

12-2-2022

## Abduction Threat Surviving Skills in Basic School Education Curriculum in Nigeria: Teachers' Views

Eke Ogbu Eke

Ibebuike Ursla Obiageri

Ngozi Enwereuzoh

Ijeoma Ubochi

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/yaljod>



Part of the [African Studies Commons](#), [Critical and Cultural Studies Commons](#), [Growth and Development Commons](#), [Peace and Conflict Studies Commons](#), and the [Political Theory Commons](#)

---

### Recommended Citation

Eke, Eke Ogbu; Obiageri, Ibebuike Ursla; Enwereuzoh, Ngozi; and Ubochi, Ijeoma (2022) "Abduction Threat Surviving Skills in Basic School Education Curriculum in Nigeria: Teachers' Views," *Young African Leaders Journal of Development*: Vol. 4, Article 1.

Available at: <https://digitalcommons.kennesaw.edu/yaljod/vol4/iss1/1>

This Article is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in Young African Leaders Journal of Development by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact [digitalcommons@kennesaw.edu](mailto:digitalcommons@kennesaw.edu).



## ABDUCTION THREAT SURVIVING SKILLS IN BASIC SCHOOL EDUCATION CURRICULUM IN NIGERIA: TEACHERS' VIEWS

Eke Ogbu Eke PhD<sup>1</sup>

Ibebuike Ursula Obiageri<sup>2</sup>

Ngozi Enwereuzoh Ph.D<sup>3</sup>

Ijeoma Ubochi<sup>4</sup>

*Alvan Ikoku Federal College of Education, Owerri, Nigeria.*

### ABSTRACT

*This descriptive survey was on abduction threat surviving skills in basic school education curriculum in Nigeria: teachers' views. The purpose of the descriptive survey was to determine Lower and Middle Basic School teachers' views on infusing abduction threat surviving skills in Basic school curriculum for schoolchildren safety in school environment. The population comprises 209 public school primary teachers in Umuahia North L.G.A. of Abia State. The simple random sampling technique with non-replacement technique was used to select the sample of 143 primary school teachers (41 male and 102 female teachers). Researchers' made attitude questionnaire titled "Basic School Teachers Questionnaire on infusing adoption threat surviving skills in Basic education curriculum. (BSTQIATSB) was used for data collection. It had reliability coefficient of 0.73 determined using Cronbach Alpha. The findings showed that Basic school teachers have positive views on infusing abduction threat surviving skills in Basic education school curriculum for schoolchildren safety in school environment. It was recommended among others that there is need by relevant authorities to infuse abduction threat surviving skills in Basic school education curriculum for safety of schoolchildren in school environment as to mitigate abduction threat.*

**Keywords:** *Basic School, Basic Education, curriculum, Kidnapping, Abduction, Surviving skills, safe school environment.*

### INTRODUCTION

Incident of kidnapping and abduction are daily occurrences in Nigeria. Recently these wicked crimes are now targeted at schoolchildren. Although, Nigerian education system specifically the Basic School is faced with multiple challenges ranging from incessant strikes by teachers due to non-payment of salaries by Government, poor educational content quality, infrastructural decay, lack of access to education and so on. Lately, consistent mass kidnapping of schoolchildren poses gravest existential threat to Basic education in Nigeria. Targeted kidnapping of schoolchildren began in 2014 with the mass abduction of 276 female students in Chibok by Boko Haram insurgents (**Odumbo, Shittu, Akinyem, and Momoh, 2017**). Then it was the biggest case of mass kidnapping of school children in Nigeria. It resulted in "Bring Back Our Girls" campaign – a world outcry against kidnapping of schoolchildren in Nigeria. Currently, abduction of school children seems to be a "new normal" especially in the Northern Nigeria. In less than three months between December 2020 and March 2021, more than 600 children have been kidnapped while in school, in three separate incidents (Adedeji & Marco, 2020). This calls for the need to incorporate in the Basic school curriculum security surviving skills for mitigating abduction threats. This will help to forestall the incidents of kidnappings of school children in school environment. Kidnapping of schoolchildren may continue unabated and may spread to other parts of country and if there is no mitigation strategies put in place targeted at equipping learners with abduction surviving skills in school environment.



