

**THE PREVALENCE OF STUDENT ABDUCTION: AN IMPEDIMENT TO
ACADEMIC DEVELOPMENT IN SECONDARY SCHOOLS IN
NORTH EAST NIGERIA FOR SELF-RELIANCE AND
NATIONAL DEVELOPMENT**

**NWACHUKWU, Chinyere Maryrose, Ph.D
Department of Education Foundation
Imo State College of Education, Ihitte Uboma**

And

**OHALETE, Iheoma Virginia, Ph.D
Department of Social Studies
Imo State College of Education**

ABSTRACT

This study was to investigate the prevalence of student abduction: an impediment to academic development in secondary school in north east Nigeria for self-reliance and national development. Abduction is an infamous and evil behavior orchestrated by criminals with the intent of kidnaping and holding pupil's captive for a ransom payment. Student kidnapping is a heinous, awful and seasonal crime that foreshadows security difficulties that influence academic development in Nigeria. The abduction of secondary school students has become rampant and the high incidence of insecurity in student kidnapping has portended danger for the peace, progress, and development of the nation. Student abduction has become an embarrassing social problem in Nigeria, thereby constituting a threat to the peace and personal liberty of the victims. The study concluded that the prevalence of student abduction has been an impediment to academic development, self-reliance, and national development in most secondary schools in the north-east of Nigeria. Abduction, kidnapping, and hostage-taking have had a long history dating back to time immemorial. One of the greatest challenges facing the education industry in Nigeria is abduction, which is part of the security issues in the country. The consequences of abduction on the Nigerian educational system can be seen in its lack of growth and development. However, for more than two decades now, it has been observed that educational institutions are the major targets of kidnappers. One of the recommendations made was that the government should provide security agencies with adequate funding and equipment to continue the fight and prevent abduction in Nigeria.

KEYWORDS: Student Abduction, Impediment, Academic Development, Secondary School, North East, Nigeria, Self-Reliance and National Development

INTRODUCTION

In Nigeria, student abduction has become an unpleasant social problem, affecting the victims' peace of mind and personal liberty. Student abduction has impacted academic advancement, self-reliance, and national development in the majority of Nigeria's north-east secondary schools. Abduction, kidnapping, and hostage-taking have all existed since the beginning of time (Ukandu, 2011). This dysfunctional societal sin in Nigeria. Given the vast number of students involved, abduction looks to be one of the most technical and lucrative criminal cases in Nigeria. According to Sanni (2015), Nigeria's north-east region has been heavily impacted by abductions, suicide bombings, kidnappings, and attacks by militant groups, particularly the Boko Haram group, which is accountable for the region having the worst levels of girl-child illiteracy in the country. Lowering levels of education, according to Murray-Bruce (2013), as cited by Onyido (2019), can be linked to the country's instability. One of the most important concerns affecting the Nigerian school system is abduction, which is part of the country's security challenges. The consequences of kidnapping can be seen in the lack of progress, self-reliance, and development in the Nigerian educational system.

NWACHUKWU, Chinyere Maryrose, Ph.D
& OHALETE, Iheoma Virginia, Ph.D

Secondary school student abduction has become common, according to Odumbo, Shittu, Akinyemi, and Momoh (2017), as cited by Nwankwo, Onuoha, and Ezeji (2021), and the high frequency of insecurity in student kidnapping has portended peril for the nation's peace, prosperity, and progress. According to these assumptions, the major issues that contribute to secondary school student abduction are economic depression, poverty, moral decadence, a low standard of living, a high cost of living, inflation, graduate unemployment, poor parental upbringing, greed among the youth, a get-rich-quick mentality, insufficient crime control, and insecurity. Speech impairment is the most frequent sensory deficiency in human civilizations, affecting around 250 million people globally. Speech impairment has a variety of repercussions, including decreased communication capacity, delayed language development, economic and scholastic disadvantage, social isolation, and stigmatization. Language and speech are both required for conveying emotions, thoughts, and information to others. Most young children naturally develop these communication skills, but some have difficulties understanding and using the language they hear around them. Speech and language disorders are the most common childhood handicap, affecting one out of every twelve children, or 5% to 8% of pre-schoolers (Disability Info: Speech and Language Disorders Factsheet (FS11), 2008).

