



DEBRE MARKOSE UNIVERSTY COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ECONOMICS

IMPACT OF KIDNAPPING ON SOCIAL RISK, EDUCATIONAL INSTITUTIONS AND
HUMAN SURVIVAL IN TACH ARAMACHIHO DISTRICT, NORTH WEST ETHIOPIA

A THESIS PROPOSAL SUBMITTED TO THE DEPARTMENT OF ECONOMICS FOR THE
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF ARTS
DEGREE IN PROJECT PLANING MANAGEMENT

By: Mulu Sendeke

Advisor: Dr. Abiot Anemaw

Oct, 2024

Debre Markose, Ethiopia

DEBRE MARKOSE UNIVERSTY COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ECONOMICS

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January, 2025

DebreMarkose, Ethiopia

Declaration

I, the researcher, declare that the study titled "The Risk of Kidnapping on Social Relationship, Educational Institutions, and Human Survival in Tach Armachiho Wereda, North West Ethiopia" is an original work conducted by me. The research was carried out with the aim of exploring the risks associated with kidnapping and their impact on social relationships, educational institutions, and the survival of individuals in Tach Armachiho Wereda.

I declare that the research methodology, including data collection, analysis, and interpretation, has been conducted in accordance with established ethical guidelines and principles. The privacy, confidentiality, and anonymity of the participants have been strictly maintained throughout the research process.

I further declare that the findings presented in this study are based on the data collected and analyzed using appropriate research methods. The results and conclusions drawn from the data are the product of rigorous analysis and critical interpretation.

I acknowledge that this study has its limitations, including the sample size, geographical focus, and time constraints. However, I believe that the findings provide valuable insights into the risks of kidnapping and their implications for social dynamics, educational institutions, and human survival in Tach Armachiho Wereda.

I hope that the findings of this study will contribute to a deeper understanding of the challenges posed by kidnapping incidents and inform the development of strategies and interventions aimed at promoting safety, security, and social well-being in Tach Armachiho Wereda and similar contexts.

Signature: _____

Mulu Sendeke

Date: _____

Thesis Approval Sheet The undersigned certify that we have read, examined, and approved a thesis entitled The Risk of Kidnapping on Social Relationship, Educational Institutions, and Human Survival in Tach Armachiho Wereda, North West Ethiopia” submitted by Mulu Sendeke in partial fulfillment of the requirements for the degree of Masters of Arts in PROJECT PLANING MANAGEMENT

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| _____ | _____ | _____ |

Acknowledgement

I would like to express my heartfelt gratitude to my advisor, Advisor: Dr. Abiot Anemaw, for his unwavering support, guidance, and inspiration throughout the entire dissertation process. His expertise, constructive feedback, and valuable insights have been instrumental in shaping this research work.

I am also deeply thankful to Dr. Asefa and Dr.yebetal for Their valuable comments and suggestions during a thesis proposal defense. Their input and expertise have contributed significantly to the development and refinement of this study.

I would like to extend my appreciation to all the teachers who participated in this study. Their willingness to share their experiences and insights has been invaluable in shedding light on the risks of kidnapping in Tach Armachiho Wereda.

I am indebted to the supervisors and data collectors who dedicated their time and energy to ensure the smooth progress of this research. Their commitment and diligence in conducting interviews and collecting data have been crucial to the success of this study.

Last but not least, I would like to express my profound gratitude to my family, for Their unwavering support and understanding throughout this research journey. Her encouragement, patience, and assistance in various aspects of this work have been immeasurable.

I am grateful to all individuals who have contributed to this research in one way or another, and their support has been vital in bringing this study to fruition.

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List of Acronyms

FGD.....Focused group discussion
KII.....Key informant interview
ISCJ.....International Statistics on Crime and Criminal Justice
TAW..... Tach Armachiho Woreda
UNODC.....The united Nations Office of Drugs and Crime
KR-----Kidnapping Risk
SR-----Social Relationship
EI-----Educational Institutions
HS-----Human Survival
SA-----Security Assessment
CI-----Community Impact
SI-----School Impact
VR-----Vulnerable Groups
CT-----Countermeasures and Training
RMS-----Risk Mitigation Strategies
PD-----Policy Development
RD----- Resource Development

Abstract

Kidnapping incidents can have wide-ranging effects on individuals, families, communities, and society as a whole, making it crucial to understand and address these risks to

promote safety, security, and social well-being. The study aims to explore the risk of kidnapping on social relationships, educational institutions, and human survival in Tach Armachiho Woreda. This research study adopts a mixed-method research approach to investigate the risk of kidnapping in Tach Armachiho Woreda, Ethiopia, and its implications for social dynamics. The research design employed is an explanatory sequential design, combining quantitative and qualitative data collection and analysis methods. The study population includes individuals from four selected Kebeles in Tach Armachiho Woreda, including community members, teachers from educational institutions, and Kebele administration officials. The findings of the study revealed a significant risk of kidnapping in Tach Armachiho Woreda, Ethiopia. Both quantitative and qualitative data indicated that kidnapping incidents have a profound impact on social dynamics, affecting individuals, families, communities, and society as a whole. The risk of kidnapping has led to the erosion of trust and confidence within communities, hindering social cohesion and cooperation. Economic activities have been disrupted, leading to economic stagnation and reduced investments. Certain groups and regions are disproportionately affected, perpetuating social inequalities and hindering efforts towards social justice and inclusivity. The education sector has been significantly impacted, with increased dropout rates and limited access to quality education. Social norms, cultural practices, and traditional ways of life have undergone changes, altering social dynamics and intergroup relationships. Based on these findings, it is crucial for Tach Armachiho Woreda officials, the Amhara Regional State, and the Ethiopian Federal Government to implement comprehensive strategies. Implications include enhancing security measures, strengthening the education sector, promoting economic development, raising public awareness, and improving legal frameworks and law enforcement to mitigate the risk of kidnapping and promote social well-being in the region.

Keywords: Risk, Kidnapping, Social Relations, Educational Institutions, & Human Survival

Chapter One: Introduction

1.1 Background of the study

Kidnappings refer to the taking or abduction of an individual against his or her will, usually followed by some duration of captivity. Kidnappings can be undertaken for several reasons, but the most common are for a demand of ransom payment, as a political terrorist event, or the abduction of a child, often following a child custody dispute. Kidnapping as a behavior has been documented long throughout history and was common practice among nomadic groups, who would steal brides from neighboring tribes. The original meaning of kidnap, dating from the late seventeenth century, was "steal children to provide servants to the American colonies," from kid, "child," and nap, "snatches away." After the particularly notorious Lindberg baby kidnapping in 1932, the U.S. Congress passed a law allowing the FBI to investigate all (Ochoa, R 2012)

Kidnapping is one of the felonies that have a larger social impact in a population. These crimes are usually conducted through organized crime, so it's not just the regular burglar that was acting alone to steal a wallet. The crime of kidnapping is a complex one. And it might be that the interactions and relationships between the individuals, the social actors, and the state, are factors that need to be taken into account in a dynamic process to explain it. The large sum of money spent as ransom payment could affect the state economy drastically. Many people kidnapped paid a lot of money as ransom. This situation affects both state and household economy. Some people usually go as far as borrowing to bail their relatives out from the hands of hoodlums (Ochoa, 2012).

The kidnapers are the people who from the time they wake up in the morning until the time they go to bed at night, are constantly thinking about how they can get easy money. They don't aspire to earn the money through hard work as the rest of the citizens do. Instead, they take advantage of others using knowledge, power, and networks. The victims are dehumanized and treated severely as objects by the kidnapers who discharge in them all kinds of physical and psychological cruelty, which impacts the affected, the family and the entire society at large. Between the characteristics and consequences, kidnapping represents a threat to the stability of the population, and a big pain to the families throughout the rest of their lives. Kidnapping people also brings in large economic resources for the cell and, as a result, the wrong-doing organizations have been growing into a true evil-industry. There are many variants of kidnapping, which mainly has the object of exchanging economic resources for the freedom of the kidnapped person. However, this felony gives hint to the commission of other felonies such as traffic of minors, murder, extortion, (U.S Department of State, 2014).

According to International Statistics on Crime and Criminal Justice (2011) Canada and Scotland had high kidnapping rates. Although there is no collected data about kidnapping in the U.S. in a uniform crime report, there are sources indicating as the problem is high. Similarly, the kidnapping rate is highest in Southern Africa (South Africa, Swaziland and Zimbabwe). Of individual countries, Turkey has the highest score.

Kidnapping has been defined by scholars to a varying degree. For instance, (Ernest, 2018), states that kidnapping is an act of capturing, taking away and keeping people in custody either through force or deceit. Secondly, Fage & 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". Similarly, but in different ways Uzorma &

Nwanegbo-Ben, (2014) defined kidnapping as the act of seizing and detaining or carrying away person(s) by unlawful force or by fraud, and often with a demand for ransom. It involves taking a person from their residence or location of interest forcefully without their consent with the motive of holding the person as a hostage and earning a profit from their families and places of official duties.

