

IMPACT OF INSECURITY ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN NIGER STATE, NIGERIA

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Abstract

Insecurity attacks has gained unprecedented attention all-round the globe because its impact has exacerbated pressure on agricultural, political, economic, social, health and educational conditions in Nigeria. This therefore, tends to portend some great dangerous implications to sustainable national transformation in Nigeria. However, educational institutions mostly in the northern States in Nigeria are presently faced with the challenges of insecurity attacks in schools. On this note, the present study therefore investigated the impact of insecurity attacks on teachers' job performance in Niger State, Nigeria. Two research questions and two hypotheses guided the study. The study adopted descriptive survey research design with a sample of 256 (120 male and 136 female) teachers drawn through multi-stage sampling technique from a total population of 1,104 teachers in 26 senior secondary schools in Niger North, Niger State. Two instruments titled Kidnapping Attacks Scale (KAS) and Banditry Attacks Scale (BAS) were developed and validated by three experts in the educational field from University of Nigeria Nsukka and Ibrahim Badamasi Babangida University, Lapai, Niger State. Internal consistence reliability using Cronbach alpha gave indices of 0.81, and 0.76 for KAS and BAS. The overall index of the instruments was 0.91. Mean, standard deviation and t-test were used for data analysis. The findings of the study revealed that both kidnapping and banditry attacks impacted on male and female teachers' job performance to a high extent. It was also concluded that significant difference exists between male and female teachers on the extent kidnapping and banditry attacks impacted on teachers' job performance. Based on the findings, it was recommended that teachers should be trained on how to be security conscious both inside and outside the schools in Nigeria; Ministries of Education should provide trained security personnel with modern security gadgets to secure schools in Nigeria. By so doing, teachers can relax to perform their jobs without fear thereby, contributing in sustainable for national transformation. Equal attention/treatment among male and female teachers on security issues is also very necessary, among others.

Keywords: Insecurity-kidnapping, banditry attacks, teachers' job performance, sustainable national transformation

Introduction

Teachers' Job Performance has been one of the great concerns to education stakeholders in Nigeria, Niger State in particular. The great concern is necessary considering that teachers are indispensable instrument of achieving educational goals for National Development in Nigeria. However, educational goals in Nigeria could be achieved possibly through the activities of teachers' job performance. Job Performance as a general term could be referred to as different functions individuals performed to achieve the specialized objectives of an organization. This is in similar to the idea of Motowidlo (2003) who perceived job performance as the contributions which workers are expected to render to the organizations through their assigned functions. Aliyu and Palwasha (2010) added that job performance is an extent of how workers effectively combine and use resources in order to attain specific and desirable goals of the organization. Job performance could be carried out among workers of the various organizations including secondary school teachers. In other words, job performance could exist among teachers. Teachers' job performance as an essential variable in the field of education cannot be overlooked in the learning process. Teachers' job performance is defined as the extent to which teachers

perform their instructional and pedagogical duties in order to help the students to learn and for the attainment of school goals and objectives (Owan, 2018). Additionally, teachers' job performance is also what teachers get out of the activities for what they put in education (Ijov, Hemen, Aloga & Akinyemi, 2016). This definition however, clearly indicates that teachers' job performance may be identified with some activities.