Kidnapping is a criminal act that left victims traumatized for a long period of time. Abraham (2010) sees kidnapping as an illegal act of seizing, taking away and keeping a person in custody either by force or through fraudulent means. This is done in order to forcefully force the victim to pay ransom for his/her freedom. It could also be use illicitly to settle disagreement that is by subjecting the victim to near death situations where the victim will be helpless as to obliged certain concessions to the kidnapers. Goldberg (2000) argues that kidnapping is a criminal act involving seizure, confinement, abduction, subjection, forcefulness, acts of threats, acts of terror and servitude. Dode (2007) saw kidnapping as a process of forcefully abducting a person or group of persons perceived to be the reasons behind the injustice suffered by another group. This was the initial case in the Niger Delta region of Nigeria. Niger Delta militants took hostages to protest the inequality in the region (**Odumbo, Shittu, Akinyem, & Momoh, 2017**). According to the militants, Nigeria is built at the expense of the region which serves as the cash cow for the whole country. At the initial stage according to Aloysius Okorie the Commissioner of Police of Imo State, they were not asking for ransom. But later on the militant, hoodlums and criminals hijacked it and started kidnapping for a ransom (News Watch, June 29, 2009 P.16). Thomas & Nta (2009) defined kidnapping as robbery of the highest order. According to them, it is an organized and systematic robbery that is more profitable than armed-robbery which left its victims financially bankrupt, psychologically and emotionally traumatized for a long time. Ottuh and Aituf (2014) posit that kidnapping is the indiscriminate taking away of a person against the person's will usually to confine the person in prison without legal authority. They expounded that this act may be done mainly to extort money or link with illegal child custody as a result of marital issues. Such kidnapping or abduction of a child is commonly labeled "child stealing" and "parental kidnapping", (Odumbo, Shittu, Akinyemi & Momoh, 2019). This is tagged when the act is carried with the intention of keeping the child permanently as against receiving a ransom or other things. That is to say that kidnapping is prohibited criminal actions that involves forceful seizure of a person against his/her will or through fraudulent means, denying such a person freedom of movement, and threat to kill such person unless ransom is paid or certain conditioned obliged to the kidnapers. For an action to be seen as kidnapping, it must involve coercive movement of a victim from one place to another, detention or capture of the victim be it a child or an adult. It is usually goaded by financial gain, political benefit, and marital advantage over a spouse or family.

The seemingly profitability of kidnapping had made those that indulged in it to keep on perpetuating this vile and wicked acts in spite of laws that prohibit kidnapping. It is on this note that the researchers examined teachers' views in infusing abduction threat surviving skills in Basic education curriculum. This is to equip learners in this level of education security surviving skills against kidnapping/abduction in school environment. This is because these beastly acts against vulnerable school children have an adverse traumatic and negative psychological effect both to the child and to the parents

Kidnapping and abduction are crimes that have adverse psychological affect on the victims. Usually, it may take years for victims of kidnapping to recover from the psychological injuries inflicted on him/her. At times he/she may not be completely healed from it (Mohit, 2018). Kidnapping and abduction leave both emotional and psychological indelible marks to the victim. Such a person may be emotionally broken that he/she may have issue in trusting people. In addition, the family members of the victims also suffer psychological challenges with them. The victims of kidnapping and abduction face a lot of psychological problems. At times they may become afraid of being alone or in dark places. This makes such individual not to live freely with people. Mohit, (2018) also include the following as some of the emotional challenges that victim of kidnapping may encounter:



### **Cognitive Challenges**

Cognitive challenges which a kidnapped victim may face include: confusion, concentration problems, memory loss, dizziness, flashbacks of his time as hostage and so on. Young victims tend to have flashbacks, nightmares, fear of being alone and so on.