The impact of kidnapping various factors responsible and how these social ills have affecting the continent economically, financially, socially, psychologically, educationally, internal displacement of communities and the vulnerability of women and children all needs to be highlighted. Civil unrest, terror threats, endemic corruption and ongoing abductions of Africa, including the well-publicized kidnapping of school-girls by terrorist group Boko Haram, underscore the continuing challenges of combating modern slavery in Nigeria (The Global Slavery Index, 2014).

Many engage in kidnapping business for different purposes and missions. Some are politically masterminded, especially among political opponents. Some engage in this heinous crime solely for the sake of money; in this case, the victims are released after the payment of the agreed ransom. In all, kidnapping can be grouped according to motives into: political kidnapping, kidnapping for marriage, ritual kidnapping and monetary kidnapping.

South Africa remained the main kidnapping hotspot on the African continent in 2022. While ransom-related kidnappings make up seventy percent of all abductions in the country as others incidents are linked to robbery and hijacking the number of cases has been increasing at an alarming rate. The phenomenon started to rise in 2016 and is now experiencing explosive

growth, according to the Global Initiative against Transnational Organized Crime (GI-TOC), a non-profit organization.

1.2 Statement of the problem

Kidnapping is a serious social problem which causes a humiliating effect of on human life and reduces the quality of the life of individuals and the community. When students are kidnapped, they risk being traumatized for life, even after their rescue. It affects their interests in education and academic performances and destroys their life dreams (O’Block, 2021).

The Economic and Social Council (ESC), an arm of the United Nations, and several other individuals, organizations and nations, have expressed their concerns on several areas which bother on kidnapping for ransom. These concerns include, among others, increased cases of kidnappings in various countries of the world, the noxious effects of kidnapping on both the victims and their families, and the fact that there is a linkage of kidnapping with other various illegal activities. Implied therefore is that kidnapping occurs at multiple levels and dimensions (U.S. State Department, 2017)

Kidnapping in Ethiopia is one of the most recent challenges facing in the country. Although it is carried out in all parts of the country, it is most widespread in South Oromia Welega and North Amhara Gondar. Kidnapping of school children in particular is a serious threat to the education system. The economic, social and financial impact is about the most critical that the ever increasing cases of kidnapping has negatively affected and still affecting Ethiopia people. In today Ethiopia, kidnapping has put everyone rich or poor, young or old, foreigners and non-foreigners, male and female at a constant risk of either being a primary, secondary or vicarious victim of kidnapping. A group of workers from the state-owned Muger Cement were kidnapped by members of the OLA fighters (going by the name Shene) that the

federal government designated as terrorists. With the orders from the kidnappers, all the captives were calling their wives and loved ones to follow the orders put in place. Ransom payments of 150,000 to 300,000 birr were made for each of the captives to be released. The least that was paid was 149,000 birr after a drawn-out negotiation. The captives would be released immediately after confirming receipt of the money and the absence of any consequences. The kidnappers there is no ransom money coming, the fate of these captives would immediately be death, as it was for many previously held. Cement factories are among the major industries that have suffered as a result of political uncertainty and lawlessness. Recently, the Kuyu Cement Factory, one of the factories in the Oromia region, was attacked and forced to close (Samuel Bogale, 2022)

Kidnapping in most places of the Amhara region is related to the demand for ransom money and is related to illegal arms trade. In the Amhara region, central Gondar is neighboring Sudan due to the high level of illegal trafficking of people, ethnic conflict and illegal arms trafficking among the Amhara community based on the question of identity in the area, making it an area of high levels of kidnapping crimes. The most serious kidnapping is currently being carried out by the local bandits in the Armachiho Wereda of central Gondar. The execution of the crime is based on ethnic conflict, illegal arms trafficking, human trafficking and various reasons for revenge and demand for ransom money. Therefore, due to this kidnapping, the social relations of the local community, the teaching and learning process of schools, the daily living conditions of human beings and the lives of human beings have been threatened. Many young people in the Wereda are involved in kidnapping and Bandit. As a result, the community is leaving the rural areas and migrating to the cities, because the rural villages in the district are a

threat to the community and the number of students in schools has decreased significantly (TAW Peace and Security Office, 2023).

For this reason, it is important to scientifically looking at the risk of kidnapping it resulted on educational institutions, social relationship and human survival concerns all needs to be assessed. As far as the existing literatures are concerned, in relation to the Ethiopian context, there is no prior study clearly exploring the risk of kidnapping and its associated factors regarding education and human survival concerns. Of course, there are a few studies conducted two decades ago on abduction of girls for marriage. It has been shown that domestic violence can have severe implications in terms of pregnancy loss and infant mortality in rural areas (13). Additionally, a community based study in South Ethiopia has shown that injures following domestic violence can be as severe as losing one's vision and assaults by gun which can lead to physical disabilities (14). There are also psychological problems and traumatic stress disorders associated with domestic violence (15).The study also demonstrated that abducted women were more likely to be victims of life time abortion. This is a very alarming situation when one considers the very grave sequel of abortion. Abortion was associated with emotional distresses (16) and adverse psychological and family complication; (17) For instance, Haileyesus Getahun (2001). But, a paper clearly investigated with the topic under study, Kidnapping and its risk reviewing human survival and social relationship assessment is not found. Thus, the researcher experienced an 'aha' state of mind and come up with the topic to fill this observed gap in the literature.

1.3 Objectives of the study

1.4 General Objective

- The general objective of the study is to assess the risk of kidnapping on social relationship, educational institutions and human survival in Tach Armachiho Wereda.

1.5 Specific Objectives

- ✓ To examine the risk of kidnapping on social relationship in the study area
- ✓ To explore the risk of kidnapping on educational institutions issues in the study area
- ✓ To assess the risk of kidnapping on human survival in the study area

1.6 Research Questions

- What kind of danger is kidnapping in the study area causing to social relations?
- To what extent kidnapping groups / criminals / negatively risk the educational institutions and students in Tach Armachiho Woreda?
- What is human survival risk of kidnaping has in the study area?

1.7 Operational Definition

- Kidnapping take people in different ways, whether they fight or not. A hostage goes about his daily works when he is abducted by the kidnappers. For this reason, hostage families are released if they pay money, but if the family does not pay, they can be killed. Sometimes, if the hostage is kidnapped by bandits/kidnappers, the family of the hostage will kidnap the family of the bandits/kidnappers, in which case the bandits/kidnappers will release the hostages.
- Social **relationships** are broadly defined as any relationship or interaction between two or more individuals. This includes maintaining the traditional relationship of the local

community such as weddings, mourning/funerals/helping each other in work and meeting in the union, helping in the work of Debo.

- **Human survival** is a matter of survival or continuity of existence in which he can help himself and others by raising himself above other people or from various problems.

1.8 Scope of the study

This study would be conducted in Armachiho Wereda, which is in North Gondar zone, Amhara National Regional State, Ethiopia. It focused on assessing the risk of Kidnapping and its associated factors on social relationship: its implications for educational institutions and Human survival issues. The result of this study should not be taken or considered as showing the case of either Ethiopia or Amhara regional state. This is mainly due to the sample size determined to include in the study.

1.9 Significance of the study

The significance of the study on "The Risk of Kidnapping on Social Relationship, Educational Institutions, and Human Survival in Tach Armachiho Wereda, North West Ethiopia" is multifaceted and extends to various stakeholders at different levels.

At the local level, the study provides valuable insights into the specific risks and challenges faced by Tach Armachiho Wereda in relation to kidnapping incidents. It raises awareness among community members, educational institutions, and local authorities about the prevalence and impact of kidnappings on social relationships, educational pursuits, and human survival. By understanding the specific dynamics of kidnapping risks in the area, local stakeholders can develop targeted interventions and strategies to enhance safety, security, and well-being within the community.

At the regional and national level, the study contributes to the broader understanding of kidnapping risks and their implications for social dynamics. It sheds light on the factors that make certain areas more susceptible to kidnappings and provides evidence-based insights for policymakers, law enforcement agencies, and other relevant stakeholders. The findings can

inform the development of comprehensive strategies and policies to address kidnapping risks, strengthen security measures, and safeguard the rights and well-being of individuals and communities.

Furthermore, the study has implications for the field of social work. It highlights the social, psychological, and educational consequences of kidnapping incidents on individuals, families, and communities. This knowledge can inform the practice of social workers who are involved in supporting and advocating for the affected individuals, providing trauma-informed care, and promoting resilience and recovery.

1.10 Organization of the thesis

The thesis, "The Risk of Kidnapping on Social Relationship, Educational Institutions, and Human Survival in Tach Armachiho Wereda, North West Ethiopia," is organized into several sections to ensure a logical and cohesive presentation of the research findings and analysis.

The introduction chapter provides the necessary background and context for the study, highlighting the prevalence of kidnapping incidents and their implications for social dynamics in the Tach Armachiho Wereda. The problem statement and research questions are formulated to address the gaps in knowledge and understanding of the risk of kidnapping on social relationships, educational institutions, and human survival. The significance of the study is emphasized, emphasizing the importance of addressing and mitigating the risks associated with kidnapping for the well-being and security of individuals, families, and communities. The objectives of the research are clearly outlined to guide the study's focus and direction, while also acknowledging the scope and limitations of the study.

