

INFLUENCE OF SCHOOL KIDNAPPING AND SCHOOL CLIMATE ON ATTENDANCE AMONG SECONDARY SCHOOL STUDENTS IN YAURI EDUCATIONAL ZONE, KEBBI STATE

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Abstract

The disruption of teaching and learning activities, attributed to school abductions and the overall school environment, has been linked to a negative impact on the attendance of secondary school students. The insecurity stemming from terrorist activities has particularly adverse effects on the attendance of these students. Consequently, this study aimed to investigate the correlation between school kidnapping, the school climate, and attendance among secondary school students in the Yauri educational zone of Kebbi State. To address the research objectives, two hypotheses were generated and tested at a significance level of 0.05. The study utilized a descriptive survey method. Multistage sampling technique was employed. Ten secondary schools were purposively selected, 25 students were randomly chosen from each of the selected schools. Data was conducted using three standardized scales: school-kidnapping (0.75), school-attendance (0.85), and school-climate scales (0.85). The results revealed a significant difference between school-kidnapping and attendance ($0.0650 > 0.05$). Additionally, school-climate demonstrated a significant impact on school attendance ($0.0460 < 0.05$). Based on the findings, it is recommended that a comprehensive surveillance networking system be established to ensure the safety of all secondary school students in the Yauri educational zone. Implementing perimeter fencing around schools is also advised, as this measure can help prevent the influx of illegal immigrants who may support terrorists or bandits.

Keywords: Influence, School kidnapping, school climate, attendance

Introduction

The occurrence of abductions and kidnappings in schools can create an unsafe environment, causing significant disruptions to attendance, teaching and learning in school. These create an unsafe teaching and learning environment. Consequently, there will be a rise in the out-of-school children crisis in education. School kidnappings have especially affected the educational experiences of children and adolescents in Nigeria, with a particular concentration of incidents in the North East and North West regions, resulting in the closure of numerous educational institutions. Tukur (2017) noted that children in the North East face a challenging choice between a life marked by ignorance and one characterized by uncertainty and danger. Kearney (2019) observes that school attendance, in various forms, has been plagued by a range of academic deficiencies, ultimately leading to reduced educational achievement. The perception of threats being targeted by kidnappers in the school environment discourages adolescents from attending their classroom sessions. According to the National School Climate Council (2007), school climate encompasses the shared experiences of individuals within the school, influencing the overall atmosphere, including norms, goals, values, interpersonal connections, and organizational frameworks. In simple term, school climate represents the essence of the school's existence, serving as its core, and administrators strive to maintain its ongoing nature.

The impact of the school environment on adolescents' learning activities is crucial. Ibrahim and Wodi (2023), Okendo, Christopher, and Jenifer (2022) highlight the different types of school climates influence on student performance, with positive climates boosting performance through moral, physical, and academic support, while negative climates hinder school improvement. Fisher (2013) identifies two main approaches to assessing the classroom environment: the ecological approach, which focuses on the entire school ecosystem, and the cognitive approach. In 2021, the Global Partnership on Education (GPE) emphasized the fundamental right to protect children from all forms of violence, as guaranteed by international agreements such as the United Nations Convention on the Rights of the Child (UN CRC) and national legislation like the Nigerian Child Rights Act (CRA). Part three of the CRA is particularly concerned with safeguarding children's rights, with Section 27 addressing issues related to abduction, removal, and transfer from unlawful custody. Section 27(1) explicitly states that taking a child away from the custody or protection of their legal guardian against the child's will is illegal, constituting an offense punishable by imprisonment. Subsections (b) and (c) outline specific terms of imprisonment for various circumstances.

The cognitive dimension refers to the mental and intellectual impact on children, encompassing the repercussions of violent incidents such as killings, injuries, kidnappings, detentions, or torture involving students, educators, and scholars. These factors have profound implications for a child's approach to learning, both in the short and long term. Hassan, Rukayya and Ibrahim (2020), Gump (1964) delved into the effects of school size on students' behavior and experiences. Students who have survived kidnapping attempts in the Yauri area continue to grapple with the trauma from these past ordeals, making it challenging for them to attend any school, even those with secure facilities.

Kidnapping is defined as the act of forcibly taking or separating a child or adult from their family with the intention of using them for nefarious purposes, such as rituals or other malicious acts. Abiodun, Olawale, Adeniran, and Zeberu (2017) describe kidnapping as a criminal offense involving the abduction of an individual against their will, subjecting them to threats of harm or even death, and demanding a ransom for their release. According to Okwuagbala (2020), kidnapping involves the abduction and confinement of an individual, usually with the aim of securing a ransom. The demand for ransom significantly impacts the parents of the abducted students, affecting their financial stability and creating ripples throughout the communities.