Job performance of teachers is known with the various activities. These activities include the designing of scheme of work, lesson plan, employ essential information technology as well as improvised instructional materials to facilitate instruction, evaluation of students, reporting of students' academic progress, keeping of students attendance register, involve in maintenance of discipline among students, participate in school/staff meetings, sports and club activities, among others (Imaowaji, 2018; Udoh, 2013; Amaeze, Nnamani, Ede, Iremeka & Isilebo, 2021). Thus, performing these jobs-related activities required that teachers need to be proactive. Teachers, who are proactive in performing their jobs, could prepare and deliver their instructional responsibilities for the purpose of result-oriented learning outcomes. In other words, teachers that positively approach their primary responsibility of teaching and learning with the target to perform efficiently and effectively in their jobs may succeed in an environment devoid of some threatening factors affecting job performance of teachers. Literature revealed that some threatening factors impede teachers' job performance. In view of this, teachers' job performance could be affected due to the existence of the unhealthy managerial factors, lack of rewarding, work pressure on the teachers, parents' indifference and interference, inadequate physical infrastructure, large class size, poor communication skills, teachers having family problems, ineffective pre-service education, lack of professional development opportunities as well as students' indifference and bad behaviour in the classroom among others (Demet & Erkut 2018; Nebi & Mahmut, 2020). Apart from these factors above which have been affecting the job-related activities of teachers, it is also important to note that the job performance of teachers may be endangered in an insecure environment bedeviled with increasing of insecurity. This is in tandem with the literature which revealed that insecurity not only disrupts effective teaching and learning but also could affects teachers' level of productivity (Obiechina, Abraham & Nwogu, 2018). This simply means that an insecure environment may constitute some level of challenges to the teachers' job performance. This however positioned the focus of this paper which is to explore on the impact of insecurity on teachers' job performance.

Insecurity is one of the contemporary issues threatening the well-being of human population and as well, the corporate existence of Nigeria as one geographical entity. Insecurity as a concept connotes various meaning such as the existence of danger, lack of protection, and unsafe situation affecting humans. Insecurity could be referred to as a state of anxiety due to the absence of protection (Beland, 2005). Achumba et al (2013) defines insecurity from two dimensions. Firstly, insecurity is the condition of being exposed to danger or circumstance of danger, where danger is the state of being susceptible to harm. Secondly, insecurity is the state of being open to risk or anxiety, where anxiety is a vague unpleasant emotion that is encountered in anticipation of some misfortune. The points from these definitions indicate that people affected by insecurity are not only unaware of the circumstances arising from the insecurity but could also become vulnerable to the dangers and threats when they happen. In the context of this paper, insecurity could be referred to as the state of teachers being exposed to terror, attack and unsafe environment bedeviled with aggressive and violent activities that could jeopardize their job performance. Job performance of teachers could be jeopardized due to the wide spreading of insecurity. The widespread of insecurity as one of the social problems affecting mostly the teachers in Nigeria is so disheartening. Following this, statistics showed that about 2,296 teachers have been killed and 19,000 others displaced in the northern states which Niger State is among. The statistics further revealed that an estimate of 1,500 schools had been destroyed with over 1,280 casualties among students and teachers (Adesulu, 2019). This report so far indicates that

insecurity is indeed wide-spreading. The wide-spreading of insecurity could be as a result of some causative factors.

Some literature established that causes of insecurity exist. In support of this, various studies revealed that the causes of insecurity are as a result of unemployment and poverty, elite exploitation of ethnicity and religious differences, corruption, weak security apparatus, porous border, marginalization and inequality in the country, poor leadership, terrorism, organized violent groups, economic-based violence, among others (Nasiru, 2020; Ali, 2013; Achumba et al. 2013; Ibrahim & Igbuzor, 2002; Eme & Onyishi, 2011). These causes of insecurity in Nigeria, however, disrupt so many productive activities going on in the country. The disruption of productive activities may also manifest in various forms. In other words, threatening activities of insecurity have various forms of manifestation. In addition to the causes of insecurity attacks in Nigeria, some studies established that insecurity seem to manifest in various forms. Literature portrayed that in Nigeria, insecurity manifest in various forms or dimensions which include banditry, kidnapping, insurgency and terrorism attack, among others (Adeleke, 2013; Onyido, 2019; Suleiman & Bilkisu, 2020). Among these forms of insecurity, the present study therefore focused on kidnapping and banditry attacks in Niger State. This is because the aggressive activities of kidnappers and bandits are incessantly going on in Nigeria. However, most of the aggressive activities of these various forms of insecurity such as banditry, and kidnapping attacks are mainly to destroy/burnt school buildings, farms, torture, inflict injury, rape and sometimes killed the victims under their hostage especially when they were unable to pay ransom. Sometimes, they killed the abducted persons even after paying ransom. This by implication is likely to create tension, increases poverty, and may bring set back to the educational sector, mostly on the job performance of teachers in the Northern States, Niger State in particular. In this case, the researchers of this study tend to ascertain the impact of these two forms or dimensions of insecurity such as banditry, and kidnapping attacks on teachers' job performance.