The literature review chapter critically examines existing literature and studies related to kidnapping, its impacts, and associated social dynamics. It explores theoretical frameworks and concepts relevant to social relationships, educational institutions, and human survival, providing a theoretical foundation for the study. Previous research on kidnapping incidents in Ethiopia or similar contexts is reviewed, identifying gaps and areas for further investigation.

The research methodology chapter describes the chosen research approach, such as mixed-methods, quantitative, or qualitative, and justifies its appropriateness for the study. The research design, such as an explanatory sequential design, is explained to illustrate the sequential

nature of data collection and analysis. The section details the data collection methods, including surveys, interviews, or focus group discussions, and outlines the sampling techniques employed to ensure the representation of the study population. Ethical considerations, such as informed consent and confidentiality, are also addressed.

The results and analysis chapter presents the quantitative and qualitative data collected through the chosen methods. The data are analyzed using appropriate statistical techniques or qualitative analysis methods to derive meaningful insights. The findings are presented and discussed, comparing them with existing literature and addressing the research questions and objectives. This chapter provides an in-depth interpretation of the results, highlighting their implications for social relationships, educational institutions, and human survival in the study area.

The discussion chapter integrates and synthesizes the research findings, providing a comprehensive understanding of the risk of kidnapping and its impact on social dynamics. The results are interpreted and discussed in relation to the research questions and objectives, identifying patterns, trends, and potential explanations for the observed phenomena. The section also critically analyzes the implications of the findings, considering their theoretical, practical, and policy implications.

Chapter Two: Review of Related Literature

2.1 Definition of Kidnapping

Kidnapping is the crime of taking away of a person by force, deceit, or threat and detaining that person against their will. While the term “kidnapping” originally referred to the abduction of children (from the word "kid" meaning child) it has come to be used for victims of all ages. There are many aims of kidnapers including the enslavement of their victims, marriage to their victims, and extortion of ransom money. Despite strict laws, serious efforts by law enforcement and vigorous prosecution, kidnapping continues to be a problem in the world today, particularly in connection with human trafficking in which the victims are often forced into prostitution and other forms sexual abuse Joshia (2001).

Kidnapping is derived from "kid" = "child" and "nap" (from "nab") = "snatch," and was first recorded in 1673. It was originally used as a term for the practice of stealing children for use as servants or laborers in the American colonies. It has come to mean any illegal capture or detention of a person or people against their will, regardless of age, such as for ransom; since 1768 the term "abduction" was also used in this sense Cornell University Law School (2017).

In criminal law, kidnapping is the taking away or exportation of a person against the person's will, usually to hold the person in false imprisonment, a confinement without legal authority. This is often done for ransom or in furtherance of another crime. The majority of jurisdictions in the United States retain the "exportation" element for kidnapping, where the victim must be confined in a bounded area against their will and moved. Any amount of movement will suffice for the requirement, even if it is moving the abducted to a house next door. According to literatures, there are four types of kidnapping; kidnapping that causes the victim serious bodily harm or death; kidnapping that involves a demand for a ransom;

kidnapping taking place concurrent with a carjacking; and kidnapping based on fraud, force or fear of a victim who is under age fourteen.

2.2 The Phenomenon of Kidnapping

The United Nations Office of Drugs and Crime (UNODC,2003) has classified Kidnapping as follows: Kidnapping for extortion (for ransom, to influence business decision or to obtain commercial advantage); Kidnapping between and within criminal groups (for debt recovery or to secure advantage in a criminal market); Kidnapping for sexual exploitation; Kidnapping linked to domestic or family disputes (spouse or child abduction); revenge Kidnapping; and Kidnapping for political or ideological purposes.

Kidnapping in Nigeria has a relatively short history. It can be traced to what Townsend (2008) referred to as “natural resource nationalism” this is explained as the tendency to seek bigger shares of the returns from nation’s natural resources. The issue of Kidnapping in Nigeria is also made worse by what Omeye (2010) called “accumulation politics”, which was seen as the tendency for the bourgeois Nigerians to be involved in endless accumulation of wealth and consequent looting of the public treasury.

Kidnapping has become a common and always applied word both in public and private for a going by its prevalence in the country. Adewale (2009) pointed out that kidnapping now appears to be an emerging concern in Nigeria and other parts of Africa though it is not a new phenomenon. It is as old as the word itself. Consequently, several authors have developed theories to explain Kidnapping.

2.3 The Economic Theory

The Economic Theory views kidnapping from economic concept of making ends meet. Nseabasi (2009) citing (Tzanelli, 2006) opined that Kidnapping is regulated by the laws of demand and supply. This according to him is the reason the perpetrators of this crime choose their victims based on their ability to pay good money (Tzanelli, 2006). Trading hostages is a highly complex economic transaction, yet most hostages are successfully ransomed. This suggests that there are effective institutions governing the market for hostages. Private governance solutions can emerge spontaneously through repeated interactions, but local norms and institutions would not automatically extend to transnational kidnaps. Kidnap insurance obliges or encourages the insured to use a wide range of associated services that order and stabilize the market for hostages. The well-governed markets for protection and hostages underpin desirable economic activities such as international trade, investment, development, and aid. Economic investigations into other types of kidnappings have been done. Orset (2008) builds a theoretical model of child kidnapping (and protection) motivated by human trafficking/labor. Crettez & Deloche (2009) build a theoretical model of political kidnappings to explain the murder of the victim in equilibrium. Elster (2004) discusses the use of kidnapping in civil wars and the variety of motivations the kidnappers may have. Caramazza and Leone (1984) provide an early investigation into the characteristics of kidnapping and, especially, kidnappers, in Sardinia. Marongiu & Clarke (2004) discuss the “subculture of violence” thesis put forth to explain the high rate of kidnapping in Sardinia and contrast it with a limited rational choice theory. When applying the theory to explain the social problem of kidnapping and its implication in Nigeria especially from a socio-economic perspective, structural functionalism would clearly indict the economy for being dysfunctional or not functioning optimally as to produce the desired

outcome. The theory could also see the incapacity of the economic system as secondary fallout of a primary malfunction that is associated with the failure of the political system to produce the requisite output necessary to enable the economy function properly. However, the end result of such dysfunctional situations howbeit primary or secondary is usually felt by the masses through widespread poverty, unemployment, deprivation as well as marginalization with attendant consequences of which kidnapping for ransom or economic gain is one.

2.4 The Political Theory

The Political Theory of Kidnapping see the act as a political tool which is motivated by the attempt to suppress, outsmart, intimidate, and subjugate political opponents like in the case in Anambra State when the former Central Bank of Nigeria governor who was then Peoples Democratic Party's gubernatorial candidate had his father Kidnapped by the aggrieved opponents of the same party, who felt marginalized by the PDP political process. Turner (1998) as cited by Nseabi (2009) established a relationship between "money and politics" accordingly, where there are political motivations for Kidnapping and where ransoms are also demanded. Such ransoms are often employed to strengthen and further the political objectives of the Kidnapping organization or simply to facilitate the survival of the organization. The crime of kidnapping has been identified as profitable and functional to its perpetrators. The lucrative nature of kidnapping makes it very attractive. Kidnapping as observed in some parts of Nigeria, is identified as a functional measure of politicians to fight their opponents. The money collected as ransoms are means to destabilize the opponents and as well force them to back-out of the political race. The economic effects of kidnapping include direct and indirect costs. At the individual level, the costs include the economic value of money that may be lost to kidnapers, while the indirect economic cost of kidnapping include expenditures on preventive measures,

such as the employment of private security personnel. At the governmental level, the economic effects of kidnapping involve the expenditure on security and security agencies. The federal government budget for 2016 for police formations and command was over 100 billion. The Lagos State government was also reported to have spent three billion naira in two years on security alone. Much money has been spent on ransom payments. The former Inspector General of Police, Sir Mike Okiro, disclosed that 15 billion have been paid as ransom to kidnappers between 2006 and 2009 (Kyrian, 2009). The large sum of money spent as ransom payment could affect any state's economy drastically, as it could have been used for meaningful economic development. Also, the nation loses a lot of revenue when expatriates working in the multinational oil companies are attacked. Out of fear, people tend to steer clear from their work place and the adverse effect is always on the economy. Dode (2007) noted that, in 2006, when kidnappers abducted six foreign expatriates from Shell Petroleum Development Company premises, the company was forced to close down and this led to the loss of millions of standard cubic feet per day of gas production for the country.

2.5 Rational choice theory

The Rational choice theories of crime strongly argued that criminals have very strong prior intent to commit the act. In the opinion of these theorists, man is a reasoning actor who weighs means and ends, cost and benefits, and makes a rational choice (Cornish & Clarke, 1986). The position of the rational theorists assumed that crime is a purposive behavior designed to meet the offender's common place needs for such things as money, status, sex and excitement, and that meeting these needs involves the making of decisions and choices (Clarke, 1997). Kidnapping as a criminal behavior represents a typical rational crime. Consequently, rational choice theory is based on numerous assumptions, one of which is individualism (Gul, 2009). The

offender sees him/herself as an individual. Second, individuals have to maximize their goals, and third, individuals are self-interested (Gul, 2009). Therefore offenders are thinking about themselves and how to advance their personal goals. Based on the foregoing, the rational choice theorists advocated for very stringent punishment in order to deter further commission of crime.

