

Militancy Activities and Teacher's Job Commitment in Senior Secondary Schools in Rivers State

Wordu, Adi Goodluck (Ph.D)

Department of Educational Management and Planning, Faculty of Education, University of Port Harcourt

goodluck.wordu@uniport.edu.ng

Dr. P. E. Oshebor

²Department of Educational Management, Faculty of Education
University of Port Harcourt.

Corresponding Email: patricia.oshebor@uniport.edu.ng

Abstract: *The study was carried out to examine the relationship between militancy activities and teacher's job commitment in senior secondary schools in Rivers State. One research questions were answered in the study with corresponding null hypothesis that was formulated and tested at 0.05 level of significant. The study adopted the correlational research survey design. The population of the study comprised all the 6893 teachers from all the 286 public senior secondary schools in Rivers State. The sample size for the study consisted of 398 teachers selected through simple random sampling technique. The instruments for data collection were tagged "Communal Conflict Activities and Teachers' Job Commitment Questionnaire (CCATJQC)" which was designed in the patterned of a modified four-point rating scale. The instrument was subjected to face and content validity. The reliability of the instrument was established through Cronbach Alpha method for a measure of stability of the instrument. Reliability coefficient of the instrument was established as 0.84. The data collected for the study were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC) statistics. The study found that there exists relationship between militancy activities and teacher's job commitment in senior secondary schools in Rivers State.. It was found that there is a significant high and positive relationship between militancy activities and teacher's job commitment in senior secondary schools in Rivers State.. Based on the findings of the study, it was recommended among others that Government should provide adequate security services within and outside the school to checkmate militancy activities thereby making the free from such influence such as vandalization of school properties.*

Key words: *Militancy, Teachers, Job and Job Commitment*

Introduction

Several definitions had been given to the term 'militancy'. In the words of Chindah and Braide (2010), militancy is an act of being combative or dispose in order to struggle for a cause or what one belief. According to Osagahae, Ikelegbe, Olarinmoye and Okhonmina (2011), militancy is a struggle for identified cause through combative and aggressive activism. Furthermore, Ajibola, Ebikefe and Awodiran (2014) asserted that militancy is the act of carrying out violence for social, economic, religious or political reasons. Therefore, militancy can be defined as an act of fighting to achieve ones aim either through violence or any other means that is against the norms of a community, state or nation.

The act of militancy is perpetrated by militia groups. Falana (2017) defined militia group as any group of non-soldiers that have been trained to act as an army. Also, Hornby (2009) defined militia as an organized group of people that can be compared to a military force. Individuals that make up militia groups are called militants. According to Preye and David (2010), a militant could be described as someone who is involved in fighting to defend a cause.

The origin of militancy can be dated back to the agitation of Isaac Jasper Adaka Boro on 23 February 1966. Onuoha (2006) attest that militancy started in 23rd February 1966 when a group of Ijaw agitators known as the Niger Delta Volunteer Force (NDVF) led by Isaac Jasper Adaka Boro, Sam Owonara and Dick Nottingham attempted to forcefully declare the Niger Delta a republic. The assertion by Onuoha (2006) is in line with Gilbert (2010) that on the February 1966, Isaac Jasper Adaka Boro and his Niger Delta Volunteer Force which comprised 159 youths, fought the Nigerian Government with arm as a result of perceived marginalization of their region. Despite the fact that the struggle by the NDVF was quickly crushed by the Nigerian state, it is regarded as the beginning of militancy in Nigeria (Gilbert, 2010).

Instead of an improved situation in the region after the struggle by Jasper Isaac Adaka Boro and his group, the situation became more severe and this resulted to the formation of a group known as the Movement for the Survival of Ogoni People (MOSOP) led by the Ogoni activist, late Ken Saro-Wiwa. Ikari (2009) opined that against the powers of gun previously used by NDVF, Ken Saro-Wiwa resorted to the 'power of pen'. Despite the declared commitment of MOSOP to a non-violent struggle, Nigerian Government sent well-armed military men to destabilize the protest by MOSOP and Ogoni people. Consequently, Ken Saro-Wiwa and eight other agitators were killed through executions by the military. The execution of Ken Saro-Wiwa and the others was a pointer to the fact that the use of non-violent tactics could not persuade the Nigerian government and the multi-nationals to productively negotiate with the people of Niger Deltan (Gilbert, 2010). Therefore, Egwemi (2010) explained that the execution of Ken-Saro Wiwa led to the formation of other militant groups within the Niger Delta.