CONCEPT OF ABDUCTION

Abduction is a type of inference that is used frequently, in many forms, in both ordinary and scientific reasoning. Abduction, also known as inference to the best explanation, is a style of reasoning in which the hypothesis chosen best explains the relevant data if true. Adductive reasoning begins with a collection of known facts and deduces the most plausible, or best, explanations. The term "abduction" is often used to describe the creation of hypotheses that explain observations or draw conclusions. Both philosophers and psychologists agree that abduction is widely used in daily reasoning. Our reliance on adductive thinking is sometimes fairly evident and explicit. However, it may be so ordinary and automatic in some everyday actions that it passes unrecognized (Hobbs 2004). The term "abduction" is used in two related but distinct connotations in the philosophical literature. The concept refers to some type of explanatory reasoning in both definitions. However, in the historically first definition, it refers to the role of explanatory reasoning in creating hypotheses, whereas in the current literature, it

refers to the role of explanatory reasoning in defending hypotheses. Abduction is sometimes known as "inference to the best explanation" in the latter sense. This entry is solely concerned with abduction in the modern meaning, while there is a supplement on abduction in the historical sense, which derives from Charles Sanders Peirce's work (Campos 2011).

Abduction was brought into modern logic by the **NWACHUKWU, Chinyere Maryrose, Ph.D** ing to Lipton (2001). Before 1900, he generally used the phra **& OHALETE, Iheoma Virginia, Ph.D** rule to explain an observation; for example, "if it rains, the grass is wet" is a known rule that is applied to explain why the grass is wet. In other words, "If the grass is moist, the most likely reason is that it recently rained," would be more technically correct. Later, he extended the phrase to refer to the creation of new rules to explain new observations, emphasizing that abduction is the only logical process that produces anything new. He defined science as a combination of abduction, deduction, and induction, emphasizing that only abduction produces new knowledge. He also popularized abduction in modern logic. He referred to such inferences as hypotheses, abduction, presumption, and retrodution over the years. He saw it as an issue in logic as a normative field in philosophy, rather than just formal or mathematical logic, and eventually as a topic in research economics.

Abduction is commonly regarded as one of three major methods of inference, the other two being deduction and induction. The contrast between deduction and induction and abduction on the one hand corresponds to the divide between necessary and non-necessary inferences on the other (Campos 2011). Some key philosophical arguments revolve around abduction. However, abduction is most prominent in epistemology and philosophy of science, where it is commonly used to counter so-called "under determination" arguments. The premise of determination arguments is that a number of provided hypotheses are empirically equal, which their authors interpret to mean that the evidence—indeed, any data we might ever come to possess—cannot prefer one of them over the others. We are expected to draw from this that one can never be justified in believing any of the possibilities.

CONCEPT OF ACADEMIC DEVELOPMENT

Academic growth is the improvement of colleges and universities' work, frequently with a focus on teaching and learning. Academic advancement is shared by both the student and the lecturer. It engages academic and professional employees in planned actions to improve all aspects of university teaching, learning, and scholarship (Little 2014). Academic growth in the classroom gives pupils with goals and skills that will help them attain professional success later in life. Academic growth is widely recognized as a necessity due to the rapid changes in academia caused by shifting economic and social pressures, new teaching and research methodologies, and technology upgrades, including the use of IT to mediate or facilitate instructions (Buckley & Cowap, 2013; Tamim et al., 2011). A conducive environment to support academic success in higher education institutions necessitates a planned career progression and academic framework (Chen et al., 2015). Offering pupils additional services and activities, study sessions, language lessons, and other different learning opportunities are some examples of strategies to assist them progress intellectually. Academic development has an impact on other aspects of a person's life, such as family life, job life, and the community in which they live.

