



Psychological Effects of Kidnapping and Banditry on Teaching and Learning in Tertiary Institution in North–West Region of Nigeria

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Abstract

Kidnapping and banditry are serious menace to teaching and learning in tertiary institutions in Nigeria. This study examined the psychological effects of kidnapping and banditry on teaching and learning in tertiary institutions in North-West region of Nigeria. It adopted descriptive research design of survey type. The population of the study comprises victims of kidnapping and banditry which were students of higher institutions in North-west Nigeria. Purposive sampling technique was used to select the victims of kidnapping and banditry across the study area (Kaduna, Katsina, and Zamfara) where the kidnapping and banditry in higher institutions are prevalent. Four research questions were raised. The instrument used was titled “Psychological Impact of Kidnapping and Banditry Questionnaire (PIKBQ)”. The reliability co-efficient of the instrument were 0.75. Data collected were analyzed using descriptive and inferential statistics. Research question 1 and 2 were analyzed using frequency count and percentage, while research questions 3 and 4 were analyzed using Pearson Product Moment Correlation coefficient (PPMC) and independent sample t-test. The study revealed that kidnapping and banditry have psychological effects on the students of higher learning as it creates frequent fear on the victims, causes lack of sleep to the victim, affects student's academic performance, causes Post Traumatic Stress Disorder symptoms among victims and traumatizes the victims. More so, there is relationship between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria. Also, revealed that there is no significant difference on the impact of kidnapping and banditry on male and female students of higher institutions in North-West Nigeria. The study recommends that Government should do all what it takes to eradicate kidnapping and banditry so as to eliminate its effects on the students.

Keywords: Psychological, Effects, Kidnapping, Banditry, Teaching and Learning, Tertiary Institution, North-West Region, Nigeria.

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INTRODUCTION

The education sector in Nigeria has been confronted with many challenges, including labor strikes, poor funding, decay in infrastructure, and the recent kidnapping and banditry cases. Thus, it is fast becoming extremely difficult for students in Nigeria to attain their educational dreams. This may not be unconnected with the long decay in the education system which has deprived many the opportunities to acquire formal education. One of the growing threats in the Nigerian education system is the attacks on schools, and the abduction of students by kidnappers. This is coming at a time when the world education systems are trying to recover from Corona virus related disruptions which has kept millions of students out of school. Many schools in Nigeria are now faced with the menace of kidnapping and banditry. Recent events have shown that schools are now major targets of kidnappers who are fond of abducting students and teachers for ransoms.

The growing rate of attacks targeted at tertiary institutions and the number of kidnapping cases has become a source of concern to many stakeholders in the Nigerian education sector. For instances, the Afaka kidnapping that took place on 11 March 2021, when armed Gunmen attacked Federal College of Forestry Mechanization, Afaka, Igabi LGA, in Kaduna State and kidnapped 39 students just weeks after a similar attack in Jangebe, Zamfara State. The abducted comprised 23 females along with 16 males and was carried out late at night. It is the third incident of mass kidnapping from a tertiary institution in Northern Nigeria in the year 2021. The fourth kidnapping on tertiary institution took place on 20 April 2021, where at least 20 students and 2 staffs were kidnapped in Kasarami village, Chikun LGA, Kaduna State, Nigeria, during an attack by suspected armed bandits at Greenfield University. The remaining 14 students were released on 29 May 2021 after one month in captivity. This is Nigeria's fourth kidnapping from an academic institution in 2021, and the fifth since December 2020, coming five weeks and six days after the Afaka kidnapping, in which 39 students were abducted.