After the death of the then military president, Gen Sani Abacha in 1998, new militant groups were formed in the region. This was for the purposes of pushing forward the agitation of the Niger Deltans. In line with this, Gilbert (2010) state that several militant groups and armed gangs were formed to agitate for the cause of the Niger Deltans. These groups include; "the Movement for the Survival of Izon Nationality in the Niger Delta (MOSIEND), Niger Delta Freedom Fighter (NDFF), the Federated Niger Delta Izon Communities (FNDIC), the Membutu Boys, the Niger Delta Vigilante (NDV), the Niger Delta Peoples Volunteer Force (NDPVF), the Niger Delta Force Squad (NDFS), Niger Delta Coastal Guerrillas (NDCG), South-South Liberation Movement (SSLM), Movement for the Sovereign State of the Niger Delta (MSSND), the Niger Delta Strike Force (NDSF), the November 1895 Movement, ELIMOTU. The Arogbo Freedom Fighters, Iduwini Volunteer Force (IVF), the Niger Delta Peoples Salvation Front (NDPSF), the Coalition for Militant Action (COMA), the Movement

for the Emancipation of the Niger Delta (MEND), and the Martyrs Brigades” among others. However, the various militant groups carried out nefarious activities such as; kidnapping, robbery, killing and bunkering against the Nigerian government including the oil companies within the Niger Delta region (Emmanuel, 2015).

Militant activities began in the Niger Delta region with the recruitment of militants for the formation of militia groups. These groups recruited myriad of jobless youth the educated and non- educated hence, turning them into militants in their various locality (Nwakwo, 2015). Nwakwo (2015) further stated that these militant groups gained possession of areas where they regarded as their stronghold. This led to the numerous camps sited in the Niger Delta region. The activities of militants could be summarized into; destruction and vandalism of petroleum infrastructure, hostage taking, oil theft and killing (Gilbert, 2010). Omokhoa (2015) opine that militant groups in Niger Delta perpetuated various act of criminality and also engaged in abduction of oil firm staff for ransom. Gilbert (2010) further stated that in a bid to cripple the exportation of crude oil, militants embarked on the strategic vandalism of some of the Nigerian government owned petroleum facilities. Attesting to this, Kio and Dekor (2014) assert that between 1998 and 2003, there were about four hundred cases of vandalism of oil company facilities on yearly bases across the Niger Delta. This number increased to 581 between January and September 2004.

Other activities carried out by militant groups were hostage taking, killing and oil theft. Ajibola *et al.*, (2014) explained that apart from the struggle for a greater share of the country’s oil revenue that are utilized for other purposes without considering the region where the oil is exploited, militant groups carried out other heinous activities such as kidnapping, sabotage, theft, property destruction and guerrilla warfare. More so, Ajibola *et al.*, (2014) continued that as a result of militant activities, many people have lost their loved ones; some people are still struggling to recover from the properties that they lost, while others are still hoping to meet with loved ones that were kidnapped by gun men. Furthermore, Osah as cited in Odalonu and Eronmhonele (2015) observed that before the inauguration of the Amnesty Programme, militancy in Niger Delta transformed into oil bunkering, pipeline vandalism, kidnapping of oil companies’ expatriate among others. Consequently, by early 2009, militant activities had already contributed to the sharp decline in oil production to as low as 700, 000 barrels per day. Also, Omokhoa (2015) averred those militant activities metamorphosed to pipeline vandalism, armed robbery, bombing, oil theft and sea piracy amongst other.



Fig 2.1: Typical Niger Delta Militants

Amnesty Programme for Repentant Militants

West's Encyclopaedia of American law (2008) defined amnesty as the action of a government by which crime offenders that threatens the sovereignty of the government are granted pardon. In other words, amnesty, is a pardon for crime offences granted by an Act of Parliament which is originated by the Crown (Sheila cited in Olatoke, 2012). As a means of mitigating militancy in Nigeria, amnesty was first used by Nigerian government in 1967 when the then military president, Gen Yakubu Gowon pardon Isaac Jasper Adaka Boro and his NDVF group who were earlier sentenced to death due to their agitation in February, 1966 (Gilbert, 2010). Subsequently, the Nigeria state under president, Olusegun Obasanjo signed an agreement with Niger Delta Peoples Volunteer Force (NDPVF) led by Asari Dokubo and Ateke's Niger Delta Vigilante (NDV) in October 2004. The term of the accord between government and the militants in Niger Delta included a general pardon with a promise of 4000 jobs (Hazen & Horner, 2007). Within the period of the amnesty which lasted for eight months (October 2000-June 2001), over 5000 weapons were retrieved from the militants.