Academic development centers commonly support the following activities: grant and award administration; fellowships; showcases; workshops and courses of various lengths; course and

curriculum (re)development projects; dissemination initiatives; production and customization of e-learning tools; teaching innovation, evaluation, and support services; learning in professional practice communities; consultations; and collaboration on scholarship of teaching and learning. While attendance numbers and usage and pass rates are simple to collect, more meaningful evaluation is both hard and difficult. Academic advancement in e-learning, like other areas, takes numerous forms and includes both obvious and less obvious activities, such as seminars, collaborative course development projects, and consultations. However, these activities, however, are often less powerful than embedded approaches, such as action learning within the context of a collaborative e-learning project, and their impact cannot be separated from other drivers of instructional reform. Embedded activities typically involve more intangible inputs, such as knowledge to create a one-of-a-kind design, judgment of where learning edges are for different team members, or the optimal technique to fulfill learning goals in the circumstances and for the people involved. Evaluation of academic development input in this context is in addition to and maybe more difficult than evaluation of e-learning project outputs. Many academic development institutes work under competing impulses to expand scale and professionalize university teaching. If the overarching goal of academic development is to positively transform teaching and learning, then evaluation should align strategic goals and values with practice through qualitative analysis rather than producing numbers or attempting to connect cause and effect in an impossible web of relationships.

NWACHUKWU, Chinyere Maryrose, Ph.D
& OHALETE, Iheoma Virginia, Ph.D

CONCEPT OF SELF-RELIANCE

The ability to think and act without the assistance or influence of others, as well as the ability to make decisions about what should be done, is defined as self-reliance. Independence defines self-reliance. It is the power to decide who you should be or what you should do. In much of the country, it is one of the foundations for effective community development (Charles 2003). There is no doubting that the concept of self-reliance is important to community development discourse and is linked to similar terminologies such as self-help, mutual-help, indigenous participation, and rural development. Self-sufficiency promotes the need for people to better their living situations through home initiatives and resources. This notion has received a lot of attention and is regarded as a new blueprint for community development. The widespread acceptance of this notion in most African countries' development planning has the potential to provide greater stimulation and coherence to community development in these countries (Hyattractions 2015). Self-sufficiency should be viewed as a development approach founded on indigenous socioeconomic engineering. Its concept is one of internal growth. This does not entail a return to the past, nor does self-sufficiency imply autarky or discount some of the benefits of international ties. It refers to the pursuit and application of scientific and rational knowledge to the settlement of local problems in the setting of maximum decision-making autonomy.

Self-sufficiency has become one of the pillars of progress. It implies that developing countries must do as much as they can for themselves using their own resources. People who are self-sufficient are independent and autonomous; in other words, they look after themselves. Some of us develop self-reliance as youngsters when we begin to prepare our own meals, ride the bus alone, or otherwise exercise our independence. The philosopher John Stuart Mill is credited with coining the term "self-reliance" in an 1883 letter in which he identified it as one of the most significant characteristics of a "free man." The following are some fundamental concepts of self-reliance:

Thinking Independently: The ability to think autonomously goes hand in hand with trusting your own instinct. Lots of Emerson's work centered on how people tend to 'hide behind' what they've learned from society, or significant others within society. He believed this was mere imitation and was linked with a lack of confidence in one's own intuition and rational capabilities. Basically, if you (or I, or anyone) believe in something, and consider that it holds merit after thinking it through, there should be nothing with confidence. Not to do so,

NWACHUKWU, Chinyere Maryrose, Ph.D
& OHALETE, Iheoma Virginia, Ph.D

Inner Confidence: In society, we are conditioned to feel happy when we receive compliments, praise, and reassurance from others. If that is not forthcoming, we can feel insecure or vulnerable, sometimes even helpless. Being self-reliant involves the ability to feel confident in yourself when these are not around because they may not always be. Not sure what to be confident about? Try one of these activities to increase your sense of self-worth.