The practice of kidnapping is one of the emerging insecurity activities going on across the country. It has been seen as a national security challenge that has eaten so deep into the fabric of the country which usual occurs more in the moment of insurgency and terrorism attacks among others (Dodo, 2010). Kidnapping, once seen as a foreign problem could be defined in various ways. Various scholars defined kidnapping as forceful, seizure and abduction of an individual or group of persons for political, religious and economic reasons (Fage & Alabi, 2017; Inyang & Abraham, 2013). In related view, Uzorma and Nwanegbo-Ben (2014) buttressed that kidnapping involve an act of seizing and taken away persons by unlawful force with a demand for ransom. These scholars added that recently, kidnapping is carried out with the abducted person(s) under their hostage being compel to pay ransom by contacting their family members or friends before freeing them. In fact, payment of ransom is however, an avenue for the kidnappers to enrich themselves. This could be the main reason for rising incidence of kidnapping in Nigeria, especially in Niger State. In other words, kidnapping as a violent criminal offence is being carried out for other several reasons which among them are for political interest, forceful marriage, illicit act, revenge and even murder (NCRB, 2014 & Zannoni, 2003). In spite of the reasons for kidnapping, kidnappers in carrying out their heinous act, may not be known with the committing of some criminal offence such as cattle rustling, destruction of farms. This is because cattle rustling/pillaging farm destruction are mainly known with the activities of Bandits. However, the activities of kidnapping have also grown to the extent that schools, including teachers are at the risk of attack.

It has been established by the research that heinous activities of kidnappers are going on in the schools mostly in the Northern States. In this case, anybody can be kidnapped including teachers. This therefore attracted the attention of Nwadiani (2016) who raised urgent concern of wide spreading spate of kidnapping, banditry and other forms of violence that have rapidly spreading to the secondary schools thereby, endangering mostly teachers at a very high risk. Further study revealed that students and teaching staff were abducted by the kidnappers (Ezeobi,

2017). Ezeobi added that the school was also attacked two times by the kidnappers with in an interval of seven months. Another report revealed that secondary school teachers were kidnapped at gun-point within the school environment. By implication, the people in the area where the kidnapping happened could be in a severe fear and tension. This also means that the heinous activities of kidnappers could pose some consequences on their victims. Some consequences arising from the kidnapping activities could threaten the well-being of people. A study have highlighted that no matter the intentions of the kidnappers, the traumatic impact on their victims cannot be overemphasized (Ene, 2018). Apart from psychological trauma on the victims and the family members of the victims, kidnapping also creates some financial implications to the abducted family members and friends (Clark, 2004 & Freeman, 2006). As a result of emotional and mental trauma due to kidnapping, the victims are likely to battle with issues of love, trust and respect, in future (Akwash, 2016). Among the teachers, the consequences of kidnapping could make teachers traumatized and instill fears in them. This therefore, may limit teachers from performing their jobs optimally. This is in line with the views of Saleh (2011) who said that teachers job seem to be threatened since incessant attacks made it very difficult for teachers to convince parents to allow their children come to schools in this era of heightened kidnapping attacks within the school environment. In fact, where there are kidnapping activities going on, the schools parents, and entire communities in the affected areas are not safe and cannot have peace of mind or progress. This could be more worsening when other forms of insecurity occur. One of the forms of insecurity which this study also captured was on the activities of banditry attacks on teachers' job performance.