Essentially the central points of the Rational Choice Theory are: a) The human being is a rational actor b) Rationality involves ends/means calculation c) People (Freely) choose behavior, both conforming and deviant, based on their rational calculations. d) The central element of calculation involves a cost-benefit analysis; pleasure versus pain or hedonistic calculus. e) Choice with all other conditions equal will be directed towards the maximization of individual pleasure. f) Choice can be controlled through the perception and understanding of the potential pain or punishment that will follow an act judged to be a violation of the social goal, the social contract

2.6 Psychoanalytic Theory of Violent Crime

Psychoanalytic Theory was developed by Sigmund Freud in the early 20th century (1856-1939). Freud's theory states that unconscious forces act as determinant of personality which develops through a series of stages each of which is associated with a primary biological functions. Freud distinguishes three levels of conscious awareness: the conscious mind, the preconscious mind and the unconscious mind. In this view, the mind is composed of three parts: the Id, the Ego and the Super Ego. The Id operates on the pleasure principle. It seeks to obtain immediate pleasure and avoid pain. The Ego operates on the reality principle; it seeks safe and realistic ways to satisfy the Id by imposing moral restrictions and striving for perfection. Parents and care givers are the agents for creating the Super Ego as the system of values, norms, ethics

and attitude; it operates on sets of moral ambition known as the Conscience (sense of right and wrong).

Freud came to believe that unconscious motives particularly aggressive ones were the source of most aspects of personality. Freud viewed aggression more generally as an innate and instinctual human trait which mostly should outgrow in the normal course of human development. Freud theory posits that human beings have the energy of life force (Eros) and death force (Thanatos) that seek internal balance. Violence is thereby seen as the displacement of Thanatos from self and onto others. Freud believes that the majority of what we experience in our lives, the underlying emotions, beliefs, feelings and impulses are not available to us at conscious level (, 2019).

A common stereotype is that someone who commits such abhorrent acts as kidnapping is abnormal. Psychology also has a long history of looking at deviant behaviors as a function of psychopathology (i.e., mental disease, disorder, or dysfunction) or maladjusted personality syndromes. Schmid (1988) noted that the chief assumption underlying many psychological theories is that the person that engages in violent criminal behaviors such as kidnapping is not normal and that the insights from psychology and psychiatry are adequate keys to understanding. Literature shows that psychopathology is at best only a modest risk factor for general violence, but not so much relevant in understanding kidnapper violence (Crenshaw, 2001). This study is not concerned with a lone kidnapper, who did not belong to any kidnapper group. An individual who is mentally ill cannot possibly fit into the kidnapper group. For an individual to choose to become a kidnapper, he or she would have to be motivated to do so. Having the proper motivation however, is still not enough. The would-be kidnapper would need to have the

opportunity to join a kidnapper group. And like most job seekers, he or she would have to be acceptable to the kidnapper group, which is a highly exclusive group. Thus, the would-be kidnappers would not only need to have a personality that would allow them to fit into the group, but ideally a certain skill needed by the group, such as communication skill.

Post (1990) a leading advocate of the kidnapper or terrorist-as-mentally ill approach, has his own psychological hypotheses of terrorism. Although he does not disagree with the proposition that terrorist's reason logically, he argues that terrorists' reasoning process is characterized by what he terms "terrorist psychologic". In his analysis, terrorists do not willingly resort to violence behavior as an intentional choice.

2.7 Social Learning Theory of Violent Crime

The proponent of the social learning theory is Albert Bandura (1997). Bandura posits that people learn from one another through observation, imitation and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention memory and motivation.

The social learning theory of criminology states that people learn from the community around them. This could happen in two ways - 1. Differential Association: this deals with the idea that people learn values and behaviors associated with crime. 2. Differential Reinforcement: this implies the fact that rewards and punishment shape our behavior. Bandura (1997) proposed Social Learning Theory of Violent Crime of kidnapping, that People acquire aggression to engage in kidnapping by watching others act and noting the consequences.

Kidnapping is a behavior which can be learned through observation and imitation especially when the behavior is being reinforced positively by payment of ransom. People whose

goal in life has been blocked either due to lack of job or poverty, can easily learn the act of kidnapping or eventually become kidnappers. The social learning theory therefore presents kidnapping as a learned behavior. People can learn the act of Kidnapping through the mass media, when they watch films containing violent acts, hostage taking, abduction and even the act of kidnapping and terrorism. By so doing, they watch people killed in cold blood through the use of sophisticated weapons, and watch teenagers carry arms and ammunition.

2.8 Kidnapping and Its Risk Area

2.9 The Risk of Kidnapping on Educational Institutions

When applying the theory to explain the impact of kidnapping of Students and Staff on Academic Activities in Nigeria's Institutions of Learning, the anomie theory would clearly indict the economy for not functioning optimally as to produce the desired outcome. The theory also sees the incapacity of the economic system as secondary fallout of a primary malfunction that is associated with the failure of the political system to produce the requisite output necessary to enable the economy function properly. However, the end result of such dysfunctional situations is usually felt by the masses through widespread poverty, unemployment, starvation, low standard of living, illiteracy, deprivation as well as marginalization with attendant consequences of which kidnapping for ransom or economic gain is one (Orru, 2001).

According to Adeniran & Castradori, (2021) more worrisome is the fact that the heightened insecurity is predominant in northern Nigeria, which is already educationally disadvantaged. Of the estimated 10.5 million out-of school children in the country, 69 percent come from the North, where children's active participation in schools are affected by cultural practices and economic deprivation. This mostly centered particularly on the female gender. The

insurgence activities of Boko Haram with its debilitating effects on economic and education systems, is also heavily carried out in the region. The spate of recent school kidnappings have high propensity of diminishing community and parental trust in the education system. It can therefore be deduced that the resultant effect of kidnapping, abduction, banditry and other related crimes on education of the students' include among other things low turn-out of students from institution of learning, teachers unwillingness to accept teaching jobs in villages they feel their lives will be jeopardized and parents unwillingness to send their wards to places of learning because of the fear of unknown (Garpiya, 2021).

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 (Excellence-Oluye, 2015).

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, but that can only be achieved in a peaceful atmosphere.

2.10 The Risk of Kidnapping on Social Relations

Kidnapping affects the social life and social relations of many people who are held hostage in their homes from dusk to dawn, for the fear of being kidnapped. As a result of kidnapping, night travel has become a high risk venture. Furthermore, many people have been forced out of their newly completed houses by kidnappers. People are compelled to present an unfinished look on their houses depicting poverty by not painting the external walls of their houses. Many people are afraid to buy or use new motor vehicles for fear of kidnappers. It was reported that rich people in most states of Nigeria have resorted to riding in taxi cabs and commercial motorcycles popularly called okada to markets, schools and social outings as a means to check hostage takers.

With regards to inter-personal relationship, kidnapping has also contributed to a relatively high level of mistrust among people. Few people still extend the traditional African hospitality to strangers. Some people do not acknowledge or return greeting by strangers nor oblige strangers asking for direction. Also, most people are unwilling to render help to people in distress for fear of being kidnapped. Few people would venture to stop to assist people calling for help on the express way. Increasingly, many people nowadays barricade themselves in their homes (Soyombo, 2009).

Most devastatingly, it has been noted that, it is the fear of kidnapping that has contributed to the current high demand for police escort by diverse public officials in the country, thereby further depleting the inadequate police personnel that could have been deployed to street crime control (Soyombo, 2009). Most people live in fear, as they do not know

who will be next to be kidnapped. Some have problem with going out in the night. Commercial motorcyclists have been banned from operation between 6.00am-6.30pm due to the fear of their involvement in kidnapping activities.

Terrorists commonly target foreigners for kidnapping who are: journalists, oil and mining industry employees, aid and humanitarian workers or volunteers, tourists, especially where tourism is rare. Terrorists may use local merchants to identify potential victims. This includes using local tour and transport operators. They take and detain the victim, then contact their loved ones or employer to negotiate the victim's release (Nse Nkereuwem Ukpong, 2020).

Insecurity paranoia is continuing to haunt all inhabitants of Nigeria as it is already fast dawning on them that government cannot effectively guarantee the security of lives and properties. The state security agents who are saddled with the responsibility for the security of life and property which include- the police, state security agencies, the military, immigration, and prison service have all performed abysmally in the discharge of their duties. The level of insecurity in Nigeria is multifaceted as such one cannot accurately categorize the patterns of insecurity. Insecurity: Implications for Human Wellbeing and Economic Development Although the cost of the prevalent insecurity in Nigeria is difficult to measure in monetary or real terms, however it is clear to observers that it has cost Nigerians enormous human and material resources. Security plays a major role in the existence and sustenance of human being. In this wise Coupland (2007) observed that insecurity has a far reaching impact on people's lives and well-being and for this singular reason the government has to be alive to its responsibility of guaranteeing security.

