



# ABDUCTION THREAT SURVIVING SKILLS IN TEACHER EDUCATION CURRICULUM KEY TO LEARNERS' SAFETY IN SCHOOL ENVIRONMENT

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## ABSTRACT

The study adopted survey design to determine **MICHAEL OKPARA UNIVERSITY OF AGRICULTURE UMUDIKE and ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION OWERRI** teacher educators' perceptions on infusing abduction threat surviving skills on teacher education curriculum for students' safety in school environment. Researchers' made attitude questionnaire titled "Teachers-educator Questionnaire on Infusing Abduction Threat Surviving Skills in Teacher education curriculum" (TEQIAST) was used for data collection. It had reliability coefficient of 0.77, determined using Cronbach Alpha. The data collected was analyzed using mean and standard deviation in answering research questions while the hypothesis was tested using t-test statistical tool tested at 0.05 level of significance. The findings showed that teacher educators have positive perceptions on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment. It was recommended among others that there is need to infuse abduction threat surviving skills in relevant courses in teacher education curriculum for safety of students in school environment.

**KEYWORDS:** Teacher, education curriculum, Abduction, Surviving, skills,

## INTRODUCTION

Abduction and kidnapping are acts of terrorism that are increasing in leaps and bounds in an unprecedented dimension all over the world. The word Kidnap was derived from two English words "Kid" meaning (Infant) and "Nap" meaning (Sleep) (Odumbo, Shittu, Akinyemi & Momoh (2017)). Literarily, it is an act of seizing and taking people hostage for ransom payment.

Kidnapping as a word originated from English (Britain) around 17th century explaining abduction of kids of rich British families for ransom payment while they kids are asleep probably at night 'nap' (Tzanelli, 2009). Incident of kidnapping and abduction are daily occurrences in Nigeria. Recently these wicked crimes are now targeted at students. Nigerian educational system is faced with multiple

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challenges ranging from incessant strikes by teachers due to non-payment of salaries by Government, poor educational content/quality, infrastructural decay, lack of access to education and so on. Lately, consistent mass kidnapping of students poses gravest existential threat to Primary and Secondary school education in Nigeria. Targeted kidnapping of students began in 2014 with the mass abduction of 276 female students in Chibok by Boko Haram insurgents (Odumbo, Shittu, Akinyem, & Momoh, 2017). Then, it was the biggest case of mass kidnapping of students in Nigeria. It resulted in "Bring Back Our Girls" campaign – a world outcry against kidnapping of Chibok schoolchildren in Nigeria. Currently, abduction of students seems to be a "new normal" especially in Northern Nigeria. In less than three months between December 2020 and March 2021, more than 600 students have been kidnapped while in school, in three separate incidents (Ezeibe & Eze, 2020). This calls for the need to incorporate in the teacher education curriculum security and surviving skills for mitigating abduction threats. This will help teacher-trainee to be equipped with appropriate abduction surviving skills that they will transfer to their students. This will help to forestall the incidents of kidnappings of students in school environment. Kidnapping of students in school environment may continue unabated and may spread to other parts of country and if there is no mitigation strategies put in place. Which should be targeted at equipping teachers and learners with abduction surviving skills in school environment.

Teacher Education programme is an educational programme designed for one to four years to train and educate professional teachers who would be proficient in the teaching and management of secondary and primary schools. Teacher Education programme as offered by Universities and Colleges of Education in Nigeria grouped courses offered into three: Professional education programme of study comprising philosophical; historical and sociological foundations of education, educational psychology; curriculum development, test and measurement; guidance and counseling and practical teaching; Subject methodology in teaching subjects and General science, social science, English language and Humanities (Olorok, 2015). The researchers argued that abduction threat surviving skills, strategies, concepts and attitudes could be infused in the Peace and conflict resolution courses which are general courses in Social science in teacher

education program. Abduction threat surviving skills, strategies, concepts and attitudes as topics to be infused in Social science courses in teacher education programme should as a matter of necessity be considered by the Nigerian Universities Commission (NUC) and National Council for Colleges of Education (NCCE) as an emerging issues.

