

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

¹**Dr. B. Wey-Amaewhule**

¹Department of Educational Management, Faculty of Education
Rivers State University.

E-mail: wey-amaewhule.blessing@ust.edu.ng

²**P. E. Oshebor**

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

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

Abstract: *The study examines kidnapping activities and teacher's job commitment in public 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 "Kidnapping Activities and Teachers' Job Commitment Questionnaire (KATJCO)" 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 0.81. The data collected for the study were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC) statistics. The study found that there exists a relationship between kidnapping activities and teacher's job commitment in public senior secondary schools in Rivers State. It was found that there is a significant high and positive relationship between kidnapping activities and teacher's job commitment in public 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 outside the school to checkmate kidnapping activities thereby making the people including principals, teachers, and students free from been kidnapped.*

Keywords: *Kidnapping, Teachers, Job and Job Commitment*

INTRODUCTION

In recent time, apart from the Boko Haram and Fulani herdsmen terrorism, attention has been turned to the issue of kidnapping and stringent measures have been taken to tackle the menace. Both National and International bodies are coming together to see if the incidence can be curbed. Many engage in kidnapping business for different purposes and missions. Some are politically masterminded, especially among political opponents. Some do it for ritual sacrifice; that is, in situations where the kidnapped persons are never seen again even after huge ransoms are paid. Some engage in this heinous crime solely for the sake of money; in this case, the victims are released after the payment of the agreed ransom. In all, kidnapping can be grouped according to

motives into political kidnapping, kidnapping for marriage, ritual kidnapping, and monetary kidnapping. While the country was still battling to curb with the menace of insurgency orchestrated by Boko Haram in the North and militancy in the south, a new trend of security challenge sprang up in the nature and formation of banditry and kidnapping. This metamorphosed from cattle rustling, kidnapping of farmers, businessmen for ransom to academic world where teachers, lecturers and students became soft target from private to public schools.

According to Inyang and Abraham (2013), kidnapping is defined as “the forcible seizure, taking away and unlawful detention of a person against his/her will”. In another definition, Fage and Alabi (2017) presented kidnapping as the “forceful or fraudulent abduction of an individual or a group of individuals for reasons ranging from economic, political and religious to (struggle for) self-determination”. In agreement with the two definitions above, kidnapping is usually motivated by financial gains or political benefits. Thus, opportunists or regular criminals as well as political opponents can resort to kidnapping to illegally obtain economic benefits or have their demands granted. In many cases, kidnapping is a business involving a demand for ransom, which may vary considerably depending on the victim’s personal status.

Thomas and Nta (2009) defined kidnapping as robbery of the highest rank. According to them, it is an organized and systematic robbery which is not as deadly as armed robbery, but more profitable than the former. The profitability has encouraged those that indulged in it to carry on with the act although there is a law prohibiting it. In criminal law, kidnapping is defined as taking away of a person by force, threat or deceit with intent to cause him/her to be detained against his or her will (Asuquo, 2009). Whereas Nwaorah (2009) viewed kidnapping as an act of an angry man who wants to take any person of value hostage, and who could be rescued by loved ones. In most cases, victims are often released after payment of ransom. According, to Ogabido (2009) “kidnapping” means to abduct, capture, carry off, remove or steal away a person(s).

Likewise, Uzorma and Nwanegbo-Ben (2014) averred kidnapping as the “act of seizing and detaining or carrying away a person by unlawful force or by fraud, and often with a demand for ransom”. For an act to be deemed kidnapping, it must involve coercive movement of a victim from one place to another. The detention or seizure of that person - be it a child or an adult - is for a period of time, depending on the willingness of the relatives to respond positively to the negotiations. In most cases, the victims' eyes are blindfolded so that they cannot see or locate the place of detention. Many are detained in places far away from their families. In their forceful movement, a lot of gunshots may be released into the air to create fear and tension, especially in the victim who would be dragged without his consent. Consequently, resistance, struggling and refusal to obey and follow the kidnappers have led to the untimely death of some victims. The perpetrators are often tempted to shoot sporadically for safety in order to accomplish the mission, not minding who gets affected. From the foregoing, there is no best way of defining kidnapping.