The impact of kidnappings extends to students' education, with frequent attacks on schools, abductions from dormitories, and students being kidnapped on their way to school leading to a significant decline in school attendance. Hazen and Horner (2007) observed that hostages are typically taken for two main reasons: political and economic gains. Mukhtar (2017), citing Zannon (2013), highlighted that motivations and operational methods vary, but there are generally two main categories of kidnapping for ransom: criminal kidnapping, where the primary objective is to obtain a ransom from the victim's family or business, and political kidnapping, where the main goal is to advance the political objectives of a specific group or movement, often involving a ransom to fund their activities. Kebbi State, one of the most affected states in northern Nigeria, reported 105 kidnappings of students and teachers, in the year 2021 at Federal Government Birnin Yauri in Kebbi State.

Statement of the Problem

Kidnappings targeting students within educational institutions can result in a decline in student enrollment, attendance, and the quality of teaching. This, in turn, contributes to the development of an unfavorable school atmosphere for both students and teachers. Moreover, the impact of school abductions extends to the physical infrastructure of educational facilities. Despite the presence of the Nigeria National Policy on Education (2013), aligned with global Sustainable Development Goals (SDG) for education, these incidents pose a significant threat to the fundamental right to education.

Adolescent girls and young women, in particular, are at risk of forced marriage and unwanted pregnancies contradicting the objectives of SDG Goal IV (2030), which specifically emphasises addressing challenges faced by these vulnerable groups. The consequences of school abductions have widespread effects, influencing school, enrollment rates, attendance and the overall educational environment. Recognising the necessity for secure and conducive school climates becomes crucial in addressing the issues of out-of-school children and the educational crisis. Much research work has not been conducted in the area of school kidnapping as related to attendance in Kebbi state. The researchers therefore, wish to fill the gap observed in this area by investigating the influence of school kidnapping and school climate on attendance among secondary school students in Yauri educational zone, Kebbi state, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the relationship between school kidnapping and school climate on attendance among secondary school students in Yauri, Kebbi State. Specifically, the study sought to:

1. Investigate the relationship between school kidnapping and attendance among secondary school students in Yauri, Kebbi State.
2. Examine the relationship between school climate and attendance among secondary school students in Yauri Educational Zone of Kebbi State.

Research Hypotheses

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

H01: There is no significant relationship between school kidnapping and attendance among secondary school students in Yauri, Kebbi State.

H02: There is no significant relationship between school climate and attendance among secondary school students in Yauri, Kebbi State.

Methodology

The descriptive survey research design was adopted for this study. The researchers were interested in knowing the relationship that exists between independent variable and the dependent variables. The population for this study comprised of all public secondary school students in Yauri Zonal Education Area of Kebbi state. To get the sample for the study: multistage sampling techniques were used. In the first place purposive sampling technique was used to select 10 secondary schools in Yauri Educational Zone of Kebbi State. Secondly simple random sampling technique was used to select 25 students from each of the selected 10 schools, making total numbers of 250 participants. Thirdly, proportional/stratified sampling technique was used to get fair representation of boys and girls as part of the 250 sample participants.

Three standardised instruments were used for data collection. These include: School Kidnapping Scale (SKS) by Jannat (2014). This scale has nine (9) items and these items which are positively worded. These items were given scores of 5, 4, 3, 2 and 1 which range from strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of this value gives school kidnapping score. The reliability coefficient of the sum of the scale is 0.83. A test retest was carried out using pilot tested method on 10 students who were not part of the participants and has Cronbach Alpha of 0.75. School Attendance Scale (SAS). The scale covers items on student attendance and was developed by Jotform (2022) and evaluates students' attendance in school. The determination of student attendance is based on nine (09) items. It made up of five point's scale (1) strongly disagree, (2) Disagree, (3) undecided, (4) strongly agree and (5) agree. It has reliability coefficient of 0.85. School Climate Scale (SCS). The scale contains items on school climate which was developed by Keith (2005). The determination of a

school's climate is based on a (55) items scale. It is made of five point scale, (1) strongly disagree, (2) disagree, (3) undecided, (4) agree (5) strongly agree. It has reliability coefficient of 0.85.