Making our own decisions: Kloppers advises against looking consistently outside for security and relying on others to accept us for who we are. When we can accept ourselves as unique and practice non-judgment, we can find security from inner sources. As children, we learn to look to others for guidance when solving problems or making decisions. The tendency becomes ingrained within us, and as adults, we are not always capable of handling adversity in a way that we feel sure about. Have confidence in your own capabilities and it becomes a lot easier to find security within.

CONCEPT OF NATIONAL DEVELOPMENT

National development is a country's ability to increase the standard of living for its citizens. It can be accomplished by meeting folks' fundamental livelihood needs and providing them with employment, among other things. Development is a process that promotes development, progress, and good change. National development entails the full development and expansion of our businesses, which include agriculture, education, and social, religious, and cultural institutions. Furthermore, national development refers to the overall development of a country. It is best defined as the overall and balanced development of the nation's various features and facets, namely, political, economic, social, cultural, scientific, and material development (Bawa 2019). "National development is the whole influence of all citizen forces and contributions to the stock of physical, human, knowledge, and skill."

National development can thus be defined as the total development or collective social, political, and religious advancement of a country or nation. This is best accomplished through development planning, which can be defined as the government's collection of strategies. According to Gboyega (2003), any government's pride is achieving a higher level of development in such a way that its citizens feel a natural affinity to its governance. However, for a country to be in a developmental stage, certain prerequisites must be met, such as socio-political and economic stability. The difference between industrialized and developing countries is not steady or narrowing; rather, it is expanding. In developing countries, the vast majority of the world's population lives in poverty. The challenges of urbanization, rural stagnation, unemployment, and expanding inequities continue to plague developing countries, including Nigeria. Accelerated progress is tough to achieve. A lack of strong governance impedes national progress. Development becomes a fantasy in the absence of strong administration. Another impediment to progress is a high level of corruption and indiscipline. Nigeria's state is corrupt,

led by corrupt politicians who have turned the state into a tool for capital accumulation rather than a means of protecting the interests of the populace.

To conquer difficult milestones and gain pride, a nation must constantly strive to do better. Our government achieves glory when the nation experiences increased progress in all sectors, increasing citizens' reliance on the government. National development is a broad term that incorporates and demonstrates a holistic approach to the growth of the nation and its people. It attempts to raise the living standards of its residents, modernize all sectors of a nation while ensuring peace and stability for its citizens (Unacademy 2022). Various individuals and governing agencies have examined and defined national development. A well-known economist, John Vasey, describes national development as "the whole effect of all citizen forces added to the stock of physical, human, knowledge, and skill." The ultimate goal of national development must be to improve the well-being of the individual and bestow benefits on all aspects of self-reliance and mobilization of domestic resources, rural production structure transformation, small-scale industry development, and technological and scientific skill acquisition. These goals are outdated, but they must be realized via well-conceived, organized, and directed policies and initiatives (Umaru, 1988). This indicates that developments are centered on self-sufficiency in all aspects of national life. Individuals are developed when they are taught particular talents that will allow them to contribute to the development of society (Umuru 2002).

NWACHUKWU, Chinyere Maryrose, Ph.D
& OHALETE, Iheoma Virginia, Ph.D

PREVALENCE OF ABDUCTION IN NORTH EAST NIGERIA

National development is a country's ability to increase the standard of living for its citizens. It can be accomplished by meeting folks' fundamental livelihood needs and providing them with employment, among other things. Development is a process that promotes development, progress, and good change. National development entails the full development and expansion of our businesses, which include agriculture, education, and social, religious, and cultural institutions. Furthermore, national development refers to the overall development of a country. It is best defined as the comprehensive and balanced development of the nation's various features and facets, including political, economic, social, cultural, scientific, and material development (Bawa 2019). "National development is the whole influence of all citizen forces and contributions to the stock of physical, human, knowledge, and skill."