Another form of insecurity in Nigeria which could threaten the job performance of teachers may arise from the banditry attacks on humans mostly in Niger State. Banditry has become a subject of national security and public concern. Banditry is a type of organized crime committed by outlaws usually known with the use of violence, intimidation, rape and sometimes killing of the victims in order to get what they want such as cattle pillaging, destruction of farms, 'robbery among others (Okoli & Okpaleke, 2014). However, a group of persons who engaged in an organized crime to carry out their heinous activities of terrorizing herders' settlements, farms villages, highway robbery and even schools could be referred to as bandits. The dangerous attacks of the bandits are at its peak in so many Northern States such as Kedduna, Zamfara, Katsina, Sokoto, Benue, Plateau, Niger State, among others (Olaniyan & Yahaya, 2016, Kuna & Jibrin, 2016). In this case, bandits in the Northern States have various ways of operations. Studies established that they are several dimensions by which bandits operate. The several dimensions of operation employed by the bandits are classified into four ways which are: highway robbery, kidnapping, cattle rustling and village raids (Olaniyan, 2018; Okoli & Ugwu, 2019). Village raids are the invasion and marauding of rural communities with severe casualties on the people. In the process of raiding villages, shops, household and markets are looting targets. Sometimes it is been carried out as a reprisals attack on a rivalry village (Yaro & Tobias, 2019). The next dimension which is highway robbery is usually occurred by blocking of motorists with travelers been robbed along various highways mostly along Abuja-Kaduna-Zaria axis (Okoli & Okpaleke, 2014). Another dimension which is kidnapping is however, a crime carried out for ransom. Kidnapping is being carried out whereby travelers are ambushed and abducted by bandits and then taken to a hideout in the forest where family members, friends and associates are called for ransom payment (Okoli & Okpaleke, 2014). On the cattle rustling, criminal gangs engaged in an organized rural banditry to benefits from cattle theft (Gadzama, Saddiq, Oduehe & Dariya, 2018, Asmau & Abdulrasheed, 2020).

Bandits not only focus their dangerous attack on villagers, farmers, herders and travelers. It has been noted that the heinous attacks of bandits were also carried out to the institutions of learning in the north. In view of this, Ibrahim (2020) reported that armed bandits attacked secondary school in a remote village in the north, kidnapped students and teachers. Ibrahim added that the bandits all used motor cycles to invade the school. Recently human right watch reported

that armed men suspected to be bandits have kidnapped at least forty two (42) people which among them are three teachers (Human Right Watch Report, 2021). Another secondary school of about one thousand students were also attacked in the central Nigeria's Niger State, with about twenty seven students abducted (Mbah, 2021). In fact, these various attacks from the bandits are likely grown to pose some challenges on people, communities and schools in Nigeria. Some challenges arising from the dangerous attacks of bandits are numerous. In view of this, Orijinwo (2020) said that the heinous attacks of bandits posed serious hardship on people by causing food scarcity and make farmers become afraid to go to the farms. Community dwellers are not comfortable to live in their places because of fear of untimely death. As a result of this, report revealed that about 330 attacks were carried out by bandits which resulted to 1,460 deaths of innocent people (Abdullahi, 2019). In most cases, the bandits killed and maimed the people and raped the women before disposing them their cows (Akowe & Kayode, 2014). When communities are usually attacked and people being killed by the bandits, schools which are located within the communities are likely to suffer. Among those at risk of attacks from the bandits are teachers. Mijah (2014) lamented that teachers are targets of incessant deadly insecurity attacks mainly perpetuated by the bandits, kidnappers, among others. Observably, few schools in Niger State were not able to operate properly for fear of kidnapping of their students and teachers in case bandits attack. In Niger State, parents are afraid to send their children to schools because of problems of bandits attack. Teachers also live in fear and may not be able to teach well. Supporting this, Mijah (2014) buttressed that teachers cannot teach well or performs their job effectively in an environment bedeviled with banditry attacks due to fear and uncertainty about their safety.