The researchers personally distributed and collected a complete questionnaire from the participants. Permissions were obtained from the principals of the sampled schools after which the researchers with other research assistants administered the questionnaire on the participants. The concept of all the participants was also sought before administration. Maximum return was ensured. It took 5 weeks to administer this instrument. Relationship between the independent variables (School Attendance) and the dependent variables (school kidnapping and School Climate) was ascertained using corresponding scores obtained from the variables and tested through Pearson Product Moment Correlation statistics. Similarly, data on the predictive ability of the independent variables on the dependent variables was analyzed using multiple regression statistics. More so, the hypotheses were PPMC. All analysis was carried out at 0.05 margin of error.

Results

Hypothesis One: There is no significant relationship between school kidnapping and attendance among secondary school students in Yauri, Kebbi State.

Table 1: Pearson Product Moment correlation showing the relationship between School Kidnapping and attendance among secondary school students in Yauri, Kebbi state

Variables	Mean	S.D	R	P
School Kidnapping	25.280			
		0.79	0.0650	<.01
School Attendance	31.099			

Since the calculated value (0.0650) is greater than the p-value) of 0.01, it means that there is positive relationship between the school kidnapping and attendance among the secondary school students. The null hypothesis (H1) is therefore rejected and alternative Hypothesis HO1 since p-value is less than sig-value, otherwise accept H0

Hypothesis 2: There is no significant relationship between school climate and attendance among secondary school students in Yauri, Kebbi State.

Table 2: Pearson Product Moment Correlation showing the relationship between school climate and attendance among secondary school students in Yauri, Kebbi State.

Variables	Mean	S.D	R	P
School Climate	25.280			
		0.789	0.065	<.01
School Attendance	31.099			

There is no significant relationship between school climate and attendance among secondary school students in Yauri, Kebbi State. Since the calculated value (0.0650) is greater than the p-value) of 0.01, it means that there is positive relationship between the school climate and attendance among the secondary school students. The null hypothesis (H0) is therefore rejected if p-value is less than sig-value, alternative H1 is accept.

Discussion of findings

The first hypothesis stated that, there is no significance relationship between kidnapping and class

attendance among secondary school students. The result shows that there was significant positive relationship between kidnapping and class attendance. This result implies that kidnapping significantly positively relates to class attendance. The null hypothesis is thus rejected while alternate hypothesis is accepted. This result is in line with. The findings are consistent with Berkowitz (2021), who asserted that there exists a robust positive correlation between teachers' job satisfaction and school climate. This underscores the evident significance of school climate as a crucial factor influencing the effectiveness of teaching and learning in a study conducted by Hassanudd (2021) that unsafe school environment/climate can deter students from attending school.

The second hypothesis stated that, there is no significance relationship between kidnapping and school climate. The result shows that there was significant positive relationship between kidnapping and school climate. This result implies that kidnapping significantly positively relates to school climate. The null hypothesis is thus rejected while alternate hypothesis is accepted. This result is in line with findings of Ibrahim and Wodi (2023) and Berkowitz (2021), who asserted that there exists a robust positive correlation between teachers'/students class attendance and school climate.

Conclusion

From the result of the findings, it was therefore concluded that Kidnapping of students in the school had positive relationship with student class attendance. Also, school climate had positive relationship with kidnapping. In fact there is joint contribution of school attendance on school climate and kidnapping whereas independent school climate predicted good attendance among students while kidnapping also had independent prediction on teaching and attendance by students and teachers respectively.

Recommendations

In order to alleviate the problems enumerated in the study, with a view to solve school kidnapping cases and improve the development of education system following recommendations were given:

There should be a general educational surveillance networking system for safety of all secondary school students in Yauri Educational Zone, Kebbi state. Some gadget could be Closed-Circuit Television (CCTV camera).

The Government of Kebbi and all stakeholders in education system should join hands together by ensuring that there is a robust quality of schoollife to be put in place in school setting of the Zone. Facilities such as: School Buildings, class rooms, laboratories, libraries, vocational workshops, furniture, laboratory equipment, instructional materials, play grounds.

There should be a perimeter fencing round the schools. This will go a long way preventing influx of illegal emigrant that support terrorist group.

The affected schools should not be turn to military base or barrack any longer.

The school activities and the security of secondary students from the zone should be guarded judiciously by the government and the entire community.

The education zone office should write to state ministry of education to set up a permanent guidance and counselling department in the zone office of Yauri. The department will serve as receiving ends for the recruited counsellors at state level to various schools in educational zone of Yauri. Furthermore there is need to make it compulsory for each school to have a guidance and counselling unit in the schools so as to attend to affected students and non-affected students in the zone

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