Statement of the Problem

The increasingly brazen manner of recent abductions of tertiary institution students in Northern Nigeria shows that the Nigerian authorities are failing to prevent these crimes from taking place and have not learned any lessons from previous incidents. Every fresh attack is followed by further abductions that deprive students of their right to liberty and leave victims and their families with devastating psychological effect with no hope of accessing justice, truth, or reparations. The upsurge in abductions is also leading to prolonged shutdowns of institutions which is traumatizing and frustrating. As we all know, the psychological effects of kidnapping and banditry on the victim is trauma, and trauma is anything that is capable of creating within the individual so much conflict such that it would, if left cause an intolerable level of anxiety. In Nigeria we lack counseling bodies or units to discuss or console an individual with traumatic experience as a result of these menaces. Example is an incident of one Danladi Musa, a third-year pharmacy student of Ahmadu Bello University (ABU), Zaria, Kaduna State, North-West Nigeria, who said that it is difficult for him to concentrate in school due to the insecurity challenges in Kaduna State. However, Parents whose children are still in school felt constant fear every day of abductors returning to abduct their children. Similarly, parents whose children are due to being studying face the dilemma of whether or not to enroll them. The trauma of parents

not knowing where their children are is socially and psychologically degenerating and is a silent killer. As a result, affected regions have seen a decline in school enrollment and attendance.

Aims and Objectives of the Study

The basic aim and objective of the study is to determine the psychological effects of kidnapping and banditry in tertiary institution in North-West Nigeria. Specifically, the objectives of the study are to:

- Determine the psychological effects of kidnapping on students of higher institutions in North-West Nigeria.
- Determine the psychological effects of banditry on students of higher institutions in North-West Nigeria.
- Determine if there is any relationship between the psychological effects of kidnapping and banditry on students of higher institutions in North-West Nigeria.
- Determine if there is any significant difference in the psychological impact of kidnapping and banditry on male and female students of higher institutions in North-West Nigeria.

Research Questions

The following research questions were addressed in the study:

- What are the psychological effects of kidnapping on students of higher institutions in North-West Nigeria?
- What are the psychological effects of banditry on students of higher institutions in North-West Nigeria?
- Is there any relationship between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria?
- Is there is significant difference in the psychological impact of kidnapping and banditry on male and female students of higher institutions in North-West Nigeria?

LITERATURE REVIEW

Kidnapping and banditry have attracted discussions by many people coming up with various perspectives on the issues. Most of those who examined the menace have viewed it from different perspectives. Kidnapping and banditry have gone beyond conventional crimes and now have threatening ramifications to the national security of Nigeria. Banditry and kidnapping have emerged as the new bogeyman for insecurity in Nigeria, joining a long and still growing list that includes Boko Haram, cultists, armed herdsmen, militants and so on. In different parts of the North-West, from Birnin Gwari in Kaduna to Tsafe in Zamfara, bandits are offered as the trope for an intolerable carnage, and the inexplicable haplessness of a Federal Government that does not appear to care for much else in an election season. As this lamentable state metastasizes, it may be worthwhile to reflect on banditry in Nigeria. Banditry means occurrence or prevalence of armed robbery or violent crime. It involves the use of force, or threat to that effect, to intimidate a person with the intent to rob, rape or kill. Banditry is a crime against persons. It has been a

common genre of crime, as well as cause violence in contemporary societies (Nigeria Watch, 2011).

Conceptually, banditry is a derivative of the term bandit meaning an unlawful armed group terrorizing people and confiscating their properties. It is synonymous with the establishment of gang groups who use small and light weapons to carry out attacks against people. In this regard, banditry could mean a set-up criminal activity deliberately designed and carried out for personal gains. Due to the complex nature of bandits' activities, Egwu (2016) in a restricted manner, described banditry as a practice of stealing cattle and animals from herders or raiding of cattle from their ranches. In the same vein, banditry 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 (Uche & Iwuamadi, 2018).