However, in a nutshell, kidnapping refers to the abduction and captivity of a person, typically to obtain a ransom. Sometimes, kidnappers hold their captives longer in order to demand more ransom from the victims' relatives or friends. Some families go as far as borrowing money from outsiders or selling their properties in order to save the lives of their beloved ones. The danger of not responding immediately could lead to the untimely death of the victim. Many have died during the time of torture, especially those with health challenges. Inyang and Abraham (2013) added that

it is allegedly regarded as a restriction of someone's liberty, which violates the provision of freedom of movement as stipulated in the constitution of the Federal Republic of Nigeria, where every other law takes its root. This activity as practice in Nigeria affects the psychological wellbeing of victims and family relatives. In most cases, survivor of kidnapping loose commitment and trust to people especially when it is suspected that the actions are planned from friends, family members, office colleagues among others. For teachers and students, it influences on their job commitment and academic performance respectively.

According to Khoza (2014), teacher commitment is defined as the strength of a teacher's identification and involvement with the teaching job. It determines whether a person will leave or remain in the teaching profession or not. Meyer and Allen cited in Khoza (2014) defined teacher commitment as a psychological state that characterize a teacher's relationship with his or her profession and has implications for the decision to remain involved with it. It is the emotional bond between the teacher and the school. Teachers' commitment is regarded as a power or quality needed to approach stress and change. It includes factors such as honesty, responsibility, and tolerance for fallibility. Teacher commitment is of importance as it is associated with greater job effort and involvement, i.e. committed teachers are less likely to leave their position and display other withdrawal behaviour such as absenteeism. As Fox (2013) noted, the strength of any profession depends upon the degree of commitment of its members. Teachers' commitment is conceptualized as being multi-dimensional. Thus, teachers' commitment is the strength of teachers' identification with and involvement in the school organization. It can be viewed as the dedication that teachers believe or perceive towards particular work and the job they carry out in the school.

The school as an institution is set up with desired objectives, which could only be accomplished through combined and committed efforts of the teaching staff and the school administration. The school as an institution has some set goals and objectives to accomplish; and the achievement of these set goals and objectives depends upon the degree of commitment of her workforce which includes the teaching and non-teaching staff. In other words, it is through the combined efforts of this group of people working within the school that the set goals and objectives of such institution can be actualized. The desire objectives of education are difficult to achieved or accomplished in a vulnerable environment like Nigeria situation today where life and properties of those who give knowledge (teachers) and the consumers (students and society) are not secure due to activities of insurgent groups. Supporting the statement, Fox (2013) opined that the strength of any institution (be it public or private) towards achieving its predetermined goals and objectives largely depends on the commitment and productiveness of its workforce. In the school system, teachers are one of the most important workforces, whose efforts and commitment enhance high productivity for quality education.

Akpan (2015) identified three forms of teachers' commitment which are tools to measure institutional effectiveness and outcome. These are affective commitment, continuance commitment and normative commitment. Affective commitment deals with the attachment of a teacher with the school organization and its goals and objectives. It is affected by job characteristics and more concerned with intrinsic factors than extrinsic factors. Continuance commitment deals with the concern of teachers on the cost associated with leaving the teaching profession and the lack of alternative employment opportunities. Normative commitment deals

with teachers' loyalty and obligation to remain in the teaching job. Thus, commitment to organization is compatible with commitment to profession. Although these components of school commitment may differ but have a similar impact on teachers' decision to either remain and continue or discontinue their employment with the organization (Akpan, 2015). In the present situation where kidnapping conquers the day, it will be a mirage for teachers of secondary schools to be committed to their jobs. Conducive and favourable environment causes job commitment, but the reverse is the case of teachers in Rivers State. Nevertheless, schools can become effective when teachers are committed; this will also determine their behaviour and attitude towards work. Hence, it becomes imperative to examine how volatile environment characterized with kidnapping activities relates to teachers' job commitment in senior secondary schools in Rivers State.