When people's security are guaranteed, it gives them the freedom, physically and mentally to get on with the business of building their lives without fear of molestation or violent death. Thus, to experience a state of complete physical, mental and social well-being security is essential (Meddings, 2001), without security, there can be no stable society rather there will be prevalent fear and danger from violent death.

Insecurity is a risk factor which business owners and managers dread and avoid by relocating their businesses elsewhere. In the case of Nigeria, there is also evidence of some businessmen and manufacturing companies having to relocate particularly from the North in recent times to other peaceful parts of the country (Nwagboso, 2012).

2.11 The Risk of Kidnapping on Human Survival

Various scholars across the globe have postulated differing viewpoints on the concept of security; according to the United Nations Development Program (1994) human security could be defined as protection from hidden and hurtful disruptions in the daily activities, at homes, offices or communities. That is, security is the state of being safe and secure from danger, it could also be protection from chronic threats such as hunger, disease and repression. For the Commission on Human Security (2003), human security is the protection of important aspect of human lives in a way that would enhance human freedoms and fulfillment.

Human security encompasses freedom from want, harm, fear and the freedom to take appropriate actions without any form of hindrance. It is also the assurance of future wellbeing and freedom from threat. Hostage and kidnap survivors can experience stress reactions including denial, impaired memory, shock, numbness, anxiety, guilt, depression, anger, and a sense of helplessness. Freedom almost always brings a sense of elation and relief. However, adjusting

back to the real world after being held hostage can be just as difficult as abruptly leaving it. Upon release, many hostage survivors are faced with transitioning from conditions of isolation and helplessness to sensory overload and freedom. This transition often results in significant adjustment difficulties. Hostage and kidnap survivors can experience stress reactions. Typical reactions occur in: Thinking: Intrusive thoughts, denial, impaired memory, decreased concentration, being overcautious and aware, confusion, or fear of the event happening again Emotions: Shock, numbness, anxiety, guilt, depression, anger, and a sense of helplessness Interactions: Withdrawal and avoidance of family, friends, activities, and being on edge. When hostages are released, it is essential for them to: Receive medical attention, be in a safe and secure environment, connect with loved ones, have an opportunity to talk or journal their experience if and when they choose, receive resources and information about how to seek counseling, particularly if their distress from the incident is interfering with their daily lives, protect their privacy (e.g. avoid media overexposure including watching and listening to news and participating in media interviews), take time to adjust back into family and work, family and friends can support survivors by listening, being patient, and focusing on their freedom instead of -engaging in negative talk about the captors (Johnson, 2002).

Irrespective of the type of kidnapping and the motive for its perpetration, the psychological and financial impact of the problem can be quite devastating, both for the victims and their significant others. Victims of kidnapping differ in age, ethnicity, socioeconomic status, level of education, and country of origin. Although anyone can become a victim of trafficking, certain populations are especially vulnerable to this form of victimization (Kaylor, 2015). In some interviews, Freeman (2006, p. 29) also mentioned that some left-behind parents disclosed having thoughts of extreme violence at that time as well as finding solace through religious faith.

Others talked of their inability to settle while knowing that their children were somewhere else and of feeling constantly depressed and ill. Examples of this were given when these parents spoke of: losing their hair, physical sickness, becoming dependent on pills and alcohol, feeling suicidal, being unable to function properly, the feeling of helplessness, feeling “in limbo”, as if waiting for a medical diagnosis, and the fear of having lost their children forever.

Table 1: conceptual framework of the study

| Conceptual Component | Description |
|----------------------|---|
| Independent Variable | Risk of Kidnapping |
| Dependent Variables | Social Relationships, Educational Institutions and Human Survival |
| Mediating Factors | Fear Anxiety Migration Patterns |
| Policy Implications | Inform policymakers, community leaders, stakeholders about addressing risk of kidnapping. |
| | Enhance security measures, community resilience, strengthen educational systems. |

Chapter Three: Research Methodology

This chapter describes research methodology. The following elements of the research methodology that include the descriptions of the study area, research approach and design, sampling techniques and sample size, data gathering tools, methods of data analysis and interpretations as well as ethical considerations were described here below. These elements provide a context to frame thinking about the study design through the mixed method approach.

3.1 Description of the Study Area

The study would be conducted in central Gondar Zone administration specifically in Tach Armachiho Woreda is found in Amhara National Regional State which is situated about 245 km Northern direction of Bahir Dar, 60 km from Gondar city and 181km from Sudan boarder. Sanja is the administration town of Tach Armachiho Woreda. The importance of looking the geographical location for this particular study is basically due to the nature of kidnappers, using the location as their ideal strategy. Therefore, it is the Wereda of Thach Armachho which is in the first place among the areas where there is a high level of crime and kidnapping in the Wereda of central Gondar. (central Gondar Zone Peace and Security Department)

Comparative location of Tach Armachiho Wereda is in the north Tegede Wereda, in the south Lay Armachiho Wereda, west Dabat Wereda and Wegera Wereda and east Makelawi Armachiho Wereda and Adagni Ager Wereda. The absolute location of “Tach-Armachiho Wereda also found at 13° 88' N latitude to 37° 43' E longitude and has 1022 m above sea level altitude (Source, Google.com and Arc AIS).

The lifestyle, culture and experience of the people; The people are hospitable, for eating, drinking, wash the feet of a tired person, take out a box of clothes that says "home for a guest" and wear them, give respect to people, love fame and history, pioneer trust, fear God, do not compromise with Ethiopians', and do not touch them. Also, it is a people that are governed by reconciliation and mediation system by Shola/Banba/ Shemagalo who is reconciled by five judges and who does not break the peace and appeals if they are not satisfied. The social life of the people supports each other in sorrow and happiness, it is a people who drink together in associations such as Mary's Association, Sunday, Kidanemhret Association, St. Michael's Association, Adirishign, and help each other in work, in times of need, and in grief, in weddings and in Christ Culture and Tourism Office (2014).

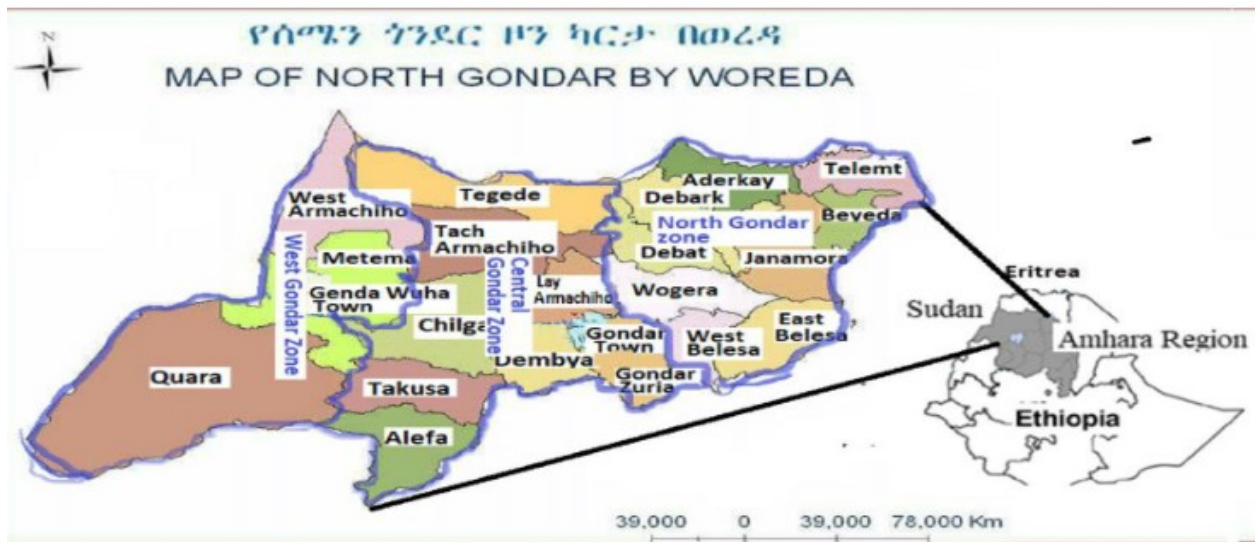


Figure.1. Map of the Study Area (Source, Google Com & Arc AIS)

3.2 Research Approach

The research approach opted in this study was a mixed-method research approach in which both quantitative and qualitative research methods were employed. This research methodology allows for the limitations of each approach to be neutralized while strengths were

built upon thereby providing stronger and more accurate inferences (Bryman, 2012 & Creswell, 2014). In line with Creswell, (2009) using a mixed-method approach contributes to gaining more insight from the combination of both qualitative and quantitative research that cut across different multiple methodologies and paradigms than a dichotomous qualitative or quantitative approach. Thus, as this study focused to explore the risk of kidnapping on social relationship, educational institutions and human survival in Tach Armachiho Wereda, it was appropriate to conduct the study in a mixed-method approach to have the combination of both methods to investigate comprehensive problem and in-depth explorations on the specific risk of the kidnapping that cannot be completely understood by conducting in a single approach either alone. So qualitative approaches would be used in relation to data gathering tools, which include FGD and Key informant interview to understand the extent of the problem under investigation and the quantitative approach would be used in data gathering tools, which include by questioners' to comprehend the degree of risk of kidnapping under study area.