INFLUENCE OF STUDENT'S ABDUCTION ON ACADEMIC DEVELOPMENT OF SECONDARY SCHOOL STUDENTS

Abduction is a heinous and terrible practice carried out by criminals with the intention of kidnapping and detaining prisoners in exchange for a ransom payment. Student kidnapping is a horrific, horrifying, and seasonal crime that foreshadows security issues that affect academic advancement in Nigeria. Attacks on schools, according to Umar (2022), frequently have negative consequences not just for students, educators, parents, and educational institutions, but also for the government and society at large. School abductions are dangerous, condemnable, and barbarous not only because they violate a student's right to an education, but also because they may result in the untimely death of innocent youngsters who have committed no sin other than attempting to educate themselves. Abduction, which is part of the country's insecurity difficulties, is one of the most serious challenges confronting the Nigerian education system (Dantala, 2014). The ramifications of kidnapping can be seen in the Nigerian school system's

lack of progress and development. For more than two decades, educational institutions have been identified as primary targets of kidnappers. Clearly, insecurity and its concomitant consequences have had a severe impact on Nigeria's education sector (Federal Ministry of Education, 2022). However, there is a need to experimentally disentangle its effects on student quality in terms of skills acquired and knowledge gained during schooling, which are necessary for a graduate's effective utility value. In most cases, funds that would have gone toward other educational programs are instead used to restore the demolished structures. To attain the educational goals outlined in the national education strategy, a lively ecosystem of research and skill acquisition is required (NWACHUKWU, Chinyere Maryrose, Ph.D & OHALETE, Iheoma Virginia, Ph.D 2021). Manpower development is guaranteed in this circumstance. Another effect of abduction on education is the loss of life. Religious violence, Boko Haram, or Fulani herdsmen have killed the majority of educationally skilled workers. Many parents who might have been able to educate their children have died as a result of insecurity.

CONCLUSION

According to the study, the prevalence of student abduction has hampered academic progress, self-reliance, and national development in most secondary schools in Nigeria's north-east. Abduction, kidnapping, and hostage-taking have all been around since the dawn of time. Abduction, which is part of the country's security difficulties, is one of the most serious challenges confronting the Nigerian education business. The ramifications of kidnapping can be seen in the Nigerian school system's lack of progress and development. However, it has been noticed for more than two decades that educational institutions are the primary targets of kidnappers.

RECOMMENDATION

1. The government should provide security agencies with adequate funding and equipment to continue the fight and prevent abduction in Nigeria.
2. The government should tackle the root problems by encouraging the practice of such illegal acts such as job creation and insecurity.
3. Educational institutions should offer counselling on how to avoid being kidnapped or offer therapeutic lessons for primary and secondary victims of kidnappings.

REFERENCES

- Bawa B. (2019). *National Development: Meaning and Problems*. ACHIEVD FROM: <https://www.yourarticlelibrary.com/society/national-development-meaning-and-problems>
- Buckley, E. & Cowap, L. (2013). An evaluation of the use of Turnitin for electronic submission and marking and as a formative feedback tool from an educator's perspective. *British Journal of Educational Technology*, 44(4), 562–570.
- Campos, D. (2011). On the Distinction Between Peirce's Abduction and Lipton's Inference to the Best Explanation, *Synthese*, 180: 419–442.
- Charles, C. & Lotsmart, N. (2003). The Concept of Self- Reliance in Community Development Initiatives in the Cameroun Grassfields. *Nordic Journal of African Studies*, 12 (2)196- 219. 17.
- Chen, S., McAlpine, L. & Amundsen, C. (2015). Postdoctoral positions as preparation for desired careers: A narrative approach to understanding postdoctoral experience. *Higher Education Research & Development*, 34, 1083–1096.
- Dantala, D. P. (2014). Insecurity and the challenges of development in Nigeria. *Journal of Developing Country Studies*, 4(22), 50-52.
- Gboyega A (2003). *Democracy and Development: The Imperative of Local Governance. An Inaugural Lecture*, University of Ibadan, pp 6-
- Hobbs, J. R. (2004). "Abduction in Natural Language Understanding," in L. Horn and G. Ward (eds.), *The Handbook of Pragmatics*, Oxford: Blackwell, pp. 724–741.
- Hyattractions (2015). *Concept of self-reliance and development in Africa*. available at: <https://hyattractions.wordpress.com/2015/11/02/concept-of-self-reliance-and-development-in-africa>