However, the perception of insecurity made the militants to return back to the act of militancy. They became very dangerous and continued to fight, using all tactics in order to put pressure on the government for their legitimate control of oil and gas. Oil theft, kidnapping and hostage taking, riots, protest and attacks on oil companies and their foreign operators became a daily incidence (Awoniyi, 2009). Consequently, the militants succeeded in reducing Nigerian's oil production by more than half (Ebo, 2008). The decline in the nation's daily crude oil production from 2.6 million barrel per day (bpd) to 500,000 bpd, coupled with the dwindled oil price at the world oil market, led to massive loss of revenue for the federal government (Emmanuel, 2105).

Faced with the reality of decline in oil production as a result of militant activities and its effects on the economy of a country that depends solely on oil, the presidency under the leadership of

Yar' Adua took a non-violent path in mitigating the problem of militancy in the Niger Delta region where militancy was prevalent. Thus, on 24th June, 2009, Nigerian President, Alhaji Umaru Yar' Adua announced a 60-day amnesty policy starting from 6th August 2009 – 4th October 2009. During this period, so many militants turned down their arms apart from MEND group that preferred a ceased fire to disarmament (Olasupo, 2013). In the words of Adebayo (2010), the federal government amnesty programme witnessed massive disarmament of militants, which over 20000 militants surrendered their arms. However, before the federal government amnesty, Rivers State Governor, Rt. Honourable Rotimi Amaechi organized an amnesty programme for restive youths in the state. According to Aduma (2016), the state amnesty programme served as a template for the federal government amnesty programme in the state.

However, the amnesty programme initiated by the late president of Nigeria, Alhaji Musa Yar' Adua that started on the 25th June 2009, had the following objectives as stated by Chika (2013);

- i. To eliminate youth restiveness in the Niger Delta region.
- ii. Engaging ex-militants in gainful employment and other relevant activities that can improve their wellbeing.
- iii. Help in sustaining the socio-economy of Niger Delta region.

In order to achieve these objectives, federal government mapped out an amnesty programme that incorporated disarmament, demobilization, rehabilitation and re-integration. According to Ikelegbe in Omokhoa (2015) state that the amnesty programmes in Niger Delta region involved surrendering, demobilization, disarmament and subsequent training of ex-militants. Attesting to this, Kio and Dekor (2014) opined that the acceptance of the amnesty offer was voluntary and the government entered into a contract with those who surrendered their arms by promising a proper and non-forceful Disarmament, Demobilization, Rehabilitation and Re-integration (DDRR). To achieve this, six centers were designated for the disarmament of repentant militants in the Niger Delta States. These centers were sited in Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States (Watt, 2011 in Omokhoa, 2015). Omokhoa (2015) pointed out that as soon as the weapons of repentant militants were retrieved, biometrics was conducted and all repentant militants were registered and documented at various zones in each state accordingly. Meanwhile, the focal point of restoring repentant militants is rehabilitation. Based on the amnesty plan, as stated in Samuel and Ekong (2013), those who surrendered their arms were enrolled for rehabilitation programme and given a stipend of sixty-five thousand naira (65000) per month.

Mbah, Egwu and Emesini (2018) conducted another study on cultism to examine the influence of cultism on the academic activities of students in Nigeria Universities with a focus on Ebonyi State University, Abakaliki. Three research questions were answered in the study with three corresponding null hypotheses that were formulated and tested for reliability. The population used for the study was one thousand and thirteen (1,013) final year students of 2014/2015 academic session from the Faculty of Education, Ebonyi State University, Abakaliki. Simple random sampling Technique and Purposive Sampling were used to select five departments out of seven departments of the faculty. With the use of random numbers, two hundred and sixty (260) final year students were selected for the study.