Kidnapping is a criminal act that leaves victims traumatized for a long period of time. Abraham (2010) sees kidnapping as an illegal act of seizing, taking away and keeping a person in custody either by force or through fraudulent means. This is done in order to force the victim to pay ransom for his/her freedom. It could also be used illicitly to settle disagreement that is by subjecting the victim to near death situations where the victim will be helpless as to obliged certain concessions to the kidnappers. Goldberg (2000) argues that kidnapping is a criminal act involving seizure, confinement, abduction, subjection, forcefulness, acts of threats, acts of terror and servitude. Dode (2007) saw kidnapping as a process of forcefully abducting a person or group of persons perceived to be the reasons behind the injustice suffered by another group. This was the initial case in the Niger Delta region of Nigeria. Niger Delta militants took hostages to protest the inequality in the region (Okolo, 2010 & Odumbo, Shittu, Akinyem, and Momoh, 2017). According to Odumbo, Shittu, Akinyem, and Momoh (2017) the militants believed, Nigeria is built at the expense of their region which serves as the cash cow for the whole country. At the initial stage according to Aloysius Okorie the Commissioner of Police of Imo State, they were not asking for ransom. But later on the militant, hoodlums and criminals hijacked it and started kidnapping for a ransom (News Watch, June 29, 2009 P.16). Thomas and Nta (2009) defined kidnapping as robbery of the highest order. According to them, it is an organized and systematic robbery that is more profitable than armed-robbery which left its victims financially bankrupt, psychologically and emotionally traumatized for a long time. Ottuh and Aituf (2014) & Inyang & Abraham (2013) posit that kidnapping is the indiscriminate taking away of a person against the person's will usually to confine the person in prison without legal authority. They expounded that this act may be done mainly to extort money or link with illegal child custody as a result of marital issues. Such kidnapping or abduction of a child is commonly labeled "child stealing" and "parental kidnapping" (Odumbo, Shittu, Akinyemi & Momoh, 2019). This is tagged

when the act is carried with the intention of keeping the child permanently as against receiving a ransom or other things. That is to say that kidnapping is prohibited criminal actions that involves forceful seizure of a person against his/her will or through fraudulent means, denying such a person freedom of movement, and threatening to kill such person unless ransom is paid or certain conditions obliged to the kidnappers. For an action to be seen as kidnapping, it must involve coercive movement of a victim from one place to another, detention or capture of the victim be it a child or an adult. It is usually goaded by financial gain, political benefit, and marital advantage over a spouse or family.

The seemingly profitability of kidnapping had made those that indulged in it to keep on perpetuating this vile and wicked acts in spite of laws that prohibit kidnapping. It is on this note that the researchers examined teachers-educators' perceptions on infusing abduction threat surviving skills in teacher education curriculum so as to equip teacher-trainee with appropriate kidnapping threat surviving skills that will be transferred to students. This will help to equipped both the teachers and students with appropriate mitigation strategies that will help to keep away and forestall the incidents of kidnapping of students in school environment. This is based on the fact that there have not been conscious efforts by relevant authorities to train teachers or students on the basic kidnapping surviving threat skills and as such students are very much vulnerable and confused on what to do to survive in case of kidnapping incidents. It is also important to note that this beastly act against vulnerable students have an adverse traumatic and negative psychological effect both to the child and to the parents.

Kidnapping and abduction are crimes that have adverse psychological effect on the victims. Usually, it may take years for victims of kidnapping to recover from the psychological injuries inflicted on him/her. At times he/she may not be completely healed from it (Mohit, 2018). Kidnapping and abduction leave both emotional and psychological indelible marks to the victim. Such a person may be emotionally broken that he/she may have issue in trusting people. In addition, the family members of the victims also suffer psychological challenges with them. The victims of kidnapping and abduction face a lot of psychological problems. At times they may become afraid of being alone or in dark places. This makes such individual not to live freely with people. Mohit (2018) also include, the following

as some of the emotional challenges that victim of kidnapping may encounter:

#### **Cognitive challenges:**

Cognitive challenges which a kidnapped victim may face include: confusion, concentration problems, memory loss, dizziness, flashbacks of his time as hostage and so on. Young victims tend to have flashbacks, nightmares, fear of being alone and so on.

#### **Social Challenges:**

Some of the social problems include avoiding people, avoiding type or class of people, irritation, depending on others, avoiding social meetings or gatherings. At times these victims feel helplessness with their situations.

#### **Emotional Challenges:**

These include depression and anxiety disorders. Depression may manifest in form of shock, phobias, feeling helpless, numbness, anger, disassociation, guilt and so on. Anxiety may also manifest in form of being anxious from time to time, constant worrying. Stockholm syndrome may also manifest which is a situation victims subconsciously feels attached with their captors (Mohit,2018 & Ugwuoke,2015).

