Banditry, Insurgents, Kidnapping and Educational Management in Nigeria

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Abstract: This paper discussed the impact on Banditry, Insurgents, Kidnapping and Terrorism on educational management in Nigeria. The paper is a review paper that depend secondary data. The secondary data were collected from print and online publications. The paper concluded that the impact of banditries, insurgencies, kidnapping and terrorism activities on educational management in Nigeria includes; unstable academic programme, death of professional teachers, destruction of infrastructure facilities and displacement of students and teachers. Based on this, the paper recommends that The Federal and state government of Nigeria should address the problem bleeding insecurities in Nigeria such like unemployment and porous board by providing opportunities and development programmes to engage the youth and deploy technology to provide securities in the board. Adequate funding should be provided for securities agencies for acquisition of modern weapons and for training.

Keywords: Banditry, Insurgents, Kidnapping and Terrorism Educational Management.

1.0 Introduction

Education has been viewed from various perspectives among scholars, such as process of liberation of human from the cloche of illiteracy and poverty, process that unlock human civilization among others. Egbe (2012) viewed education as the philosophy that empowers the individual with broad knowledge and transferable skills and strong sense of values, ethics and civic engagement. Obasanjo (1999) defined education as the sum total of culture values and attitude which each generation systematically transmit to those who are desirable, adapt this continuously to meet the exigencies of changing times. In a related development, Garba & Uchenna, (2009) are of the opinion that education is a life-long process of learning which beings at birth and ends with death. It was based on this premise Islam reiterated the significance of knowledge as revealed by numerous Hadiths on the significance of learning.

Management is the process of organizing and directing human and physical resources within an organization so as to meet defined objectives. According to Hartzell (2006), management is the process of organizing, using, and controlling human activities and other resources towards specific ends. Management is the coordination of the resources of an organization through the process of planning, organizing, directing and controlling activities in an organization in order to attain organizational goals. It is the supervising, controlling of activities to achieve optimum results with organizational resources. Adesina (1990), it is the organization and mobilization of all human and material resources in a particular system for the achievement of identified

objectives. This implies that management is the art of making the most effective use of available resources, whether in form of machine, money or people.

According to Obi (2004) management in education implies the management of human and material resources available in education and using them systematically for the achievement of educational objectives. From the above definitions, one can see that management in education culminates in attainment of goals through coordination of human and material resources. Scientifically, management can be defined as the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling activities in the organization in order to attain organizational goals. Peretomode (1991) defines educational management as a social or interactional process involving a sequence of coordinated events such as planning, organizing, coordinating and controlling human and material resources in order to achieve desired outcomes in the fastest and most efficient ways. Management of education consists of planning, organizing, coordinating, procuring and maintaining the available educational resources with the sole aim of achieving educational objectives.

Educational management Is the various approaches used to provide educational resources, facilities and other related services in schools to make teaching and learning effective (Agun 1988). Ogunode (2023) viewed educational management as the process that involves practical coordination of human and material resources for effective implementation of schools programmes and for the realization of school's objectives. It can also be said that educational management is a process of administrating and allocating school resources for the execution of school cardinal programme and attainment of school goals. Educational management deals with practical management of resources for the execution of education programme and policies.

The educational goals of any nation can be attained through congenial school management which includes proper planning, organizing, coordinating, staffing, budgeting, controlling, maintenance of sound school discipline among staff and students in the secondary schools, administrators are charged with the management of finance, time human and material resources in order to achieve the aims and objectives of their institutions (Elujekwute, Shehu, Oigoche, & Nnome, 2021).

2.0 Review of Literature

2.1 Concept of Banditry

Banditry according to Uche and Iwuamadi (2018); Cinjel, Joseph and Ayeni (2020) is reflected in criminal escapades like cattle rustling, kidnapping, armed robbery, drug abuse, arson, rape and the brazen and gruesome massacre of people of agrarian communities with sophisticated weapons by suspected herdsmen and reprisal attacks from surviving victims, a development that has been brought to the front burner of national security. Shalangwa (2013) defined banditry as the practice of raiding and attacking victims by members of an armed group, whether or not premeditated, using weapons of offence or defence, especially in semi-organised groups to overpower the victim and obtain loot or achieving some political goals. Such bandits are usually perceived as outlaws, desperate and lawless marauders who do not have a definite residence or destination but roam around the forest and mountains to avoid being identified, detected and arrested.