In this study, banditry and kidnapping are serious forms of insecurity attacks challenging the general well being of human population in Nigeria. In this case, a lot of heinous attacks arising from banditry and kidnapping are mostly going on in the Northern States in Nigeria. Some of the attacks are being carried out in schools. By so doing, schools are destroyed and abandoned. In the ongoing attacks, a lot of secondary school teachers mostly in Niger State were abducted by the bandits and kidnappers. The kidnapped teachers could be released after paying ransom and sometimes killed even after ransom has been paid. This by implication may threaten the job performance of teachers. In other words, teachers may not be able to perform their job effectively. The researchers of this study also observed that teachers in Niger State are already demoralized to engage in proactive teaching-learning process since the outbreak of insecurity arising from banditry and kidnapping attacks in schools in Niger State. Teachers also live in fears and cannot relax to perform their jobs optimally. When jobs cannot be performing optimally, it could inhibit the pursuit of productive educational progress of the students. Supporting this, Ekpoh, Edet and Nkama (2013) buttressed that poor job performing of teachers consequently exposed students to the bane of unsatisfactory academic output. All in all, the need to back up this study with a theoretical support could be relevant. This study is therefore guided by the frustration aggression theory by Fererabend and Feiraben (1972) which states that aggression is as a result of frustration which manifests from the inability of individual(s) to achieve their goals or dreams in life. In application of frustration aggression theory to this study, insecurity attacks arising from banditry and kidnapping are the product of aggressive behaviour. That is, banditry and kidnapping do not just happen. It could be as a result of severe hardship, poverty, bad leadership/governance and other forms of injustice against humanity. The point is that poverty/hardship, unemployment, among others is enough reasons to frustrate individuals and could predispose them to involve in aggressive related activities such as banditry and kidnapping.

Aggressive activities of kidnappers and bandits could be gender sensitive. World Health Organisation (2014) defines gender as socially constructed roles, behaviour, activities and attributes judged appropriate by a specific culture for males and females. In this study, gender is referred to as social construct affairs due to economic, socio-cultural and physical factors which individuals recognised and attribute to insecurity activities affecting job performance of male and

female secondary school teachers in Nigeria. Because of the societal view of gender differences as a result of socio-economic, cultural roles and responsibilities, insecurity challenges arising from kidnapping and banditry tend to affect females and males teachers in different ways. This therefore, cannot be overlooked in this study. In view of this, recent report of insecurity attack in Kaduna revealed that more female teachers were kidnapped together with their students in secondary schools (Ibrahim, 2020). Other studies revealed that the most vulnerable and highly risk groups to the threat of insecurity attacks are young girls and women (Adeniyi, 2015; Yusuf, 2015). This could be that young girls and women cannot survive easily in an insecure environment that promotes inappropriate gender role orientations. Further study portrayed that in the north west, women and girls are more susceptible to all forms of aggressive and violence attacks such as insurgency and terrorism attack, among others (Orijinwo, 2020). Thus, some of the above findings based on gender was carried outside Niger State and therefore, differ from the present study which tends to ascertain the gender differences of male and female teachers on the impact of insecurity on teachers' job performance.

Apart from the above gender studies on insecurity, most studies on kidnapping and banditry attacks however captured various threats which heinous activities of kidnappers and bandits posed on national security, agricultural and socio-economic development in Nigeria (Olabanji & Eze, 2014; Rosenje & Adeniyi, 2016). None of these studies on kidnapping and banditry activities above focused interest on teachers' job performance of which the present study considered. Again, considering the different environment where other studies on kidnapping and banditry attacks were conducted and reports of gender studies on kidnapping and banditry attacks, this present study which was conducted in Niger State Nigeria is however, inspired to examine the extent kidnapping and banditry attacks impact on teachers' job performances. In other words, it is uncertain that the extent which kidnapping and banditry attacks impact on teachers' job performance has been widely investigated. Hence there is need for the present study.