The quantitative approach helps to quantify numeric data about the risk of kidnapping whereas the qualitative approach helps to explain qualitatively or verbally to describe the data which would be collected from key informant interview and focus group discussion.

3.3 Research Design

Regarding the study design, an explanatory sequential design was employed. The major reason to use this design is that the quantitative data and their subsequent analysis provide a general picture of the study problem whereas the qualitative exploration and analysis provide further in-depth insights and explanations for those numeric results (Creswell, Plano-Clark, Gutmann & Hanson, 2003). Thus, this design helped the study to capture the quality both quantitative and qualitative information to collect quantitative results from participants in the

first phase and then refine or elaborate the findings through an in-depth qualitative exploration within the second phase.

Therefore this study was designed in a mixed explanatory sequential design, because first the study collects and analyzes the quantitative data and results, and then builds on the quantitative results, collect and analyze the qualitative elements to explain them in a more detailed way with in-depth exploration in the second section. It is considered explanatory because first, the collected data and results of quantitative elements of the study are more explained with the qualitative exploration data, and also it is considered sequential because the study employed a quantitative element in the first phase and followed by employing qualitative elements in the second phase. Thus, quantitative and qualitative data were gathered sequentially via the use of a structured questionnaire, key informants interview, as well as focus group discussion from the study sample. Both data sets were analyzed separately and the qualitative finding helps to explain and elaborate on the quantitative results.

3.4 Population of the Study

The population of this study to obtain relevant information for this particular study, the study was targeted four Kebeles (lower administrative hierarchy) in the study area. These Kebeles were Merena, Debresian, Mahin and Kisha Kebeles. In so doing, Kebele, teachers from educational institutions, influential person in the Kebeles, Kebele administration, the principal and victim family were all account the population for the study, which was later categorized into for Questions, Focus Group Discussion and Key informant interview.

3.5 Research Sampling Techniques

The study mainly were employ multistage kind of sampling, in which the researcher uses more than one sampling type due to the nature of the population. Therefore, first of all to select four sample Kebeles, the researcher used purposive or deliberate way sampling. The reason for employing this kind of sampling was that the data from the Woreda's Social affairs office confirms as there was high prevalence of kidnapping and its related social risk in the study area.

Later, in order to categorize purposively selected Kebeles into as Questioners, FGD and Key informant interview categorization, and simple random sampling would be employed and the risk of social relationship, educational institution and human survival would be thoroughly assessed after being randomly selected using simple random sampling method.

Therefore, the study employed two different types of sampling method, these were purposive sampling to selected representative Kebeles in the Wereda, and simple random sampling to obtain both representative samples from influential community leaders, educational institutions, victim families and victims to decide how many sample to be selected from each Kebele is as participant of the study.

3.6 Research Sample Size

The key issue in deciding a sample is that it represents the population from which it was drawn. A popular question that was usually asked in this regard was the size of the sample required to infer research findings back to a population. Sample sizes by using simple random sampling technique, 52 samples were taken from educational institutions teachers and get engaged in the survey questionnaires that were asked. And total numbers of teachers in four Kebeles are 134.

To get how many samples of from educational institution teachers from each Kebele were selected using cluster sampling by using the following formula, (Cochran, 1963).

$$n_h = (N_h/N)n \text{ where,}$$

n_h = sample size of the each Kebeles,

N_h = each Kebeles total of teachers

N = four Kebele total of teachers

n = total sample size of the study area.

Therefore, sample size of the stratum (, Debresina kebele, Merena kebele, Mahin Kebele and Kisha Kebele) is calculated as follows.

$$n_h = (19/134) \times 52 = 7 \text{ Kisha Kebele}$$

$$n_h = (38/134) \times 52 = 15 \text{ Debresina Kebele}$$

$$n_h = (44/134) \times 52 = 17 \text{ Mahin Kebele}$$

$$n_h = (33/134) \times 52 = 13 \text{ Merena Kebele}$$

Table 1: sample size of the study participants in each Kebeles

| Name of Schools | Total teacher | Sample size |
|-----------------------------------|---------------|-------------|
| Kisha primary school teachers | 19 | 7 |
| Debresina primary school teachers | 38 | 15 |
| Mahin primary school teachers | 44 | 17 |
| Merena primary school teachers | 33 | 13 |
| Total | 134 | 52 |

Source: Wereda Education Office (2022)

Then after, a group was prepared based upon numbers and later a group was drawn from each school. Finally, 7 from Kisha primary school teachers, 15 from Debresina primary school teachers, 17 from Mahin primary school teachers, and 13 from Merena primary school teachers randomly selected from each school. This method of sampling selection has given every from educational institutions teachers in each Kebele was a chance of being included in the sample. After identifying the number of sample teachers in terms of risk of kidnapping the survey questionnaire were distributed and to fill and return to the researcher

For the sake of the FGD, a total of 16 (four from each Kebele) were randomly selected from influential community leaders (famous and respected individuals in the community) and Kebele administration, and for the other technique, was using sample size taken key informant interview as the ultimate objective of the study on vice principal and total of 4(1 from each schools) were included by employing a sampling procedure. Therefore, number of sample size which was going to be included in the quantitative study were questionnaires 52 teachers and the qualitative FGD 16 and key informants interview 4, total of the sample size were 72.

3.7 Methods of Data Collection

The study was using both primary and secondary sources of data to reach at data saturation stages. In order to have a good insight over the issue, both qualitative and quantitative data were employed for the effect of this research study. More particularly, questionnaires, key informant interview and focus group discussion (Topics to be discussed) were carried out in collaboration with four Kebeles, from the society famous people, the study area educational institutions teachers, principal and victim families are includes. During data collection I would be used voice recorder together with taking notes of the responses of the participants this just not to miss the point. A brief description of each data collection technique was presented as follows;

3.8 Survey Questionnaire

In order to collect extensive quantitative data to the study from the sample, a survey questionnaire was developed and administered to the sample of 52 out of the sampled teachers from educational institutions. The questionnaire obtained closed-ended using ‘Yes’ or ‘No’ options by which the sample teachers choose one if they feel appropriately described them. In relation to the essentiality of the questionnaires for such studies, James (2014) puts it as follows: Questionnaires were popular quantitative research methods because they offer a fast, efficient and inexpensive means of gathering large amounts of information from sizeable sample volumes these tools were particularly effective for measuring subject behavior, preferences, intentions, attitudes and opinions. That was the main reason why employing questionnaires for the study was needed.

3.9 Key Informants Interview

The key informants were purposively identified during the pre-assessment session via preliminary discussions held with the stresses on victims where the survey would be conducted. This would do taking to account their exposure to victims and their risk of kidnapping in the community. List of semi structured open-ended questions would be prepared for the interviewees this the problem and risk of kidnapping would be checked. The key informant interviewees (KII) were selected principal in each school, so 4 principals in four schools from Merena primary school, Mahin primary school, Debresina primary school and Kisha primary school principals were included.

3.10 Focus Group Discussion

In order to collect extensive qualitative data to the study, focus group discussions were conducted. Kingry, Tiedje and Friedman (1990) define a focus group as a carefully planned

discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Krueger & Morgan (1998) says that, the purpose of focus group discussion was to produce qualitative data and to provide insights into the attitudes, perceptions and opinions of participants. For focus group discussion total of 16 (four from each Kebeles) were randomly selected from influential community leaders (famous and respected individuals in the community), victim family and Kebele administrations.

3.11 Data collection procedure

In order to efficiently accomplish data gathering task, some arrangements were made in advance with the famous individuals in the Kebeles, teachers from educational institutions and victims of kidnapping and their families the researcher discussed with them to arrange programs convenient to the research participants. All participants were also provided with sufficient orientation, by which the research took all ethical considerations in to account so that maintained, confidential cooperation and won their willingness.

3.12 Validity and Reliability

In order to ensure the quality of data, validity and reliability of data collecting instruments, some measures were checked before they were used for the actual data collections activities

3.13 Validity

According to Kothari (2004), validity is the ability of an instrument to measure what it was designed to measure. Validity determines whether the research truly measures what it intends to measure or how truthful the research results were. The major ones were faced and content validity. Through face validity, first, the questionnaire was prepared taking high care into

consideration. Primarily, it was prepared in English and submitted for comment for risk of society in the field particularly for the advisor for more critical comments. In view of content validity, the instruments were checked and verified whether all the relevant contents were addressed. Then, the instruments were translated in to Amharic to make items clearer and easily understandable for all the research participants.

3.14 Reliability

Reliability was the other major criteria for evaluating the research instruments. Reliability measures the internal consistency of the instruments. According to Bhattacharjee (2012) internal consistency reliability was a measure of consistency between different items of the same construct. The used a multiple item measurement scale for which internal consistency method was applied Thus Cronbach alpha was used to measure reliability of the instruments.

In order to check reliability of the questionnaire, thus, a pilot test was conducted among the risk of kidnapping that were not included in the actual sample of the study. In order to conduct the pilot test, 10% of the main sample was determined that accounted for 52 respondents. They were selected using simple random sampling technique other than those included in the actual sample of the study.