Egwu (2016) viewed banditry as a practice of stealing cattle and animals from herders or raiding cattle from their ranches. From the above, banditry can be seen as the application of force to raid cattle from their ranches and intim-idating owners with weapons. Banditry is organized criminal activities carried out by people with weapons that involve raping, cattle rustling, and killing, kidnapping and armed robbery in rural areas or cities. Ban-ditry is also the use of force and weapons to abduct people, raid cattle, destroy farmlands, kill, rape and cart away foodstuffs in rural areas. Banditry affects teachers, students and the entire education process in the rural communities.

2.2 Concept of Kidnapping

Kidnapping is adjudged to be unlawful detention of persons through the instrument of force, threat, fraud or enticement for different political and socio-economic reasons. Kidnapping involves the coercive movement of a victim from one place to another, and the detention or seizure of that person, be it a child or an adult (Garpiya 2022). Kidnapping has been defined by scholars to a varying degree. Kidnapping is an action that involves unlawful detention or keeping persons away in a hidden environment and restricting the person's movement. Kidnapping is the application of force to abduct persons and keep them away from their families for economic and social reasons that are not justified by laws (Ogunode, 2023). Ene, (2018), states that kidnapping is an act of capturing, taking away and keeping people in custody either through force or deceit. Secondly, Fage and Alabi (2017) assert that kidnapping is forceful or fraudulent abduction of individual(s) for reasons ranging from economic, political, and religious to struggle for self-determination". However, the authors later admitted that the forcefully or fraudulently abducted individuals are carried off as hostages for ransom purposes. This implies that while political and economic factors can instigate kidnapping, the economic reason is the most common predisposing factor of the phenomenon. That was why Inyang and Abraham (2013) added that it is legally regarded as a restriction of someone else's liberty which violates the provision of freedom of movement as enshrined in the constitution of the Federal Republic of Nigeria, where every other law takes its cue from.

2.3 Concept of Insurgency

According to the U.S. Government Counter Insurgency Guide (2009), Insurgency is defined as "the organized use of subversion and violence to seize, nullify or challenge political control of a region". This implies that insurgents see to subvert or displace the government and completely or partially control the resource and population of a given territory. This is achievable through the use of force-including guerilla warfare, terrorism and coercion/intimidation, propaganda, subversion, and political mobilization. Insurgents fight government forces, only to the extent needed to achieve their political aims, their main effort is not to kill counter insurgents, but rather to establish a competitive system of control over the population, making it impossible for the government to administer its territory and people. Hence, insurgent activity is designed to weaken government control and legitimacy while increasing insurgent control and influence.

The term insurgency refers to a violent upspring to overthrow a regime (Adenusi, 2006). However, beyond this level, insurgency refers to a typically form of internal war, one that occurs primarily within a state, not between states and one that contains at least some elements of civil war (Sloan, 2011). However, the definition above is descriptive in nature and narrow in scope to appropriately fit in the topic under consideration. In the opinion of Ukpong-Umo (2016), insurgency is a condition of revolt against a government that is less than an organized revolution and that is not recognized as belligerency. The term is used in describing a movement's unlawfulness with capacity to pose a threat to a state or seen as such by another authority, especially when viewed from the backdrop of its not being authorized and therefore, executing a cause that is illegitimate (Shafer, 1988).