Research Questions

The following research questions are posed to guide the study.

1. To what extent kidnapping attacks impact on male and female teachers' job performance for sustainable national transformation?
2. To what extent banditry attacks impact on male and female teachers' job performance for sustainable national transformation?

Hypotheses

To guide the study, two null hypotheses were formulated and were tested at 0.05 levels of significance.

1. There is no significant difference between the mean scores of male and female teachers on the extent kidnapping attacks impact on teachers' job performance for sustainable national transformation.
2. There is no significant difference between the mean scores of male and female teachers on the extent banditry attacks impact on teachers' job performance for sustainable national transformation.

Methods

This study adopted descriptive survey design. The study was carried out in public secondary schools in Niger North of Niger State in Nigeria. The population of the study was 1104 secondary school teachers. Sample size of the study was 256 teachers (120 males and 136 females) drawn through multi-stage sampling technique. In the first stage, simple random sampling by balloting was used by the researchers to select Niger North out of the three senatorial zones in Niger State which are Niger North, Niger East and Niger South. This was done for the purpose of fair representation. In the second stage, simple random sampling was also used to select sixty four (64) teachers in each of the four (4) local government areas where insecurity attacks are mostly

going on within the Niger North in Niger State. Two instruments titled Kidnapping Attacks Scale (KAS) and Banditry Attacks Scale (BAS) were developed and used for data collection. The instruments with 14 items have also, two sections of A and B respectively. Section A elicited demographic information of the respondents while section B elicited information on environmental hazards on effective instructional delivery. The two instruments was designed using four- point Likert response options of Very High Extent (VHE=4), High Extent (HE=3), Low Extent (LE=2) and Very Low Extent (VLE=1). The instruments were validated by three experts in the educational field from University of Nigeria Nsukka and Ibrahim Badamasi Babangida University, Niger State. Internal consistence reliability using Cronbach alpha gave indices of 0.81, and 0.76 for KAS and BAS. The overall index of the instruments was 0.91. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research question 1: To what extent do kidnapping attacks impact on male and female teachers' job performance for national development?

Table 1: mean and standard deviation score on the extent kidnapping attacks impact on male and female teachers' job performance

S/N	Items	120 Males			136 Females		
		Mean	Sd	Decision	Mean	Sd	Decision
1	I become afraid to engage students in classroom activities because of regular attacks of kidnappers in schools.	3.18	.52	HE	3.04	.47	HE
2	Steady kidnapping of teachers highly disrupts the effort of providing necessary feedback on the performance of students.	3.24	.55	HE	3.07	.44	HE
3	Teachers' exposure to regular kidnapping attacks in schools reduces effective instructional delivery.	3.36	.59	HE	3.23	.47	HE
4	Kidnapping of teachers highly reduces their level of participation in school meetings	3.18	.38	HE	3.09	.46	HE
5	Teachers' job of keeping accurate attendance of students is not highly disrupted by the activities of kidnappers in schools.	3.17	.38	HE	3.11	.38	HE
6	Kidnapping of teachers highly expose them to financial challenges capable of affecting their job performance.	3.12	.32	HE	3.14	.50	HE
7	Traumatic experiences arising from kidnapping attacks highly disrupt teachers' job	3.24	.65	HE	3.13	.66	HE

performance.

Aggregate mean and std 3.21 0.48 HE 3.11 0.48 HE

Table 1 revealed that the male teachers have aggregate mean and standard deviation scores of 3.21 and 0.48 while female teachers have mean and standard deviation scores of 3.11 and 0.48 respectively above the criterion mean value of 2.50. This result shows that kidnapping attacks impacted on male and female teachers' job performance for national development to a high extent but more on the male teachers.

Research question 2: To what extent do banditry attacks impact on male and female teachers' job performance for national development?