In examining the negative psychological impact kidnapped victims may face, it is a common knowledge that horrifying experiences always have lasting negative impact on victims such as kidnapping. Victims of kidnapping and abduction have lasting negative effect on their minds (Mohit, 2018). The harsh atrocities victims of kidnapping encountered may make them loose hold on reality. This terrible experienced adversely affect the personality of victims. These events change whole life of the individuals and also change their whole personality negatively. They destroy the personality of individuals and their perspective about life. Behaviour of a kidnapped victim may change adversely. In some situations the personality of the kidnapped victims before and after being kidnapped may be obviously negatively different. Seeing both psychological and emotional negative impact of kidnapping on its victims, it is imperative to infuse into the teacher education curriculum abduction surviving skills that will help the teacher-trainee with requisite kidnapping threat surviving skills that they will transfer to their students to militate against students being abducted in school environment. It is on this note that this study examine some security tips that will help school children against abduction

Health wise staff, (2020) made recommendation on security tips that may curb the incidents of kidnapping of school children which include:

- Students should stay away from strangers. School should explain what makes a person a stranger in a school environment
- Students should run and scream if someone tries to force them to go somewhere with them or tries to push them into a car.
- Students should seek help if lost may be from law enforcement officer and if it is in public places, students should seek help from somebody that works there.

Mohit (2018) & Emanemua & Akinlosotu (2016) in their assertion on the need to keep students safe in school environment recommended the following security tips:

- Students should be taught how to escape from danger in their dormitories (including kidnap).
- They should be trained in bomb threat procedures, fire alarm procedures, civil disturbance procedures and kidnap resistive procedures.
- Every school should put a security programme in place whose goal is to deter, detect, delay or deny a kidnapper from victimising school students.
- Schools should appoint experienced security consultants to design comprehensive and robust security programmes that will achieve the desired purpose.
- Security solving programme should be knowledge-based and made to be tailored to the specific requirements and circumstances of the given school.
- Schools should provide information to schoolchildren on the risk of being a kidnapped victim, the current methods used by kidnappers and ways to avoid them.
- The value of the programme is to provide information about when an individual faces the threat of kidnap and gives a menu of actions on what should be done once the threat has been detected.

Ona, (2018) The Guardian Saturday Magazine is of the opinion that the following can help to deter kidnappers from kidnapping school children from school environment:

- In case there is an attempt to kidnap students in the school environment or hostel that all students in a school/dormitory should start screaming and shouting, "kidnappers, kidnappers, kidnappers". That such dissonance

will throw the kidnappers in a state of confusion and they will not carry out their evil intention.

- High profile schools should appoint reputable and licensed private guard companies to protect their schools. The guards should protect the entrance, grounds, perimeter, etc. And that if proper manning level is maintained that such will deter kidnappers due to visible guard patrols.

- Schools should get 24-hour armed Police protection. There must be deadly force capability on campus, such that the bad guys could be engaged in a firefight if a kidnap incident is attempted.

- School compounds should have panic alarm system that can be activated when the school is under attack. Alarm devices, if properly designed and installed, could create adequate psychological deterrent to the seizure of school kids.

The boarding houses should have metal doors that are bullet resistant, dead bolts locks should be mounted on the doors to enable manual bolting.

- The doors may also be fitted with electrified hardware that will enable central lockdown of the school from a control centre once there is a threat to the students.

- School compounds should be well lit and generators should provide back-up in case of power outage from national grid. Good security lighting is a major deterrent to criminal abductions on school compounds.

From the suggestions on how to mitigate the incidents of kidnapping in school environment, in as much as the major bulk of the responsibility lies with the government and school authority, the part that teachers should play also are noted but the students cannot effectively play their part in mitigating the incidents of kidnappings in school environment without the teacher having been trained on appropriate pedagogical skills that will help him or her to effectively teach learners, abduction surviving skills that will help mitigate abduction in school environment be it in Basic education or in Secondary school education. Based on the above there should be conscious efforts by teacher education curriculum planners to infuse abduction surviving skills in teacher education curriculum. This will help the teacher trainee to effectively teach students on how to effectively mitigate against abduction. When such is done both the teachers and learners will be adequately equip with effective security tips that will help them in mitigating kidnapping incidents in school environment. It is on this note that the

researchers investigated teacher-educators perception on integrating abduction surviving skills in teacher education curriculum for learners' safety in school environment.