In his perception, Shalangwa (2013) regards banditry as the practice of raiding and attacking victims by members of an armed group, whether or not premeditated, using weapons of offence or defense, especially in semi-organized groups for the purpose of overpowering the victim and obtaining 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. However, where the term banditry is connected to rural, it implies a group of rural outlawed involved in illicit activities such as raiding of villages, kidnappings and cattle rustling for primitive accumulation of wealth. Thus, bandits are gang groups terrorizing and dispossessing local people or travelers of their valuable items or properties such as merchandise, money, cattle, camel, and sheep, among others. They operate within and along rural borders with the assistance of their local collaborators including in some cases, state agents deployed to work for the safety and security of the people (Abdullahi, 2019). In another sense, banditry according to Okoli and Okpaleke (2014) referred to the incidences of armed robbery or allied violent crimes, such as kidnapping, cattle rustling, and village or market raids. It involves the use of force, or threat to that effect, to intimidate a person or a group of persons in order to rob, rape or kill.

Asuquo (2009) noted that kidnapping is difficult to define with precision, because it varies from state to state and jurisdiction to jurisdiction. It is the forcible seizure, taking away and unlawful detention of a person against their will. It is a common law offence and the key part is that, it is unwanted act on the part of the victim. It is a restriction of someone else liberty which violates the provision of freedom of movement as enshrined in the constitution of Federal Republic of Nigeria, where every other law takes its cue from. For this reason, Siegel (1986) sees it as a serious offence. Abraham (2010) on the other hand, defined kidnapping as an act of seizing, taking away and keeping a person in custody either by force or fraud. However, it includes snatching and seizing of a person in order to collect a ransom in return or settle some scores of disagreements among people. Walsh and Adrian (1983) also noted that, kidnapping varies from country to country; therefore, the term is uncertain and devoid of any straight jacket definition. That is, it depends on who is defining it and from what perspective and for what purpose. They viewed kidnapping as unlawful seizure and detention of a persons by force against their will. Also, as an act of seizing a person and taking him/her to another country for involuntary servitude or the impressments of males into military or naval service by force or fraud. Furthermore, they cited the view of Robertson (1968), who saw kidnapping as a crime of

seizing, confirming abducting or carrying away of persons by force or fraud often subject him or her to involuntary servitude in an attempt to demand a ransom or in furtherance of another crime.

Thomas and Nta (2009) defined kidnapping as robbery of the highest rank. According to them, it is an organized and systematic robbery which is not as deadly as armed-robbery, but more profitable than the former. The profitability has encouraged those that indulged in it to carry on with the act although there is a law prohibiting it. In criminal law, kidnapping is defined as taking away of a person by force, threat or deceit with intent to cause him/her to be detained against his or her will (Asuquo, 2009). Whereas Nwaorah (2009) viewed kidnapping as an act of an angry man who wants to take any person of value hostage, and who could be rescued by loved ones. In most cases, victims are often released after payment of ransom. According to Ogabido (2009) kidnapping means to abduct, capture, carry off, remove or steal away a person(s).

Banditry and kidnapping are associated to each other because most of the bandits engage in kidnapping activities. On 14th April, 2014 a group of armed men kidnapped 250 female students from Government Girl's Secondary School Chibok, Borno State (Shuaibu et al., 2015). The implication of kidnapping and banditry on institutions of learning is that since the beginnings of 2012, at least 70 teachers and over 100 students have been killed or wounded in Northern Nigeria. Educational facilities have been burned, thousands of children forced out of schools and teachers made to flee for safety.

Ijediogor (2010) observed that it is not only businesses that suffered the impact of kidnapping; it is gradually taking the toll on social functions, burials, as the bereaved and their guests are not spared the ordeal. Nigerian government forces and pro-government militia have also used schools for military purposes. As of May 2017, a UN agency reported that Nigerian government forces were using 17 schools for military purposes. While the government stated that the presence of security forces near schools was for the protection of the schools and students, but the presence of armed forces in or near a school can make it a target of retaliatory attacks, increasing the risks to children and teachers, as well as the likelihood that education will be disrupted. The presence of such forces also increases the risk of sexual violence against female students and teachers. The attacks on schools often have adverse effects not only on students, educators, parents and educational institutions, but also on the government and the society at large. The attackers or abductors of school children often do so not only for the purpose of collecting ransom, but also to intimidate and deny young people the access to western education or civilization. School abductions are dangerous, condemnable and barbaric not only because it truncates student's right to education, but could also lead to untimely death of innocent school children who committed no sin other than just trying to be educated.