Table 2: mean and standard deviation score on the extent banditry attacks impact on male and female teachers' job performance

S/N	Items	120 males			136 females		
		Mean	Sd	Decision	Mean	sd	Decision
8	I am highly demoralized to engage in proactive teaching process since the outbreak of bandits' attacks in schools.	3.16	.70	HE	3.77	.60	HE
9	The way bandits attack schools highly reduces teachers' commitment to prepare effective lessons for delivery.	3.31	.55	HE	3.10	.65	HE
10	My job as a teacher is not crippled by the regular attacks of bandits in schools.	3.09	.51	HE	3.00	.41	HE
11	Bandits' attacks disrupt my job of assisting students to organize academic club activities.	2.72	.54	HE	2.91	.59	HE
12	My job of moulding students' behaviour as a teacher is highly threatened by the heinous activities of bandits in schools.	2.93	.66	HE	3.26	.55	HE
13	As a teacher, my job of inspiring students academically is highly affected by the activities of bandits in schools.	2.83	.78	HE	2.73	.88	HE
14	Fear of bandits attacks reduces the rate of teachers attendance to schools to teach.	2.91	.28	HE	3.92	.28	HE
		2.99	0.57	HE	3.24	0.57	HE

Table 2 revealed that the male teachers have aggregate mean and standard deviation scores of 2.99 and 0.57 while female teachers have mean and standard deviation scores of 3.24 and 0.57 respectively above the criterion mean value of 2.50. This result shows that banditry attacks impacted on male and female teachers' job performance for national development to a high extent but more on the female teachers.

Hypothesis 1: There is no significant difference between the mean scores of male and female teachers on the extent kidnapping attacks impact on teachers' job performance for national development

Table 3: t-test of the extent kidnapping attacks impact on male and female teachers' job performance

Gender	N	Mean	Std. Deviation	Df	t-cal	p-val.	Alpha	Decision
Male teachers	120	22.49	1.97	254	2.77	.01	.05	Significant
Female teachers	136	21.80	1.99					

Table 3 revealed that the male teachers have mean and standard deviation scores of 22.49 and 1.97 while the female teachers have mean and standard deviation scores of 21.80 and 1.99 respectively. With a degree of freedom of 254, the calculated t-value of 2.77 is significant because the probability value of .01 is less than the alpha value of .05. Therefore, there is a significant difference between the mean scores of male and female teachers on the extent kidnapping attacks impact on teachers' job performance for national development.

Hypothesis 2: There is no significant difference between the mean scores of male and female teachers on the extent banditry attacks impact on teachers' job performance for national development.

Table 4: t-test of the extent banditry attacks impact on male and female teachers' job performance

Gender	N	Mean	Std. Deviation	Df	t-cal	p-val.	Alpha	Decision
Male teachers	120	21.31	1.48	254	6.39	.00	.05	Significant
Female teachers	136	19.85	2.10					

Table 4 revealed that the male teachers have mean and standard deviation scores of 21.31 and 1.48 while the female teachers have mean and standard deviation scores of 19.85 and 2.10 respectively. With a degree of freedom of 254, the calculated t-value of 6.39 is significant because the probability value of .00 is less than the alpha value of .05. Therefore, there is a significant difference between the mean scores of male and female teachers on the extent banditry attacks impact on teachers' job performance for national development.

Discussion

The study revealed that kidnapping attacks impacted on male and female teachers' job performance for national development to a high extent but more on the male teachers. The impact of kidnapping was high on the male teachers due to their protective nature. It could be that male teachers are usually at the fore front to defend others against kidnapping attacks. However, the finding of this study disagreed with studies which revealed that the most vulnerable and highly risk groups to the threat of insecurity attacks are young girls and women (Adeniyi, 2015; Yusuf, 2015). A corresponding hypothesis further revealed that there was a significant difference between the mean scores of male and female teachers on the extent kidnapping attacks impact on