Having done the test then the internal consistency reliability of the instruments was measured using Cronbach alpha where the closer the Cronbach alpha value to 1, the higher internal consistency reliability (Sekaran, 2000 cited in Abidin & Dowd 2012). Accordingly, reliability coefficient for all the variables of the study was .765 which was above 70% so that indicated reliability of the instrument.

3.15 Data Analysis

Data were collected from the respondents directly by the presence of the researcher. The data collected from the study participants were organized according to the objectives of the study. After the quantitative data were collected through the survey questionnaires, they were processed with the help of a statistical package for social science (SPSS) version 25 software packages. This is do due to the fact that the using such a software package help to reduce the researcher's burden. The necessary steps such as data checking, editing, and cleaning and statistical adjustment were made before analyzing the data. The quantitative data were statistically analyzed using descriptive statistics which included frequency count, percentage, and main standard deviation. The qualitative data that were obtained from key informants using interviews and focus group discussion were qualitatively analyzed using thematic analysis method. Finally, based on analysis of the quantitative and qualitative data, discussion and interpretation of results were made.

3.16 Ethical Considerations

By noting the importance of ethics in research work, the researcher was trying its best to keep a high level of ethics as much as possible. The participants who were going to be involved in the study was not be included in the study and asked if they were not willing to give the information. By using step by step techniques, the participants were informed about the overall purpose, objective and usefulness of the study. The researcher was asking and gets permission prior to recording the interview and FGD.

Chapter Four: Data Analysis

4.1 A Quantitative Results

4.2 Profiles of Participants

This section contains profiles of 52 teachers who have answer the questions, respondents are presented in two ways. First, profiles of all study participants are presented in an aggregated form. Second, a brief description of each participant's profile is presented to share more about his or her background. Components of profiles included gender, age, level of education, religion and experience year are included.

The table (Table 1) provides a breakdown of the demographic categories for the 52 teachers who participated in the study. The first category, "school of respondents," shows that the participants were from four different schools: Kisha, Debiresina, Mahin, and Merena. The highest frequency was found in the Mahin school, with 17 participants (32.7%), followed by Debiresina with 15 participants (28.8%). The cumulative percentage indicates the proportion of participants represented by each category, with Merena school accounting for 25% of the total participants.

In terms of gender, the participants were predominantly male, with 29 respondents (55.8%), while the remaining 23 (44.2%) were female. This distribution indicates a slight gender imbalance among the participants, with male teachers being slightly more represented. Regarding the age of the respondents, the majority fell within the 22-30 years category, with 34 participants (65.4%). The 31-40 years category accounted for the remaining 18 participants (34.6%). This distribution suggests that a significant proportion of the teachers in the study were relatively young, within the early stages of their careers. In terms of religion, the overwhelming majority of respondents identified as Orthodox, with 51 participants (98.1%). Only one

participant identified as Muslim (1.9%). This indicates a predominantly Orthodox Christian teaching population in the study.

When considering the level of education, the majority of the participants held a diploma, with 39 teachers (75%). The remaining 13 participants (25%) had a first degree. This distribution suggests that a significant proportion of the teachers had completed their education at the diploma level. Finally, the experience category provides insights into the years of teaching experience among the participants. The highest frequency was found in the 6-10 years category, with 28 teachers (53.8%), followed by 1-5 years with 22 teachers (42.3%). Only two teachers (3.8%) reported having 15-20 years of experience. This distribution suggests that the teaching population in the study primarily consisted of relatively experienced teachers, with a substantial number falling within the 6-10 years category.

Overall, the study included a diverse group of teachers from different schools, with a slightly higher representation of male teachers. The participants were predominantly young, within the 22-30 years age category, and the majority identified as Orthodox Christians. Additionally, a significant proportion of the teachers held a diploma, while a smaller number had a first degree. The distribution of teaching experience showed a substantial number of teachers in the mid-range of 6-10 years of experience, indicating a mix of relatively experienced and early-career educators in the study.

Table 1: Teachers Participants by gender, age, religion, level of education and experience year category

| No | Demographic | Category | Frequency | Percentage (%) |
|----|-------------|------------|-----------|----------------|
| 1 | school | Kisha | 7 | 13.5 |
| | | Debiresina | 15 | 28.8 |

| | | | | |
|---|--------------------|--------------|----|-------|
| | | Mahin | 17 | 32.7 |
| | | Merena | 13 | 25.0 |
| | | Total | 52 | 100.0 |
| 2 | sex | male | 29 | 55.8 |
| | | female | 23 | 44.2 |
| | | Total | 52 | 100.0 |
| 3 | age | 22-30 years | 34 | 65.4 |
| | | 31-40 years | 18 | 34.6 |
| | | Total | 52 | 100.0 |
| 4 | religion | orthodox | 51 | 98.1 |
| | | Muslim | 1 | 1.9 |
| | | Total | 52 | 100.0 |
| 5 | level of education | diploma | 39 | 75.0 |
| | | first degree | 13 | 25.0 |
| | | Total | 52 | 100.0 |
| 6 | experience year | 1-5 years | 22 | 42.3 |
| | | 6-10 years | 28 | 53.8 |
| | | 15-20 years | 2 | 3.8 |
| | | Total | 52 | 100.0 |

Source: Survey, 2023

4.3 Major Risk of Educational Institutions

In terms of the local schools' vulnerability to kidnapping, the results show that 38.5% of respondents considered the risk as high, 50% perceived it as medium, and only 11.5% regarded the risk as low. These findings suggest that a considerable number of educational institutions face potential security threats.

From a social work perspective, the high percentage of respondents reporting incidents of students and teachers being kidnapped by bandits raises significant concerns about the safety and well-being of individuals within educational institutions. The social work profession plays a crucial role in addressing the impact of kidnapping incidents and supporting the affected students, teachers, and their families.

The disruption caused by kidnapping incidents in educational institutions has far-reaching social implications. Social workers can provide support to the affected individuals, offering trauma-informed counseling, psychosocial support, and assistance in navigating the challenges associated with returning to school after such incidents. They can also collaborate with other professionals, such as school counselors, psychologists, and law enforcement agencies, to develop comprehensive intervention strategies that address the social, emotional, and educational needs of the affected students and teachers.

Furthermore, social workers can engage in community-based initiatives to raise awareness about the importance of education and the risks faced by educational institutions. They can work with local communities to develop safety networks, establish reporting mechanisms, and promote community vigilance to prevent and respond to kidnapping incidents. By mobilizing community resources and fostering collaboration among stakeholders, social workers can contribute to creating a safer and more supportive environment for educational institutions.

The variable "Schools stopped providing services due to the risk of kidnapping" further highlights the impact of security concerns on educational institutions. According to the data, 30.8% of respondents reported that schools had stopped providing services due to the risk of kidnapping, while 69.2% indicated that schools had not taken such measures.

This finding emphasizes the seriousness of the security situation and its direct influence on the operation of schools. When schools choose to halt their services in response to the risk of kidnapping, it signifies a significant disruption to the educational process. The decision to

suspend operations was likely driven by a combination of factors, including concerns for the safety and well-being of students, teachers, and staff.

The temporary closure of schools due to the risk of kidnapping has wide-ranging implications. It reflects the urgent need to address the security situation and protect the lives of those involved in the educational system. The decision to halt services may be seen as a proactive measure aimed at mitigating potential risks and ensuring the safety of students and staff members.

Therefore, from a social work perspective, the decision of schools to stop providing services due to the risk of kidnapping highlights the paramount importance of ensuring the safety and well-being of students, teachers, and staff. Social workers play a vital role in responding to such situations and supporting the affected individuals and communities.

The temporary closure of schools in response to the risk of kidnapping is a necessary step to prioritize the safety of everyone involved. Social workers can collaborate with school administrators, teachers, and parents to develop safety protocols and emergency response plans that address the specific risks faced by educational institutions. This can include implementing security measures, conducting safety drills, and providing training on how to respond effectively to potential security threats.

During the period of school closure, social workers can provide crucial support to students, teachers, and families. They can offer counseling services to help individuals cope with the fear, anxiety, and trauma associated with the security situation. Additionally, social workers can facilitate community discussions and engage with parents and caregivers to address their

concerns, provide information, and develop strategies to ensure the continuity of education during the closure period.

Social workers can also collaborate with local authorities and law enforcement agencies to enhance security measures in and around educational institutions. This may involve advocating for increased police presence, improved infrastructure, and community-based initiatives to promote a safe and secure learning environment. Social workers can act as intermediaries between the community, schools, and security agencies, fostering cooperation and mutual support.

Furthermore, social workers can contribute to the reintegration and recovery process once schools resume their services. They can provide ongoing support to students, teachers, and staff members, helping them navigate the transition and addressing any lingering emotional or psychological effects of the security concerns. Social workers can also collaborate with other professionals, such as school counselors and psychologists, to ensure comprehensive support for the well-being and academic success of students.

The variable "The risk of kidnapping, do teachers stop teaching and go to another place" shows that 67.3% of respondents reported teachers stopping their teaching and relocating due to the risk of kidnapping, highlighting the significant impact on the teaching workforce.