### Research Questions

1. What are the perceptions of MOUUAU and ALVAN lecturers on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment?
2. What is the difference on the responses of MOUUAU and ALVAN on infusing abduction threat surviving skills teacher education curriculum for students' safety in school environment

### Hypothesis

**Ho1:** There is no significant difference in the mean responses of teacher-educators in School of Education, Michael Okpara University of Agriculture (MOUUAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on abduction threat surviving skills in teacher education curriculum for students' safety in school environment.

### METHODOLOGY

A descriptive survey design was used for the study. This study sets to find out the perceptions of teacher-educators on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment. It will specifically determine if there are differences between lecturers in School of Education Michael Okpara University of Agriculture (MOUUAU) and lecturers in Alvan Ikoku Federal College of Education Owerri (AIFCE) on infusing abduction threat surviving skills in teacher education curriculum for students' safety in school environment. The study was carried out in School of Education, Michael Okpara University of Agriculture (MOUUAU) with a population of 136 academic staff and Alvan Ikoku College of Education Owerri (AIFCE) with a population of 709 academic staff. The entire academic staff of School of Education MOUUAU was used as sample because the population is small while the purposive sampling technique was employed in selecting the second sample, in which the

researchers used 191 academic staff in school of education AIFCE. The total sample been 327 teacher-educators. Instrument for data collection was a questionnaire titled "Teachers-educator Questionnaire on Infusing Abduction Threat Surviving Skills in Teacher education curriculum" (TEQIAST). This is a 13-item questionnaire designed by the researchers and validated by three experts in Teacher Education and Educational Psychology, in Department of Curriculum and Instruction and Department of Psychology Alvan Ikoku Federal College of education Owerri. The instrument has part 1 and 2. Part one sought for demographic information of respondents while part two sought information to determine the perception of teacher educator on Infusing Abduction Threat Surviving Skills in Teacher education curriculum. The items had four response categories of Strongly agree (SA); Agree (A); Disagree (D) and Strongly disagree (SD) scoring 4, 3, 2 and 1 respectively. The instrument was face validated by four experts in the Department of Curriculum Studies and Measurement and Evaluation, Michael Okpara University of Agriculture Umudike and Alvan Ikoku College of Education. Their contributions gave rise to the final instrument used for the study. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using thirty six lecturers outside the study population. The reliability of TEQIAST was 0.77. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return. Data were analyzed using mean and standard deviation to answer the research questions. The decision rule was that any mean score of 2.50 and above was accepted otherwise it was rejected. The value of 2.50 was considered as a benchmark for decision making. The t-test statistic was used to test the hypothesis at 0.05 level of significance.

### Presentation of result

Research Question 1: What are the perceptions of MOUUAU and ALVAN lecturers on infusing abduction threat surviving skills on teacher education curriculum for students' safety in school environment?

**Table: 1:** Perceptions of MOUUAU and ALVAN lecturers on infusing abduction threat surviving skills teacher education curriculum for students' safety in school environment

S/N	ITEM STATEMENT	MOUUAU			ALVAN LECTURES		
		$\bar{x}$	SD	REM	$\bar{x}$	SD	REM
1	Abduction threat surviving skills in teacher education curriculum will help to reduce child stealing in school environment	2.69	0.55	Accept	2.71	0.82	Accept
2	Abduction threat surviving skills in teacher education curriculum will enhance students' safety in school	2.60	0.32	Accept	2.62	0.54	Accept
3	Abduction threat surviving skills in teacher education curriculum boost parents confidence that their child is safe in school	3.01	0.64	Accept	3.03	0.50	Accept
4	Abduction threat surviving skills in teacher education curriculum will enhance school enrolment as it reduces the fear of children being abducted in school	3.24	0.97	Accept	3.22	0.71	Accept
5	Abduction threat surviving skills in teacher education curriculum will enhance students' confidence that they are safe in school environment	3.01	0.66	Accept	2.88	0.54	Accept
6	Abduction threat surviving skills in teacher education curriculum will enlighten teachers on the safety action to take in incident of kidnapping in their school environment	2.54	0.30	Accept	2.74	0.47	Accept
7	Abduction threat surviving skills in teacher education curriculum will help teachers use appropriate psychological skills that will help rescued kidnapped school children to recover quickly from the psychological trauma of being kidnapped	2.51	0.41	Accept	2.54	0.51	Accept
8	Abduction threat surviving skills in teacher education curriculum will help students to know what to do as to help their peer that was rescued from kidnapers	2.71	0.42	Accept	2.67	0.39	Accept
9	Abduction threat surviving skills in teacher education curriculum will help to reducing the capital flight that comes as a result of paying ransom to rescue kidnapped students	2.82	0.53	Accept	3.23	0.33	Accept
10	Abduction threat surviving skills in teacher education curriculum will help to reduce the incident of rape of students by strangers	3.27	0.82	Accept	3.39	0.99	Accept
11	Abduction threat surviving skills in teacher education curriculum will help to reduce incidents of kidnapping of students for ritual purposes	3.91	0.67	Accept	2.97	0.70	Accept
12	Abduction threat surviving skills in teacher education curriculum will help to reduce school dropout of children because of fear of being kidnapped	2.83	0.70	Accept	2.83	0.45	Accept
13	Abduction threat surviving skills in teacher education curriculum will help to reduce loss of life and threat to public safety	2.91	0.53	Accept	3.01	0.38	Accept
	Cluster mean	2.92	0.57		2.91	0.56	

