation of teachers in the community activities | 84 | 116 | 102 | 98 | 2.46 | 1.52 | Rejected |

Table 4 shows the mean responses on the extent kidnapping influences socio-economic development of SS2 students in Anambra State. It was observed that items 16 – 19 had mean scores of 3.08, 3.13, 3.11 and 2.59 with standard deviations of 1.17, 1.24, 1.28 and 1.34 respectively. Furthermore item 20 had a mean score of 2.46 with standard deviation of 1.52. This indicated that majority of the items had mean scores above the criterion mean of 2.50 set for the study. This implies that kidnapping influences socio-economic development of SS2 students in Anambra State.

Hypothesis 1

There is no significant difference between the mean ratings to which insecurity influence academic performance of SS2 students in senior secondary school.

Table 5. T-Test Statistic of Students' Responses to The Extent to Which Insecurity Influence Academic Performance

| Variables | N | Mean (x) | SD | Df | t-cal | t-crit | p-value | Decision |
|------------|-----|----------|------|-----|-------|--------|---------|----------|
| Insecurity | 400 | 3.15 | 0.97 | 398 | 2.342 | 1.96 | 0.004 | Rejected |

| | | | |
|----------------------|-----|------|------|
| Academic Performance | 400 | 3.08 | 1.04 |
|----------------------|-----|------|------|

From table 5, the result of analysis shows that the t-calculated value (2.342), t-critical value 1.96 and p-value of 0.004 were observed. Since the p-value of 0.004 is less than the level of significance (0.05). Hence, the hypothesis was therefore rejected. This implied that there was a significant difference on the extent to which insecurity influence academic performance of SS2 students in senior secondary schools. Hence, the alternative hypothesis stating that there is a significant difference between the mean rating to which insecurity influence academic performance of SS2 students in senior secondary school was uphold.

Hypothesis 2

There is no significant difference between the mean ratings to which kidnapping influence academic performance of SS2 students in senior secondary schools

Table 6. Summary of t-test analysis of students' responses to the extent to which kidnapping influence academic performance

| Variables | N | Mean (x) | SD | Df | t-cal | t-crit | p-value | Decision |
|----------------------|-----|----------|------|-----|-------|--------|---------|----------|
| Insecurity | 400 | 2.84 | 1.15 | 398 | 1.99 | 1.96 | 0.031 | Rejected |
| Academic Performance | 400 | 2.95 | 1.06 | | | | | |

From table 6 the result of analysis shows that t-calculated is 1.99, while t-critical is 1.96 and p-value is 0.031. The p-value of 0.031 is less than the level of significance (0.05), the null hypothesis is rejected. This implies that the alternate hypothesis stating that "there is a significant difference between the mean ratings to which kidnapping influence academic performance of SS2 students in senior secondary schools was uphold. Therefore, the test revealed that there is a significant influence of kidnapping towards academic performance of students in senior secondary schools.

Hypothesis 3

There is no significant difference between the mean ratings to which insecurity influence socio-economic development of SS2 students in senior secondary schools.

Table 7. t-test analysis of students' responses to the extent to which insecurity influence socio-economic development

| Variables | N | Mean (x) | SD | Df | t-cal | t-crit | p-value | Decision |
|------------|-----|----------|------|-----|-------|--------|---------|----------|
| Insecurity | 400 | 3.02 | 1.14 | 398 | 2.542 | 1.96 | 0.027 | Rejected |

| | | | |
|----------------|-----|------|------|
| Socio-economic | 400 | 2.81 | 1.03 |
|----------------|-----|------|------|

Table 7 above, shows that t-calculated value of 2.542 is greater than the critical table value of 1.96 and also p-value of 0.027 is less than the 0.05 level of significance set for the study. The null hypothesis was rejected. This implies that the alternate hypothesis stating “there is a significant difference between the mean ratings to which insecurity influence the socio-economic development of SS2 students in senior secondary schools was uphold.

Hypothesis 4

There is no significant difference between the mean ratings to which kidnapping influence socio-economic development of SS 2 students in senior secondary school

Table 8: Summary of t-test analysis of students’ responses to the extent to which kidnapping influence socio-economic development

| Variables | N | Mean (x) | SD | Df | t-cal | t-crit | p-value | Decision |
|----------------|-----|----------|------|-----|-------|--------|---------|----------|
| Insecurity | 400 | 2.88 | 1.05 | 398 | 2.05 | 1.96 | 0.002 | Rejected |
| Socio-economic | 400 | 2.65 | 0.89 | | | | | |

Table 8 shows the results as follow t-calculated is 2.05, t-critical 1.96 and p-value was 0.002. From the results, it was discovered that the t-calculated is greater than the t-critical and also the p-value (0.002) was less than the level of significance (0.05), hence, the null hypothesis was rejected. Therefore, the alternate hypothesis was up hold indicating that there is a significant influence of kidnapping towards the socio-economic development of SS2 students in senior secondary schools.