Soyombo (2009) opined that, Lagos state alone spent three billion naira on security within two years. But the same state spent three billion on security apparatus in 2021 alone (Olabiyi, 2021). With this amount spent in a state, one could imagine the cumulative effect in all the states in the federation since the commencement of the menace of kidnapping in Nigeria. At individual level, a lot of money that would have been invested on profitable ventures has been diverted to ransom by the victims of kidnapping in order to regain their freedom. To Kyrian (2009), fifteen billion naira was paid to kidnappers as ransom between 2006 and 2009. Kumolu, (2021) reported that there were over 720 kidnap cases across the Nigeria and about 10 billion Naira was paid as ransom. With high level of poverty prevailing in Nigeria, the money may not be available but because, the victims valued their freedom, the probability of them selling their valuables to raise ransom or borrow from different sources to set themselves free may not be ruled out. Previous studies have shown that enterprises are properly organized and managed by

the private sector in a development-oriented manner (Gberevbie, Ibietan, Abasilim & Excellence-Oluye, 2015), but that can only be achieved in a peaceful atmosphere.

There are other implications of kidnapping on academic activities in Nigeria such as traumatic situation of the kidnapped victims. Lowe and Galea (2015) concluded that exposure to banditry caused Post Traumatic Stress Disorder symptoms among victims exposed to the menace. Collins and Collins (2005) also opined that banditry causes a cognitive response as a form of experience which ultimately lives traumas or injuries with lasting impacts on the victims. Bonanno et al. (2010) opined that missed school, weak academic functioning, life disruption and continues life stress led to some of the adverse cognitive effects on the victims exposed to banditry in the short term and the long-term Security of lives and property is a major prerequisite for stability and development in every society.

In most cases, kidnapped victims are subjected to physical torture, sexual harassment, and hunger which usually result to emotional and psychological disorder. These if not given psychological and clinical attention may leads to post kidnap challenges such as isolation, mental stress, impaired memory, decrease concentration, been overcautious and aware, fear of possible occurrence, sense helplessness, depression and anger (American Psychological Association, 2013). Students under these social and psychological conditions can have difficulty in continuing with their studies and participate in social academic activities. This is why in most of the kidnapped cases, students are returned home for stabilization and possible post kidnapped trauma counselling.

Incessant closure of schools as a result of insecurity and kidnapping, dozens of schools from Yobe, Kano, Kaduna, Zamfara, Katsina, and Niger States were reported to be closed down by government and school authorities. Obiezu (2021) reported 13 schools were closed by the Kaduna State government as a result the kidnapped of 140 students of Bethel Baptist High School. Following the abduction of many students in Kankara Local Government, the governor of Katsina State ordered the closure of all burden secondary schools in the state (Maishanu, 2020). No doubt the closure of schools became a reoccurring decimal in the country especially in the northern states of the country. This has greatly hampered academic activities in these places with consequential effects on the nation's education scale.

Distortion of academic programs and calendar with incessant closure of schools, academic programs such as teaching, learning, examination, and extracurricular activities are grossly affected. This has consequently resulted to distortion of normal academic calendar. Presently, students are afraid to return to school, parents are uncertain if their children/wards would be safe in school. Teachers and school management are also longer concentrating fully on their duties particularly in schools that have experienced

abduction of students and staff. Increase in out of school children has been reported that with kidnapping and abduction of pupils and students in various schools, especially in some parts of northern Nigeria, cases such

as gender discrimination, poverty, language barrier, child labor, forced marriage have become rampant. This has also increased the propensity of out of school children (Retrieved from www.blueprint.ng). The United Nations Children's Fund (UNICEF) has noted that the population of out of school children in Nigeria has risen from 10.5 million children to 13.2 million children. This scenario that has compounded the problem of education in the country is described as the highest in the world.