Table1. Shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean of 2.50. Also, the average mean (2.92) for MOUAU and (2.91) for the ALVAN are greater than the scale mean. This implies that teacher educators have positive views on infusing abduction threat surviving skills in teacher

education curriculum for safety of students in school environment.

**Research Question2:** What is the difference between MOUAU and ALVAN lecturers perceptions on infusing abduction threat surviving skills teacher education curriculum for students' safety in school environment?

**Table 2: Summary of MOUAU and ALVAN lecturers' mean response**

Group	N	Mean $\bar{x}$	SD	Difference in $\bar{x}$
MOUAU	136	2.92	0.57	0.01
ALVAN	191	2.91	0.56	

Table 2, shows that a mean difference of 0.01 exist between responses of MOUAU and ALVAN responses on teacher educators' perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of schoolchildren in school environment. What it means that the responses of MOUAU and ALVAN differ slightly, though they all have positive perception on infusing abduction threat surviving skills in teacher education curriculum for safety of schoolchildren in school environment

**Hypothesis**

H<sub>01</sub>: There is no significant difference in the mean responses of teacher- educators in School of Education, Michael Okpara University of Agriculture Umudike (MOUAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on abduction threat surviving skills in teacher education curriculum for students' safety in school environment?

Group	N	Mean $\bar{x}$	SD	DF	t. cal	P.value	Decision
MOUAU	136	2.92	0.52	326	0.11	0.75	Accepted
ALVAN	191	2.71	0.57				

The data above on table 3 indicated that the t-calculated is 0.11 at 326 degree of freedom and p. value of 0.75 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference between the mean response of MOUAU and ALVAN teacher educators' perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment.

**DISCUSSION**

Result of the present study revealed the perceptions of MOUAU and ALVAN teacher educators on infusing abduction threat surviving skills teacher education curriculum for safety of students in school environment. Both the MOUAU and ALVAN teacher educators have positive perception on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment will

help students to be equipped with the right abduction threat surviving skills. This will enhance safer school environment and safety of students in school environment. This is because all the means in the questionnaire items were above the cut off mean of 2.5 both for the MOUAU and ALVAN teacher educators. This implies that all the MOUAU and ALVAN teacher educators have positive perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. This result is in agreement with the Mohit, 2018; Healthwise,2020 and Ona,2020 that reiterated the need to train students on abduction threat surviving skills as to enhance the safety of students in school environment.

Also, the study showed little difference between the mean responses of MOUAU and ALVAN teacher educators on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. This

difference is expected because of peculiarities of human construct/perceptions.

### RECOMMENDATIONS

Considering the fact that MOUAU and ALVAN teacher educators have a positive view on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. The following recommendations have been put forward:

1. There is need to infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment
2. There is need to build capacity of teacher educators on how to effectively use learner-centered pedagogy in teaching abduction threat surviving skills to teacher trainee in the relevant courses.
3. There is need for Government to liaise with security experts on providing infrastructures in school that will be deterrent to kidnappers in attempting to kidnap students in school environment.

### CONCLUSION

This study was carried out to determine the perceptions of teacher educators on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. The result of the study shows that teacher educators have positive perception on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment. Also no significant difference existed between MOUAU and ALVAN teacher educators on their perceptions on infusing abduction threat surviving skills in teacher education curriculum for safety of students in school environment.

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