Discussion of Findings

The results for research question one shows that all the items 1-5 had means 3.07, 3.05, 3.13, 2.88 and 2.57 respectively which were higher than the criterion mean of 2.50 set for the study.

The finding for research hypothesis one shows that there is a significant difference between the mean ratings to which insecurity influence academic performance of SS2 students in senior secondary schools. Hence, insecurity had a lot of influence on the academic performance of students. The study revealed that insecurity when escalated regularly, results in temporal closure of schools, disruption of classes and most times, students avoid going to school for fear of being kidnapped or harmed. It also discourages teachers from attending school regularly and using such teaching methods as field trips is affected which is supposed to give students first-hand experience of what they are taught in the classroom. This finding was supported

by the findings of Ojukwu (2017) which revealed that insecurity of school environment significantly affects the academic performance of secondary school students. Similarly, the finding was further corroborated by the findings of Onete (2018) which revealed that there is a significant relationship between insecurity and academic achievement of the Nigerian secondary school students. The author was of the view that insecurity disrupts academic activities in the school and also disrupts many activities within the community.

The findings for research question two shows that the mean scores for items 6-10 were all above the criterion mean of 2.50. The findings for research hypothesis two shows that there is a significant difference between the mean ratings to which kidnapping influence academic performance of SS2 students. This shows that kidnapping affects the academic performance of students, as the fear of being kidnapped affects them not to come to school regularly. It can be therefore be deduced that the resultant effect of kidnapping and other related crimes on education of the students' includes among other things low turn-out of students from school, teachers unwillingness to accept posting in places they feel their lives are in danger and unwillingness of parents to send their wards to schools for fear of unknown. Supporting this, Ogunode and Ahaota (2021) posited that the continuous closure of schools by government, whenever there is any attack, is also responsible for the unstable academics of various institutions especially, the secondary schools which are most affected. Furthermore, the fear of being kidnapped by students resulted in absenteeism, lack of concentration in the class which later resulted in poor academic performance of students.

The findings of research question three shows that insecurity influence socio-economic development of SS2 students as all the mean scores of items 11 - 16 were above the criterion mean of 2.50. Also the findings of research hypothesis three shows that there is a significant difference between the mean ratings to which insecurity influence socio-economic development of SS2 students in senior secondary schools. This shows that there is a great impact of insecurity on the socio-economic development of SS2 students. Insecurity diminishes socio-cultural activities and sporting activities as the students are forced to stay at home. Moreso, insecurity retards business activities as many people do not engage in trade in some areas that are not fully secured. Supporting this Imhonopi and Urim (2022) reported that insecurity challenges have assumed formidable dimension forcing the country's political and economic managers and indeed the entire nation to regret the loss of their loved ones, investments and absence of safety in most parts of the country.

The findings of research question four shows that kidnapping influence socio-economic development of SS2 students as majority of the items were agreed upon. The findings of research hypothesis four shows that there is a significant difference between the mean rating to which kidnapping influence socio-economic development

of SS2 students in senior secondary schools. Kidnapping retards social activities within the school, creates social tension, makes investment unattractive to business people etc. Supporting this Adegbe (2022) viewed the impact of kidnapping on the socio-economic development as discouragement of investors and expatriates, dearth of social life, obstruction of business activities and among others.

Conclusion

Insecurity and kidnapping is a global phenomenon that can be traced to history. No epoch of history that is without one form of security challenge or the other. One of the major security problems in Nigeria today is kidnapping, which has turned to means of money making by criminal gangs as a result of lack of enforcement of societal norms. From this study, it was found out that insecurity and kidnapping affect the academic performance of students as many absent themselves from school, they also have trauma that affects them academically and among others. Moreover, insecurity and kidnapping have a lot of influence on the socio-economic development of students. Majority of students absent themselves from social activities and sporting activities, thereby depriving them the development in physical and psycho-social development.

Recommendations

The following recommendations are made following the findings of the study.

1. Good governance should be embraced as it is seen as an antidote to insecurity in Nigeria.
2. A re-orientation of the security apparatus to fit the situation on ground.
3. Government should invest heavily in training and equipping the security agencies to effectively combat kidnapping and insecurity in the society.
4. Government and traditional rulers should encourage communities to establish and support local vigilance groups to complement law enforcement efforts, fostering a sense of security at the grassroots level.
5. Government and traditional rulers should encourage dialogue and conflict resolution mechanisms at the community level to address underlying grievances and prevent conflicts from escalating into violence.
6. Religious organization message that centered on materialism and physical prosperity as true evidence of serving God should be modified or dissuaded.

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