teachers' job performance for national development. The significant hypothesis implies that kidnapping attacks differently impacted on job performance of male and female teachers. In other words, the impacts of kidnapping which is at high rate, however, seriously disrupted various job performances of male teachers. Even at this, teachers mostly the female ones are also affected and are usually become afraid of the school environment as they feel insecure to engage students in teaching-learning process. Thus, the finding of this study is in tandem with that of Nwadiani (2016) who raised urgent concern of wide spreading spate of kidnapping, and other forms of violence that have rapidly spreading to the secondary schools thereby, endangering mostly teachers at a very high risk. The findings also agreed with earlier studies which revealed that a lot of teachers have been killed and that teachers' job productivity seem to be threatened since incessant attacks made it very difficult for teachers to convince parents to allow their children come to schools in this era of heightened kidnapping attacks within the school environment (Adesulu, 2019; Obiechina, Abraham&Nwogu, 2018 & Saleh, 2011).

The finding of this study showed that banditry attacks impacted on male and female teachers' job performance for national development to a high extent but more on the female teachers. The impact of banditry attacks was high on the female teachers which could be attributed to perceived physical weakness and soft nature of females to resist aggressive situation. In other words, the physical strength of female teachers may not be enough to help them escape from any sudden attacks from the bandits. The finding of this study is therefore agreed with studies which showed that in the North West, females are more susceptible and prone to all forms of aggressive and violence attacks such as insurgency and terrorism attack, among others (Ibrahim, 2020 & Orijinwo, 2020). Corresponding hypothesis also revealed that there was a significant difference between the mean scores of male and female teachers on the extent banditry attacks impact on teachers' job performance for national development. The hypothesis which was significant indicates that the impact of bandits' attacks on male teachers varies from the female counterpart. In as much as the impact of bandits attacks on male teachers was at high extent, it was also affected the job productivity of female teachers. This implies that bandits' attacks seriously disrupted job performance of teachers. This however agreed with the findings of Mijah (2014) that teachers cannot teach well or performs their job effectively in an environment bedevilled with banditry attacks due to fear and uncertainty about their safety. The findings of this study also agreed with other studies which revealed that bandit have created serious problems to communities and schools due to their incessant attacks on students and teachers in various remote villages in the north which also resulted to many deaths of innocent citizens (Abdullahi, 2019; Human Right Watch Report, 2021 & Ibrahim, 2020).

Conclusion/Sustainable National Transformation

The present study, which focused on the impact of insecurity attacks on teachers' job performance, has been investigated with the findings highlighted. The researchers concluded that based on the findings, it was established that both kidnapping and banditry attacks impacted on male and female teachers' job performance for national development to a high extent. Therefore, the impact of kidnapping and banditry attacks on teachers' job performance which was at a high extent would not have happened in a secure school environment free from insecurity related problems. It was also concluded that significant difference exists between male and female teachers on the extent kidnapping and banditry attacks impacted on teachers' job performance for national development. Above all, sustainable national transformation that promotes socio-economic, political and religious advancement in Nigeria depends on education to thrive mostly in a secured environment free from the heinous insecurity activities and attacks on teachers' job performance.

Recommendations

Based on the findings, the following recommendations are made available:

1. Teachers should be trained on how to be security conscious both inside and outside the schools in Nigeria.
2. Ministries of Education should provide trained security personnel with modern security gadgets to secure schools in Nigeria. By so doing, teachers can relax to perform their jobs without fear thereby, contributing in sustainable for national transformation.
3. Schools should be located in safe and secured environment with perimeter fence and constant power supply. That is, security architecture of every school in Nigeria should be modernized.
4. Nigerian police and other security outfits should be adequately equipped with necessary modern security gadgets to perform their security job effectively.
5. Schools in Nigeria should be equipped with modern information technology such as CCTV camera for advanced security approach.
6. Mass media organizations/NGOs should help to educate masses on the dangers of aggressive activities such as kidnapping and banditry attacks.
7. Massive creation of jobs for citizens, mostly for Nigerian youths is very necessary.
8. Equal attention / treatment among male and female teachers on security issues is very necessary.

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