Social orientation and adaptation as a result of relocation of academic staff and students living their former schools and environment to safe places to further their studies are having the challenge of getting to learn of the new environment and the people. This includes the learning of their social way of life and academic culture. The process will by all means retard the progression of their learning. Once security is not guaranteed, movement and relocation of people toward places with better security becomes obvious. This situation results to starving the school of teachers and lecturers with mastery knowledge in their respective subject areas.

Theoretical Framework

This study was anchored on the classical psychoanalytic theory of Sigmund Freud. Of course, any discussion of trauma begins with Freud's classical psychoanalytic approach with its emphasis on the process of repression. Indeed, his contributions to the study of traumatic experience serves as the springboard for various contemporary approaches, including what broadly might be called contemporary trauma theory (Herman, 1992; Putnam, 1989; Seigel, 1995; van der Kolk, 1991).

Repression involved an unconscious, defensive pushing out of awareness of the conflicting material. Treatment of this conflicting material involved reconnecting the displaced affect with its original content catharsis, and indeed, Freud (1894/1959) took the successful symptom relief provided by this treatment as support for the underlying causal mechanism postulated in his theory of repression of traumatic material. Freud considered that there was reason to assume that there is a primal repression, a first phase of repression, which consists in the psychical representative of the instinct being denied entrance into the conscious, as well as a second stage of repression, repression proper (an "after-pressure"), which affects mental derivatives of the repressed representative.

In the primary repression phase, it is highly probable that the immediate precipitating causes of primal repressions are quantitative factors such as the earliest outbreaks of anxiety, which are of a very intense kind. The child realizes that acting on some desires may bring anxiety. This anxiety leads to repression of the desire. When it is internalized, the threat of punishment related to this form of anxiety becomes the superego, which intercedes against the desires of the id (which works on the basis of the pleasure principle). Freud speculated that it is perhaps the emergence of the super-ego which provides the line of demarcation between primal repression and after-pressure.

This approach helps understand traumatic experience and necessarily deals with treatment implications (repression). As we all know, the psychological effects of kidnapping and banditry on the victim is trauma, and trauma is anything that is capable of creating within the individual so much conflict such that it would, if left cause an intolerable level of anxiety. In Nigeria we lack counseling bodies or units to discuss or console individuals with traumatic experience as a result of these menaces. Example is an incident of one Danladi Musa, a third-year pharmacy student of Ahmadu Bello University (ABU), Zaria, Kaduna State, North-West Nigeria, who said that it is difficult for him to concentrate in school due to the insecurity challenges in Kaduna State. However, with this proposed theory classical psychoanalytic theory the effect of trauma can be repressed.

METHODOLOGY

This study adopted descriptive research design of survey type. The population of the study comprises victims of kidnapping and banditry which were students of higher institutions in North-West Nigeria. Purposive sampling technique was used to select the victims of kidnapping and banditry across the study area (Kaduna, Katsina, and Zamfara) where the kidnapping and banditry in higher institutions are prevalent. Four research questions were raised. The instrument used was Psychological Impact of Kidnapping and Banditry Questionnaire. The reliability coefficient of the instrument were 0.75. Data collected were analyzed using descriptive and inferential statistics. Research question 1 and 2 were analyzed using frequency count and percentage, while research questions 3 and 4 were analyzed using Pearson Product Moment Correlation coefficient (PPMC) and independent sample t-test.

RESULTS

The results of this study were obtained from the four research questions answered using data collected and analysed.

Research Question 1: What are the psychological effects of kidnapping on students of higher institutions in North-west Nigeria?