A structured questionnaire with 12 items was the instrument for data collection that had three clusters measuring the research variables. The instrument was properly validated by three experts in the Faculty of Education of Ebonyi State University, Abakaliki. Again, its reliability was established using test-retest method. Twenty copies of the instrument were administered to third year students of the faculty in the university. Two weeks after, the instrument was re-

administered to the same set of students and the result obtained was subjected to correlation test using Pearson Product Moment Correlation Procedure and it yielded a coefficient of 0.71, which was accepted as a reliable index. Data collection was done with the help of course representatives of the involved departments, 260 copies of the questionnaire were administered to the respondents; 200 copies were properly filled that was used for the study. Frequency counts, mean and standard deviations were used to answer the research questions.

Statement of Problem

the emergence of militancy and its components has seriously affected educational system in almost every part and region of the country. According to the Nigerian education data survey 2010, constant attacks make it even difficult for teachers and stakeholders to persuade parents to allow their children stay on at schools. In 2014 record has shown that many parents in Nigeria send their children out of the state due to constant and frequent attack by certain groups who are fully involved in taking over their territory and domain with their philosophy and ideas of militancy as cited by (Umaru & Terhember 2014). Social Vices are anti-social actions which breach societal norms, values and more and they range from obscene dressing to sexual harassment and promiscuity, cultism, kidnapping, examination malpractice, drug addiction, conflicts, ritual killings, hooliganism, character assassination, impersonation, prostitution, gambling, pocket picking, smoking, thuggery, robbery, pre-marital sexual activities, rape, alcoholism, raping, financial fraud, and among others (Igwe, 2014). Social vices are bad traits, unhealthy and frowned at by members of the society. Social vices simply put are behaviors which are at variance with societal expectations based on established moral codes.

Teachers in secondary schools are supposed to be motivated to enhance their commitment to work through provision of good working conditions, staff development, working conditions and motivation of teachers. Staff training and development can have considerable influence on teachers' commitment and productivity. Alabi (2011) stated that acquiring teachers' services, developing their skills, motivating them to high levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational objectives. Staff development is associated with the general improvement of teachers in terms of attitude to work, behaviour, skills and improved job performance. It enhances teachers' commitment. In some Nigerian states, teachers in secondary schools are not provided with adequate opportunities for training and retraining programmes (in-service education) to improve their knowledge and skills for effective job performance and commitments rather they are faced with terrible and horrible conditions of hostage taking (kidnapping activities), ritual activities, communal conflicts activities, bunkery activities, raping, vandalization of school and personal properties that affects workers job commitment including teachers. Hence, this study set to examine how militancy relates teachers' job commitment in Rivers State.

Purpose of the Study

The purpose of this study is to examine the relationship between social vices and teachers' job commitment in public senior secondary schools in Rivers State. Objectively, the study seeks to:

1. Find out how militancy relates to teacher's job commitment in senior secondary schools in Rivers State.

1.4 Research Questions

The following questions were answered to guide the study.

1. How does militancy relate to teacher's job commitment in senior secondary schools in Rivers State?

1.5 Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of confidence to guide the study.

1. There is no significant relationship between militancy and teacher's job commitment in senior secondary schools in Rivers State.

METHODOLOGY

The study adopted the correlational research survey design. Correlational research survey design compares relationship between two or more variables that are independent or dependent (Nwankwo, 2016). This study was carried out in Rivers State. The population of the study was 6,893 teachers from 286 public senior secondary schools in Rivers State. The sample size of the study was 398 teachers selected through simple random technique. The instrument for data collection was self-structured questionnaire titled "Kidnapping Activities and Teachers' Job Commitment Questionnaire (KATJQC)" which was used for the study to gather data. The instrument was subjected to face and content validity. The reliability of the instrument was established through Cronbach Alpha method for a measure of stability of the instrument. Reliability coefficient of the instrument was established as 0.81. The data collected for the study were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC) statistics.

Result

Research Question 1: How does militancy as a component of social vices relates to teacher's job commitment in senior secondary schools in Rivers State?

Data gathered provide answer to this research question are analyzed and presented in Table 4.6.

Table 1: Relationship between Militancy and Teacher's Job Commitment

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r _{cal}	df	Remarks
Militancy Activities (X)	398	816.22		1955.07					
						2380.28	0.81	396	High Positive
Teacher's Job Commitment (Y)	398	1169.27		2346.53					

** . Correlation is significant at the 0.05 level (2-tailed)

The analyses from Table 1 reveals a correlation value of $r = 0.81$. This value is high and positive, thus indicating that there is high and positive relationship between militancy activities as a component of social vices and teacher's job commitment. The relationship here being positive indicates a proportional increase of both militancy activities as a component of social vices and job commitment of teachers in public senior secondary schools in Rivers State.