2.4 Concept of Terrorism

Terrorism as "the unlawful use of violence or threat of violence, often motivated by religious, political or other ideological beliefs, to instill fear and coerce governments or societies in pursuit of goals that are usually political. Hence, instilling of fear in mind of populace by the terrorist group stands out in the definition. This is embraced to achieve their complex ambitions (United State Department of Defence (DOD) 2004). Thus, terrorism therefore refers to the use of violence to create fear in the minds of the populace in order to achieve political objectives (Adebisi; 2006). However, these conceptions are narrow in scope to be adopted as frame of operationalization of the topic. Globally, there is no widely accepted definition of terrorism even in international law. However, the United Nations sponsored working definitions as drafted by Alex P. Schmid for the policy working group on the United and Terrorism in 2002 outlined some

broad characteristics of the phenomenon as follow: that terrorism is a criminal act, meant to inflict dramatic and deadly injury on civilians and to create an atmosphere of fear, generally for a political or ideological whether secular or religious purpose. This implies that terrorism is a strategy or a tactics employed by a terrorist group to inflict fear in the mind of the populace in order to achieve their objectives.

Terrorism as the systematic use of violence and intimidation to coerce a government or community into according to specific political demands. According to Article 2 of the draft comprehensive convention on international Terrorism, defines the term thus: Any person who commit an offence within the meaning of this convention if that person by any mean, unlawfully and intentionally causes; deaths or serious bodily injury to any person, or serious damage to public or private property, including a place of public or private property, including a place of public use, a state or government facility, a public transportation system, an infrastructure, facility or the environment, or damage to property place, facilities or system referred in paragraph (6) of Convention on International Terrorism Act, resulting or likely to result in major economic loss, when the purpose of the conduct, by its nature or contest, is to intimidate a population or to compel a government or an international organization to do or obtain from doing any act (Schmid & Graaf, 1980; Pearsall and Trumble, 2006).

3.0 Method

This paper discussed the impact of banditry, insurgencies, kidnapping and terrorism on educational management in Nigeria. The paper depends on secondary source of data which relied on secondary evidences inform of published books, journal articles, newspapers, government official documents, seminar papers, conference papers as well as related information from the internet.

4.0 Result and Discussion on impact on Banditry, Insurgents, Kidnapping and Terrorism on educational management in Nigeria

The impact of banditries, insurgencies, kidnapping and terrorism activities on educational management in Nigeria includes; unstable academic programme, death of professional teachers, destruction of infrastructure facilities, displacement of students and teachers and

Unstable academic programme

Banditries, insurgencies, kidnapping and Terrorism activities are a major factor that could affect effective curriculum delivery of educational institutional in Nigeria. Security of any learning environment is pivotal to sustainable learning and remains an inevitable variable in the education generally. Nigeria has had various inter-tribal crises, communal conflicts, religious disturbances, and disputes in the past while some in ongoing. These have disrupted the curriculum delivery in schools. Many school children were abducted by bandits in our schools. According to British Broadcasting Cooperation (BBC) reports (2, March 2021): Since December, more than 600 students have been abducted from schools in north-west Nigeria, highlighting a worrying development in the country's kidnap-for-ransom crisis. Emmanuel (2021) noted that the bandit attacks on schools have significantly kept most of our children out of school, considering that most schools are now closed down and the desire for parents to equip their children with formal education will be on the low scale because the fears are still there, the kidnappers are on rampages. Insecurity has always disrupted the academic programme of not only secondary Schools but all institutions of academic learning. Over time a lot of Schools have shut down their academic programmes. This is seeking admission into academic institutions at all levels. For instance, Kagara Science College and all other boarding Schools were shut down owing to the kidnapping of students. Reports have indicated that many parents and students vowed never to send their children to boarding Schools. Ogunode and Ahaota (2021) and Akintunde, & Selzling-Musa (2016) and Aliyu (2022) submitted that the continuous closure of schools by the government, whenever there is any attack, is also responsible for the unstable academics of various institutions especially, the Secondary Schools which are most affected in the region.