### **Social Challenges**

Some of the social problem includes avoiding people, avoiding type or class of people, irritation, depending on others, avoiding social meetings or gatherings. At times these victims feel helplessness with their situations.

### **Emotional Challenges**

Depression and anxiety disorders. Depression may manifest in form of shock, phobias, feeling helpless, numbness, anger, disassociation, guilt and so on. Anxiety may also manifest in form of being anxious from time to time, constant worrying. Stockholm syndrome may also manifest which is a situation victims subconsciously feels attached with their captors (Mohit, 2018).

In examining the negative psychological impact kidnapped victims may face, it is a common knowledge that horrifying experiences always have lasting negative impact on victims such as kidnapping. Victims of kidnapping and abduction have lasting negative effect on their minds (Mohit, 2018). The harsh atrocities victims of kidnapping encountered may make them loose hold on reality. This terrible experience adversely affects the personality of victims. These events change whole life of the individuals and also change their whole personality negatively. They destroy the personality of individuals and their perspective about life. Behaviour of a kidnapped victim may change adversely. In some situations the personality of the kidnapped victims before and after being kidnapped may be obviously negatively different. Seeing both psychological and emotional negative impact of kidnapping on its victims, it is imperative to infuse in the basic education curriculum abduction surviving skills that will help the schoolchildren to militate against being abducted in school environment. It is on this note we will examine some security tips that will help schoolchildren against abduction

Health Wise Staff, (2020) made recommendation on security tips that may curb the incidents of kidnapping of schoolchildren which include:

- ∞ Students should stay away from strangers. School should explain what makes a person a stranger in a school environment
  - ∞ Students should run and scream if someone tries to force them to go somewhere with them or tries to push them into a car.
  - ∞ Students should seek help if lost may be from law enforcement officer and if it is in public places, students should seek help from somebody that works there.
- Mohit, (2018) in his assertion on the need to keep schoolchildren safe in school environment recommended the following security tips:
- ∞ Students should be taught how to escape from danger in their dormitories (including kidnap).
  - ∞ They should be trained in bomb threat procedures, fire alarm procedures, civil disturbance procedures and kidnap resistive procedures.
  - ∞ Every school should put a security programme in place whose goal is to deter, detect, delay or deny a kidnapper from victimizing school students.
  - ∞ Schools should appoint experienced security consultants to design comprehensive and robust



security programmes that will achieve the desired purpose.

- ∞ That security solving programme should be knowledge-based and made to tailored to the specific requirements and circumstances of the given school.
  - ∞ Schools should provide information to schoolchildren on the risk of being a kidnap victim, the current methods used by kidnapers and ways to avoid them.
  - ∞ The value of the programme is to provide information about when an individual faces the threat of kidnap and gives a menu of actions on what should be done once the threat has been detected.
- Ona, (2020) The Guardian Saturday Magazine is of the opinion that the following can help to deter kidnapers from kidnapping schoolchildren from school environment:
- ∞ In case there is an attempt to kidnap students in the school environment or hostel that all students in a school/dormitory should start screaming and shouting, “kidnappers, kidnappers, kidnappers,” That such dissonance will throw the kidnapers in a state of confusion and they will not carry out their evil intention.
  - ∞ High profile schools should appoint reputable and licensed private guard companies to protect their schools. The guards should protect the entrances, grounds, perimeter, etc. And that if proper manning level is maintained that such will deter kidnapers due to visible guard patrols.
  - ∞ Schools should get 24-hour armed Police protection. There must be deadly force capability on campus, such that the bad guys could be engaged in a firefight if a kidnap incident is attempted.
  - ∞ School compounds should have panic alarm system that can be activated when the school is under attack. Alarm devices, if properly designed and installed, could create adequate psychological deterrent to the seizure of school kids.
- The boarding houses should have metal doors that are bullet resistant dead bolts locks should be mounted on the doors to enable manual bolting.
- ∞ The doors may also be fitted with electrified hardware that will enable central lockdown of the school from a control centre once there is an present threat to the students.
  - ∞ School compounds should be well lit and generators should provide back-up in case of power outage from national grid. Good security lighting is a major deterrent to criminal abductions on school compounds.