Hypothesis Testing: There is no significant relationship between militancy as a component of social vices and teacher’s job commitment in senior secondary schools in Rivers State.

Table 2: Pearson Correlation Summary Analysis between Militancy and Teacher’s Job Commitment in Secondary Schools in Rivers State

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	df	α	r_{cal}	t_{cal}	t_{crit}	Remarks
Militancy (X)	398	816.22	1955.07							
				2380.28	396	0.05	0.81	23.01	1.96	Sig. Reject H ₀
Teacher’s Job commitment (Y)	398	1169.27	2346.53							

Source: *Researcher’s Field Result, 2023*

Table 2 shows Pearson Correlation Summary between militancy as a component of social vices and teachers’ job commitment in senior secondary schools in Rivers State. Result from Table 4.13 revealed that the sum and sum of squares for militancy are 816.22 and 1955.07 while that of teacher’s job commitment is 1169.27 and 2346.53 respectively. The sum of product of scores on the two variables (Militancy and Teachers’ Job Commitment) is 2380.28. The correlation coefficient is 0.81 which is greater than the critical value of r (0.195) at 146 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between militancy as a component of social vices and teacher’s job commitment in senior secondary schools in Rivers State is rejected. This implies that there is a significant relationship between militancy as a component of social vices and teacher’s job commitment in senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Result from Table 2 revealed that there is significant relationship between militancy activities as a component of social vices and job commitment of teachers in public senior schools in Rivers State. The study also revealed that there is a significant high and positive relationship between militancy activities as a component of social vices and job commitment of teachers in public senior schools in Rivers State. The study also revealed that some of the militancy activities that affects teacher’ job commitment ineffective include militant actions make supervisors not be effective in their supervision work thereby making teachers not committed to duty, some teachers who have suffered from trauma from militant action find it difficult to be committed to duty, fear of ransom could not allow teachers to be consistent in schools which affect commitment and due to incessant attacks on schools by militants, parents could not release their wards to such schools and hence affects teachers’ commitment as well, hostage taken of students and teachers by militants influence principals’ effective administration, abduction of students and teachers by militant influence principals’ effective administration, militant results to slaughtering of human beings including teachers and students which will influence the principals, militancy leads to closure of schools in the affected areas, militancy leads to reduction of teachers posted to schools in such communities, some teachers and principals will refuse to go on transfer because of the fear of militancy and fear of militancy causes emotional and psychological trauma to the principals, teachers and students among others. The finding of this study agrees with Nwakwo (2015) who stated that militant groups

gained possession of areas where they regarded as their stronghold as they involved in activities that leads to destruction and vandalism of petroleum infrastructure, schools, hospital, hostage taking of oil company staff, students, and teachers and even parents, oil theft and killing which affects both schoolteachers and principals negatively especially in areas of job commitment.

Conclusion

This study concludes that militancy and their related social vices could not allow teachers to be effective in a militia-armed community which affects commitment, schools in conflicts prone zones lack qualified teachers as most teachers refuse to be attending schools due to fear positively relates to job commitment of teachers in public senior secondary schools in Rivers State.

Recommendations

Based on the finding of this study, the following recommendation was made:

1. Government should provide adequate security services within and outside the school to checkmate militancy activities thereby making the free from such influence such as vandalization of school properties.

REFERENCES

- Onokerhoraye, A.G. (2013). An Address on Examination Malpractice. In T. Maduka (Ed.) *Examination Malpractice: Causes, Implications, and Remedies*. Benin: Faculty of Education, University of Benin.
- Onuoha, F. (2014). Boko Haram and national security challenges in Nigeria; causes and solutions. *Journal of Economics and Sustainable Development*, 4 (7), 12-23.
- Webb, D. L. (2007). *Foundations of American education*. Upper Saddle River, NJ: Pearson Education.
- Wole, A. (2012). *Ethics and professionalism in Nigeria Banking Industry*. CIBN publications.
- Yoon, C. (2012). Theory of planned behavior and ethics theory in digital piracy: An integrated model. *Journal of Business Ethics*, 100, 405-17. doi:10.1007/s10551-010-0687-7.