Schools operate on a planned academic calendar that specifies academic sessions, terms, and which that school is open for teachers, and the learning scheme of work & syllabus is to cover within the plan. Elizabeth and Joseph (2020) in a study on group communication as an effective tool in the management of Farmers/Herdsmen crises in Southern Kaduna – Nigeria. The study stated that the high rate of killings experienced in some parts of southern Kaduna of Nigeria by armed bandits for over two years now has crippled the social, economic, agricultural, educational, religious and other activities in the region. Southern Kaduna as a geographical environment conducive for arable and livestock farming.

Death of professional teachers

Banditries, insurgencies, kidnapping and terrorism activities in Nigeria have led to the death of professional teachers. Ogunode, (2021) reported that many teachers, students, and nonteaching staff have been killed and some have been missing by the menace of insecurity UNESCO global education monitoring report cited in Ogunode (2021) said, 19,000 teachers have been displaced in the region, attacking access to education. It also observed that Boko Haram and bandit have killed 2,300 teachers in Nigeria's North-East since 2009 (Osaat, 2022). Insecurity has claimed the lives of many teachers; parents and guardians, who have been sponsoring and training their children in school. Death of parents and guardians has threatened many children leading them to total withdrawal from school (Osaat, 2021). The consequence of this is the quality of education is reduced since the educational sector will be made to face the challenges of inadequate and inefficient manpower (Shuaibu, 2015; Uzochukwu 2015; Ogunode, Umeora, & Olatunde-Aiyedun, 2022).

Destruction of infrastructure facilities

Banditries, insurgencies, kidnapping and terrorism activities have to the destruction infrastructure facilities in schools across the country. Akor et al (2021) reported that many School facilities like classrooms, administration blocks, ICT facilities, tables, chairs, and instructional materials have been destroyed by bandits in many of the affected areas. School sites had been damaged by the changing weather and climate as grasses have grown thick and students and facilities in educational institutions in Northern states across the country (Seji, et al, 2020; Ogunode & Chijindu, 2022). Otu, (2019) concluded that insecurities problems in Nigeria have led to destruction of school physical infrastructure and constant fear of violence keeps students and teachers out of classrooms. Most attack on schools lead to vandalized facilities provided for teaching and learning which consequently hinder the curriculum delivery. Insecurity has caused the destruction of school infrastructure. In a situation where the necessary facilities have been destroyed by Banditries, insurgencies and terrorism activities.

Displacement of students and teachers

Banditries, insurgencies, kidnapping and terrorism activities have led to displacement of students and teachers across the country. According to Charles Ogwo (2022) cited in research clue (2020) as Nigeria's security situation has taken a turn for the worse, a growing number of schools are being forced to shut down and many citizens are moving from one place to another and out of the country. Forced by insecurity, schools, especially in parts of northern Nigeria, have been shutting down in recent years, without requiring express directives from government as safety could not be guaranteed by school managements (Kareem, 2021). The United Nations Children's Fund (UNICEF) had in April 2022 noted insecurity had caused the closure of 11,536 schools in Nigeria since December 2020. According to UNICEF, the security challenges in Nigeria have affected the education of 1.3 million children in less than two years. Insecurity continues to threaten the educational sector in the country to the extent that students, teachers are displaced and the government are being frustrated, leading to educational decay, according to industry watchers (Ogunode, & Ukozor 2022).

Findings

The paper revealed that impact of banditries, insurgencies, kidnapping and terrorism activities on educational management in Nigeria includes; unstable academic programme, death of professional teachers, destruction of infrastructure facilities, displacement of students and teachers and

Conclusion and Recommendations

This paper discussed the impact on Banditry, Insurgents, Kidnapping and Terrorism on educational management in Nigeria. The paper revealed that impact of banditries, insurgencies, kidnapping and terrorism activities on educational management in Nigeria includes; unstable academic programme, death of professional teachers, destruction of infrastructure facilities and displacement of students and teachers. Based on this findings, the paper recommends the following:

1. The Federal and state government of Nigeria should address the problem bleeding insecurities in Nigeria such like unemployment and porous board by providing opportunities and development programmes to engage the youth and deploy technology to provide securities in the board. Adequate funding should be provided for securities agencies for acquisition of modern weapons and for training.

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