

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

(Konsekuensi Sosial Ekonomi dan Akademis dari Ketidakamanan dan Penculikan di Sekolah Menengah Atas di Negara Bagian Anambra)

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Abstract: The study investigated the socio-economic and academic consequences of insecurity and kidnapping in senior secondary schools in Anambra State. Four research questions and four research hypotheses were formulated for the study. 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 20 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 insecurity influence academic performance of SS2 students in senior secondary schools; there is a significant difference between the mean ratings to which kidnapping influence academic performance of SS2 students in senior secondary schools; there is a significant difference between the mean ratings to which insecurity influence socio-economic development 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.

Keywords: Socio-Economic; Academic; Insecurity; Kidnapping

1. 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 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. 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 & Igbomereho (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. 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 in 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 of the country. Thus, there is need to investigate socio-economic and academic consequences of insecurity and kidnapping in senior secondary schools in Anambra State.

1.1 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.

1.2 Purpose of the Study

The main purpose of this study is to investigate the socio-economic and academic consequences of insecurity and kidnapping in senior secondary schools in Anambra state.

Specifically, the objectives of the study were to:

- a. Examine the extent to which insecurity influences academic performance of senior secondary schools in Anambra State.
- b. Examine the extent to which kidnapping influences academic activities of senior secondary schools in Anambra State.
- c. Ascertain the extent to which insecurity influences socio-economic development of students in senior secondary schools in Anambra State.
- d. Examine the extent to which kidnapping influences socio-economic developments of students in senior secondary schools in Anambra State.

1.3 Research Questions

The following research questions were raised to guide the study:

- a. To what extent does insecurity influence academic performance of SS 2 students in senior secondary schools in Anambra State?
- b. To what extent does kidnapping influence academic performance of SS2 students in senior secondary schools in Anambra State?
- c. To what extent does insecurity influence socio-economic development of SS2 students' in senior secondary schools in Anambra State?
- d. To what extent does kidnapping influence socio-economic development of SS2 students in senior secondary schools in Anambra State?

1.4 Research Hypotheses

The following research hypotheses were generated and tested at significance alpha level of 0.05:

- a. H_{01} : There is no significant difference between the mean ratings to which insecurity influences academic performance of SS2 students in senior secondary schools.
- b. H_{02} : There is no significant difference between the mean rating to which kidnapping influences academic performance of SS2 students in senior secondary schools.
- c. H_{03} : There is no significant difference between the mean rating to which insecurity influence socio-economic development of SS2 students in senior secondary schools.
- d. H_{04} : There is no significant difference between the mean ratings to which kidnapping influences socio-economic development of SS2 students in senior secondary schools.

2. Method

The study employed a descriptive survey design. The area of the study was Anambra state. The study was conducted in Onitsha Education zone of Anambra State. The population of the study comprised all the 1,658 SS2 students in the government owned senior secondary schools in Onitsha Education zone. A total of 400 students were sampled as the sample for the study. The method that was adopted in selecting the schools was stratified random sampling techniques. 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. Face and content validation 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 expert in Administration. 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. 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.

3. Results

The results were presented according to the research questions and hypotheses.

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, 3.02, 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, 2.59 and 2.46 with standard deviations of 1.17, 1.24, 1.28, 1.34 and 1.52 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.

3.1 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.

3.2 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.

3.3 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.

3.4 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.

4. 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 trip 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 prevents them from coming to school regularly. It can 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, Ahaota and Obi-Ezenekwe (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.

5. Conclusion

Insecurity and kidnapping is a global phenomenon that can be traced to history. There is 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 and sporting activities, thereby depriving them in physical and psycho-social development

6. Recommendations

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

- a. Good governance should be embraced as it is seen as an antidote to insecurity in Nigeria.
- b. A re-orientation of the security apparatus to fit the situation on ground.
- c. Government should invest heavily in training and equipping the security agencies to effectively combat kidnapping and insecurity in the society.
- d. 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.

- e. 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.
- f. 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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