- Johan Galtung, The Politics of Self-Reliance, in H.Munoz. (ed) From Dependency to Development, Boulder:WestviewPress,1981,p.175.
- Lipton, P. (2001). *Inference to the Best Explanation*. London: Routledge.
- Little, D. (2014). *Reflections on the state of the scholarship of educational development to Improve the Academy*, 33(1): 1–13.
- Nwankwo, M. I., Onuoha P. C. & Ezeji, R. T. (2021). Mitigating Strategies to Students Abduction in the Nigerian Schools as a relief to School Administrators Security Stress: A Case Study of Imo State. *Universal Academic Journal of Education, Science and Technology*, 4(2). Pp 44-54
- Odumbo, T. A., Shittu, T. O., Akinyemi, I. A. & Momoh, Y. Z. (2017). Students’ Kidnapping and Security Brouhaha: Implications on Secondary Schools in Lagos Metropolis, Lagos State, Nigeria. *International Journal of Academic Research in Education and Development* 6(3), 109-118.
- NWACHUKWU, Chinyere Maryrose, Ph.D
& OHALETE, Iheoma Virginia, Ph.D
- Olowolagba, F. (2021). Niger government releases names of kidnapped Kagara students, teachers. Retrieved from: <https://dailypost.ng/2021/02/18/niger-govt-releases-names-of-kidnapped-kagara-students-teachers/>
- Onyido, J. A. (2019). Kidnapping in Nigeria, The Impact on Girl-Child Education. *Archives of Business Research*, 7(3), Pp 143-148.
- Sanni, O. B. (2015). Effects of Insecurity and Challenges on Females’ education in Nigeria. *African Journal for the Psychological Studies of Social Issues*, 18(3), Pp 49-56.
- Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning. *Review of Educational Research*, 81(1), 4–28.
- The West Africa Network for Peacebuilding {WANEP} (2021). News Situation Tracking-Nigeria: Kidnapping in Nigeria. Available at: <https://wanep.org/wanep/wp-content/uploads/2021/03/ABDUCTION.pdf>
- Ukandu, I. M. (2011). *The Menace of Kidnapping in Abia State: A Study on the Strategic Role of Religion in the Amelioration of Violent Crimes*. Available at: <https://www.unn.edu.ng/publications/files/images/UKANDU,%20IKECHUKWU%20MAXWELL.pdf>
- Umar, G. (2022). Impact of Kidnapping of Students and Staff on Academic Activities in Nigeria’s Institutions of Learning. *Zamfara Journal of Politics and Development*, 3 (2) Pp 1-8.
- Umuru, G. E. (2002). Re-Focusing Science Technology and Mathematics Education for Rapid National Development Refocusing Education in Nigeria. *A Book of Readings*. 8(75).

Unacademy (2022). *Meaning of National Development*. Retrieved from: <https://unacademy.com/content/railway-exam/study-material/polity/meaning-of-national-development/>

Verjee, A. & Kwaja, A. (2021). An Epidemic of Kidnapping: Interpreting School Abductions and Insecurity in Nigeria. *African Studies Quarterly*, 20(3) Pp 87-105