Table 1: Frequency and percentage of respondents answer to psychological effects of kidnapping

S/N	Statement	Agree	Neutral	Disagree
1.	Kidnapping creates frequent fear.	95 (60.50%)	46 (29.29%)	16 (10.19%)
2.	Kidnapping causes lack of sleep to the victim.	95 (60.50 %)	48 (30.57%)	14 (8.91%)
3.	Kidnapping arises the victim's anger	96 (61.14%)	44 (28.02%)	17 (10.82%)
4.	Kidnapping traumatizes the victims	100 (63.69%)	36 (22.92%)	21 (13.37%)
5.	Kidnapping leads to lack of concentration of the victim	91 (57.96%)	40 (25.47%)	26 (16.56%)
6.	Kidnapping beclouds human mind for optimal productivity	99 (63.05%)	34 (21.65%)	24 (15.28%)
7.	Kidnapping leads to depression	100 (63.69%)	42 (26.75%)	15 (9.55%)

The study revealed that majority of the respondents 60.50% agreed that kidnapping creates frequent fear. This finding is in line with the work of Ukandu (2011) who observed that Kidnapping incapacitates the individual and collective sensibilities of the victim, because at times of extreme fear the human mind is beclouded and optimal productivity cannot be guaranteed. Also, more than half of the respondents 60.5% maintained that Kidnapping causes lack of sleep to the victim. This finding corroborated Ijediogor (2010) who observed that it is not only businesses that suffered the impact of kidnapping; it is gradually taking the toll on psychological functions, as it causes lack of sleep to the victim.

Research Question 2: What are the psychological effects of banditry on students of higher institutions in North-West Nigeria?

Table 2: Frequency and percentage of respondents answer to psychological effects of banditry

S/N	Statement	Agree	Neutral	Disagree
1.	Banditry affects student's academic performance	95 (60.50%)	46 (29.29%)	16 (10.19%)
2.	Banditry leads to frequent fear.	99 (63.05%)	42 (26.75%)	16 (10.19%)
3.	Banditry caused Post Traumatic Stress Disorder symptoms among victims	101 (64.33%)	42 (26.75%)	14 (8.91%)
4.	Banditry arises the victim's anger	95 (60.50%)	44 (28.02%)	18 (11.46%)
5.	Banditry traumatizes the victims	119 (75.79%)	36 (29.92%)	2 (1.27%)
6.	Banditry leads to lack of concentration of the victim	91 (57.96%)	40 (25.47%)	26 (16.56%)

The study revealed that majority of the respondents 60.50% agreed that Banditry affects student's academic performance. This finding is in line with Bonanno et al. (2010) who identified that missed school, weak academic functioning, life disruption and continues life stress lead to some of the adverse cognitive effects on the victims exposed to banditry in the short term and the long term. The study further revealed that Banditry caused Post Traumatic Stress Disorder symptoms among victims, as 64.33% agreed with it. This finding supports the submission of Lowe and Galea's (2015) who concluded that exposure to banditry caused Post Traumatic Stress Disorder symptoms among victims exposed to menace. More importantly, 75.79% of the respondents agreed that Banditry traumatizes the victims. The result is in line with Collins and Collins (2005) who opined that banditry causes a cognitive response as a form of experience which ultimately lives traumas or injuries with lasting impacts on the victims. When someone is traumatized, they will not concentrate and perform well academically.

Research Question 3: Is there any relationship between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria?

Table 3: Correlation between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria

		Banditry Score	Kidnapping Score
Banditry Score	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
	N	157	157
Kidnapping Score	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000	
	N	157	157

Correlation is significant at the 0.01 level (2-tailed).

This table 3 shows that there is relationship between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria. This is because the significant level is below .005. This finding is in consonance with the findings of Shuaibu et al. (2015) who discovered that there is a relationship between kidnapping and banditry on student because most

of bandits engage in kidnapping activities. On 14th of April, 2014 a group of armed men kidnapped 250 female students from Government Secondary School Chibok, Borno State.

Research Question 4: Is there a significant difference in the psychological impact of kidnapping and banditry on male and female students of higher institutions in North-west Nigeria?