From the suggestions on how to mitigate the incidents of kidnapping in school environment, in as much as they major bulk of the responsibility lies with the government and school authority, the part that students should play also are noted but the students cannot effectively play their part in mitigating the incidents of kidnappings in school environment without a conscious efforts of the curriculum planners to infuse such security tips into Basic education curriculum. Then will it lies with the Basic education teachers to effectively implement the curriculum. When such is done schoolchildren will be adequately equip with effective security tips that will help them in mitigating kidnapping incidents in school environment.

It is also of interest to the researchers to ascertain if male and female teachers' views will differ in abduction of threat surviving skills in basic education curriculum. It is on this note that the researchers investigated teachers' views on infusing abduction surviving skills in Basic education curriculum.

#### RESEARCH QUESTIONS

1. What are the views of Lower and Middle Basic school teachers on infusing abduction threat surviving skills Basic school curriculum for schoolchildren safety in school environment?
2. What is the difference between male and female Lower and Middle Basic school teachers' views on



infusing abduction threat surviving skills Basic school curriculum for school children safety in school environment?

### **HYPOTHESIS**

There is no significant difference between male and female Lower and Middle Basic schoolteachers' views on infusing abduction threat surviving skills Basic Education curriculum for schoolchildren safety in school environment?

### **METHOD OF STUDY**

This study sets out to find out whether Lower and Middle Basic teachers have positive views on infusing adoption threat surviving skills in Basic education curriculum. It will specifically determine if there are differences between male and female Lower and Middle Basic teachers' views on infusing adoption threat surviving skills in Basic education curriculum. A descriptive survey design was used for the study. This design seeks information from respondents as the situation exists without manipulating any variables. The study was carried out in Umuahia North Local Government Area of Abia State. The population comprises 209 public Lower and Middle Basic education teachers in Umuahia North L.G.A. of Abia State. The simple random sampling technique with non-replacement technique was used to select the sample of 143 teachers (41 male teachers and 102 female teachers). Instrument for data collection was attitude questionnaire titled "Basic Educational Teachers Questionnaire on Infusing Adoption Threat Surviving Skills in Basic education curriculum" (BETQIATSB). A 13-item questionnaire designed by researchers and validated by three experts in teacher education and educational psychology. The instrument has part 1 and 2. Part one sought for demographic information of respondent, while part two was made up of A and B which sought information to determine the view of public Lower and Middle Basic school teachers on the importance of abduction threat surviving skills in Basic school curriculum for the safety of schoolchildren in school environment. The research questions had four response categories of Strongly agree (SA); Agree (A); Disagree (D) and Strongly disagree (SD) scoring 4, 3, 2 and 1 respectively. The instrument was face validated by three experts in the Department of Psychology/ Measurement and Evaluation, Alvan Ikoku College of Education Owerri. Their contributions gave rise to the final instrument used for the study. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using thirty six primary school teachers outside the study population. The reliability of (BSTQIATSB) was 0.73. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return. Data were analyzed using mean and standard deviation to answer the research questions. The decision rule was that any mean score of 2.50 and above was accepted otherwise it was rejected. The value of 2.50 was considered as a benchmark for decision making. The t-test statistic was used to test the hypothesis at 0.05 level of significance.

### **RESULT**

#### **Research Question 1**

What is the difference between male and female primary school teachers' views on infusing abduction threat surviving skills in Basic school education curriculum for safety of schoolchildren in school environment?

**Table 1:** Differences between male and female primary school teachers' views on infusing abduction threat surviving skills in Basic school education curriculum for safety of schoolchildren in school environment