Statement of the Problem

In Rivers State today, several forms of social vices have been experienced such as kidnapping, drug addiction, ritualism (use of human heads and other sensitive parts for sacrifice) even militants' activities. These social vices had also unleashed terror attacks on travelers on both inter-state, trans-border road travels and along waterways in the area. Most of the motorists and travelers had fallen victims of either killed or kidnapped by the operators on the major highways. Lecturers, teachers, businessmen among others have been kidnapped on their way to their offices or even at their various homes and demanding for a ransomed for their release. Also, the researcher has observed that during communal crisis in various communities in Rivers State, teachers and students finds difficult to resume school activities as both students and teachers could be victims of these conflicts. These activities disrupt academic activities and in general affects teachers' job commitment. It is based on these scenarios that this study seeks to examine how kidnapping activities relates to teachers' job commitment in public senior secondary schools in Rivers State.

Purpose of the Study

The purpose of the study is to examine kidnapping activities and teachers' job commitment in public senior secondary schools in Rivers State.

Research Question

- i. How does kidnapping activities relates to teachers' job commitment in public senior secondary schools in Rivers State?

Hypothesis

- i. There is no significant relationship between kidnapping 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 (KATJCQ)" 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.

RESULTS

The result of the study is presented as follows.

Research Question 1: How does kidnapping activities relates to teacher's job commitment in senior secondary schools in Rivers State?

Table 1: Relationship between Kidnapping Activities and Teacher's Job Commitment

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r _{cal}	df	Remarks
Kidnapping Activities (X)	398	792.33		1963.08					
						2275.18	0.86	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 $r = 0.86$. This value is high and positive, thus indicating that there is high and positive relationship between kidnapping activities and teacher's job commitment. The relationship here being positive indicates a proportional increase of both kidnapping activities and job commitment of teachers in public senior secondary schools in Rivers State.

Statistical Test of Hypothesis

The null hypothesis was formulated and tested at 0.05 level of significance.

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

Table 2: Pearson Correlation Summary Analysis between Kidnapping activities and Teacher's Job Commitment in Secondary Schools in Rivers State

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	df	α	r _{cal}	t _{cal}	t _{crit}	Remarks
Kidnapping (X)	398	792.33		1963.08								
						2275.18	396	0.05	0.86	28.20	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 kidnapping activities and teachers' job commitment in senior secondary schools in Rivers State. Result from Table 2 revealed that the

sum and sum of squares for kidnapping activities are 792.33 and 1963.08 while that of teacher's job commitment is 1169.27 and 2346.53 respectively. The sum of product of scores on the two variables (Kidnapping and Teachers' Job Commitment) is 2275.18. The correlation coefficient is 0.86 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 kidnapping activities and teacher's job commitment in senior secondary schools in Rivers State is rejected. This implies that there is a significant relationship between kidnapping activities and teacher's job commitment in senior secondary schools in Rivers State.

Discussion of Findings

Result from Table 1 revealed that there is significant relationship between kidnapping activities 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 kidnapping activities and job commitment of teachers in public senior schools in Rivers State. The study also revealed that fear of been kidnapped makes teachers absent from school which affects commitment, teachers could not discipline the students because some teachers have been kidnapped because of punishing students in schools, school facilities in some areas has been used as a kidnapping den are ways kidnapping activities affects teacher's job commitment.

The finding of this study is in agreement with that of American Psychological Association (2013) as opined that in most cases, kidnapped victims (students, teachers and other school administrators) are subjected to physical torture, sexual harassment, and hunger which usually result to emotional and psychological disorder which lowers the level of commitment of the victims in service or professionally. These if not given psychological and clinical attention may lead to post kidnap challenges such as isolation, mental stress, impaired memory, decrease concentration, been overcautious and aware, fear of possible occurrence, sense helplessness, depression and anger. Hence, teachers under these social and psychological conditions can have difficulty in continuing with their job and participate in social academic activities which affects level of commitment and effectiveness of the schoolteachers. Also, the finding of this study agrees with that of Obiezu (2021) as reported that 13 schools were closed by State government as a result the kidnapped of 140 students of Bethel Baptist High School. Following the abduction of many teachers and students, the State governor of Katsina State ordered the closure of all burden secondary schools in the State which affects teachers' level of job commitment and students' academic performance (Maishanu, 2020).

Conclusion

This study established the fact that kidnapping activities positively relates to job commitment of teachers in public senior secondary schools in Rivers State. Indeed, commitment of teachers towards jobs are affected by societal activities such as kidnapping.

Recommendations

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

1. Government should provide adequate security services outside the school to checkmate kidnapping activities thereby making the people including principals, teachers, and students free from been kidnapped.

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