Table 4: One-sample t-test of the psychological impact of kidnapping and banditry on male and female students

	t	Df	Test Value = 0			
			Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower+	Upper
Banditry	37.911	156	.000	44.61783	42.2931	46.9426
Kidnapping	35.627	156	.000	48.75159	46.0486	51.4546

Information in Table 4 shows the result that seeks to establish if there is a significant difference in the impact of kidnapping and banditry on male and female students of higher institutions in North-West Nigeria. The table reveals that there is no significant difference on the impact of kidnapping and banditry on male and female students of higher institutions in North-West Nigeria. This is because the significant level is .000 which less than .005. This finding is in line with Bello and Jamilu (2017) assertion which opined that, irrespective of the type of kidnapping and the motive of the perpetration, the psychological and financial impact of the problem can be quite devastating, both for the victims and their significant others.

DISCUSSION OF FINDINGS

The study found that kidnapping creates frequent fear on the victims. This finding is in line with the work of Ukandu (2011) who observed that Kidnapping incapacitates the individual and collective sensibilities of the victim, because at times of extreme fear the human mind is beclouded and optimal productivity cannot be guaranteed. The study also found that Kidnapping causes lack of sleep to the victim. This finding corroborated Ijediogor (2010) who observed that it is not only businesses that suffered the impact of kidnapping; it is gradually taking the toll on psychological functions, as it causes lack of sleep to the victim.

The study revealed that Banditry affects student's academic performance. This finding is in line with Bonanno et al. (2010) who identified that missed school, weak academic functioning, life disruption and continues life stressor lead to some of the adverse cognitive effects on the victims exposed to banditry in the short term and the long term. The study further revealed that Banditry caused Post Traumatic Stress Disorder symptoms among victims. This finding supports the submission of Lowe and Galea (2015) who concluded that exposure to banditry caused Post Traumatic Stress Disorder symptoms among victims exposed to the menace. It was discovered that Banditry traumatizes the victims. The result is in line with Collins and Collins (2005) who opined that banditry causes a cognitive response as a form of experience which ultimately lives traumas or injuries with lasting impacts on the victims.

More so, the study found that there is relationship between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria. This finding is in consonance with the findings of Shuaibu et al. (2015) who discovered that there is a

relationship between kidnapping and banditry on student, because most of bandits engage in kidnapping activities. Furthermore, the study observed that there is no significant difference on the impact of kidnapping and banditry on male and female students of higher institutions in North-west Nigeria. This finding is in line with Siegel (2010) who maintained that males have high victimization rate than females because they have a higher-risk lifestyle and most of them are run aways and are more exposed to street life, hanging out with friends in perusal of recreational fun.

CONCLUSION

Kidnapping and banditry have serious psychological effects on the students of higher learning. More so, there is a relationship between the psychological effect of kidnapping and banditry on students of higher institutions in North-West Nigeria, because most of bandits engage in kidnapping activities which along the line inflict trauma, insomnia and lack of concentration and confidence among the students of higher institutions. Furthermore, there is no significant difference in the impact of kidnapping and banditry on male and female students of higher institutions in North-West Nigeria, because, irrespective of the nature of the act and its motive, the menace is quite devastating for the victims and their relatives.

Recommendations

Based on the results of this study, it is recommended that:

- Government should do all what it takes to eradicate kidnapping and banditry so as to eliminate its effects on the students.
- Government should create meaningful employment and also poverty eradication programs for the youths with the aim of eradicating endemic poverty.
- In order to combat this menace effectively, government should equip security forces with modern equipment and provide them with reasonable incentives to enable them carry out their duties.
- Counselling units should be organized in schools in order to help students overcome their emotional turmoil caused as a result of kidnapping and banditry
- Non-governmental organizations should play a role through sensitizing people mostly rural dwellers on the effects of kidnapping and banditry and how to take proactive and reactive measures in tackling the issue.
- A joint task force of both security and locals should be organized and financed properly so as to take proactive measures in curbing kidnapping and banditry.
- The constitution of the land should have a review and state clearly the severe penalties against kidnapping and banditry, which will serve as deterrence on the perpetrators and their accomplices.

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