Among the teachers who quit their jobs due to the risk of kidnapping, 59.6% of respondents reported 1-10 teachers quitting, while 7.7% mentioned more than 21 teachers. These findings indicate the challenges faced by educational institutions in retaining teachers due to security concerns.

These findings highlight the complex and varied responses to the question of whether victim students will resume their education after experiencing a kidnapping incident. The majority of respondents recognized that some level of return to studies is possible, indicating a certain degree of resilience and determination among the affected students. This suggests that some students may overcome the challenges posed by their traumatic experiences and strive to continue their educational journeys.

However, it is essential to acknowledge the significant proportion of respondents (15.4%) who expressed doubt regarding victim students' ability to return to their studies. This indicates the long-term impact of kidnapping incidents on these students and raises concerns about the potential barriers they may face in reestablishing their educational paths. Factors such as psychological trauma, disrupted routines, and a loss of confidence in their personal safety may contribute to difficulties in returning to a regular educational setting.

From a social work perspective, the variables related to teachers stopping their teaching and the challenges faced by victim students in resuming their education after experiencing kidnapping incidents have implications for the Tach Armachiho Woreda community.

The high percentage of teachers (67.3%) who reported stopping their teaching and relocating due to the risk of kidnapping highlights the significant impact on the teaching workforce in the community, this can result in a shortage of qualified teachers, disrupted educational continuity, and compromised learning outcomes for students. Social workers can collaborate with educational institutions and local authorities to address the concerns of teachers, provide support to those affected by the security risks, and explore strategies to retain teachers in the community. This may involve implementing safety measures, enhancing security protocols,

and providing psychosocial support to teachers to alleviate their fears and create a conducive teaching environment.

The findings related to victim students' ability to return to their studies after a kidnapping incident also have implications for the Tach Armachiho Woreda community. While a majority of respondents recognized the possibility of some level of return to studies for these students, the doubts expressed by a significant proportion of respondents (15.4%) raise concerns about the long-term impact on these students' educational trajectories. Social workers can play a crucial role in supporting victim students and their families through trauma-informed interventions, counseling, and advocacy for their educational rights. They can collaborate with schools to create supportive environments, implement specialized educational programs, and provide academic and emotional support to facilitate the successful reintegration of victim students into the educational system. Additionally, social workers can engage with community stakeholders to raise awareness, challenge stigmatization, and promote inclusive practices that ensure the acceptance and support of victim students within the wider community.

Overall, from a social work perspective, addressing the challenges faced by teachers and victim students in Tach Armachiho Woreda requires a comprehensive approach that focuses on enhancing the safety and well-being of educational stakeholders, promoting resilience and recovery among students, and fostering a supportive and inclusive community environment. By addressing the social, emotional, and educational needs of individuals affected by kidnapping incidents, social workers contribute to the overall resilience and social development of the Tach Armachiho Woreda community.

Table 2: Major risk of educational institution

Table 2-1: Percentage distributions of respondents the risk of kidnapping educational institutions

| No | Demographic | Category | Frequency | Percentage (%) | Cumulative (%) |
|----|--|------------------------|-----------|----------------|----------------|
| 1 | The local schools under the risk of due to kidnapping | High | 20 | 38.5 | 38.5 |
| | | Medium | 26 | 50.0 | 88.5 |
| | | Low | 6 | 11.5 | 100.0 |
| | | Total | 52 | 100.0 | |
| 2 | Schools stopped providing services due to the risk of kidnapping | Yes | 16 | 30.8 | 30.8 |
| | | No | 36 | 69.2 | 100.0 |
| | | Total | 52 | 100.0 | |
| 3 | Question 2 is yes, how many schools have stopped teaching and learning by the risk of kidnapping | | 36 | 69.2 | 69.2 |
| | | From 1-5 | 14 | 26.9 | 96.2 |
| | | From 6-10 | 2 | 3.8 | 100.0 |
| | | Total | 52 | 100.0 | |
| 4 | The risk of kidnapping, do teachers stop teaching and go to another place | Yes | 35 | 67.3 | 67.3 |
| | | No | 17 | 32.7 | 100.0 |
| | | Total | 52 | 100.0 | |
| 5 | The question 4 is yes, how many teachers quit their jobs because of the risk of kidnapping | | 17 | 32.7 | 32.7 |
| | | From 1-10 Teachers | 31 | 59.6 | 92.3 |
| | | From above 21 Teachers | 4 | 7.7 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.4 Kidnapping on Teachers and Students

The number of students and teachers kidnapped by bandit indicates that 46.2% of respondents reported incidents of students and teachers being kidnapped by bandits, while 53.8% of respondents did not perceive this risk (Table 4). This finding raises questions about the underlying social factors that contribute to the prevalence of kidnapping incidents. Sociologists

may examine the socio-economic conditions, geographical locations, or cultural dynamics that make certain educational institutions more susceptible to such risks. They may also investigate the reasons behind the differing perceptions of risk among respondents, analyzing how social factors shape individuals' awareness and understanding of security threats.

Moreover, the disparity between those who reported the incidents and those who did not perceive the risk points to the existence of social divisions or variations in experiences within the educational community. This analysis can provide insights into the social dynamics that shape people's perception of security threats and their responses to such incidents. Additionally, the reported incidents of kidnapping highlight the broader social implications for educational institutions and society as a whole. Sociologists may investigate how these incidents disrupt the normal functioning of schools, affect the educational trajectories of students, and impact the overall social fabric of communities. They may examine the responses of educational institutions, law enforcement agencies, and the community at large to address these security concerns, shedding light on the social mechanisms involved in managing and mitigating the risks faced by educational institutions.

The variable "Kidnapping happens to students outside of educational institutions" shows that 94.2% of respondents acknowledged students being kidnapped outside of educational institutions. This underscores the broader societal impact of kidnapping, extending beyond the immediate educational environment.

Regarding the number of students held hostage during kidnappings, the results indicate that 84.6% of respondents reported 1-5 students being held hostage, 5.8% mentioned 6-10 students, and 3.8% stated that more than 10 students were abducted. These figures highlight the

significant number of students adversely affected by such incidents, potentially leading to emotional and psychological harm.

Moreover, from a social work perspective, Kidnapping happens to students outside of educational institutions reveals the alarming reality that students in Tach Armachiho Woreda are vulnerable to kidnapping even outside the school premises. This underscores the urgent need for comprehensive interventions that go beyond the immediate educational environment and address the broader societal factors contributing to the risk of kidnapping.

Social workers in Tach Armachiho Woreda can play a crucial role in raising awareness about the risks of kidnapping and educating students, parents, and the community about preventive measures. They can collaborate with local authorities, law enforcement agencies, and community leaders to develop safety initiatives and establish neighborhood watch programs that enhance the security of students outside of educational institutions.

In cases where students have been held hostage during kidnappings, social workers can provide immediate and long-term support to address the emotional and psychological consequences. They can offer trauma-informed counseling services to both the affected students and their families, helping them cope with the distressing experiences and supporting their healing and recovery process.

Additionally, social workers can advocate for the allocation of resources and the implementation of targeted interventions that address the underlying factors contributing to the prevalence of kidnapping incidents. This may involve addressing socio-economic disparities, improving community infrastructure and safety measures, and strengthening social support systems to enhance the overall well-being and resilience of students and their families.

Furthermore, social workers can collaborate with local schools to implement safety protocols and preventive measures within the educational institutions. They can provide training to teachers and staff on recognizing and responding to potential security threats, as well as facilitating workshops for students on personal safety, assertiveness, and conflict resolution.

The variable "Victim students will go back to their studies" reveals that 55.8% of respondents stated that victim students would partially return to their studies, while 28.8% believed that they would fully return. However, 15.4% of respondents expressed that victim students would not return to their studies, indicating the long-term impact of kidnappings on the educational trajectories of affected students.

These findings highlight the complex and varied responses to the question of whether victim students will resume their education after experiencing a kidnapping incident. The majority of respondents recognized that some level of return to studies is possible, indicating a certain degree of resilience and determination among the affected students. This suggests that some students may overcome the challenges posed by their traumatic experiences and strive to continue their educational journeys.

However, it is essential to acknowledge the significant proportion of respondents (15.4%) who expressed doubt regarding victim students' ability to return to their studies. This indicates the long-term impact of kidnapping incidents on these students and raises concerns about the potential barriers they may face in reestablishing their educational paths. Factors such as psychological trauma, disrupted routines, and a loss of confidence in their personal safety may contribute to difficulties in returning to a regular educational setting.

From a social work and sociological perspective, these findings highlight the importance of providing comprehensive support and resources to victim students who have experienced kidnapping incidents. It is crucial to recognize that the effects of such traumatic events extend beyond immediate physical safety concerns and can significantly disrupt students' educational aspirations. Efforts should be directed towards creating a supportive and inclusive environment that addresses the specific needs of these students, including counseling services, academic accommodations, and measures to rebuild their confidence and sense of security.

Furthermore, these findings underscore the need for a multi-sectoral approach in supporting victim students in their educational journey. Collaboration between educational institutions, mental health professionals, social services, and community organizations can play a vital role in providing the necessary support systems. By addressing the socio-emotional and academic needs of these students, society can work towards mitigating the long-term educational consequences of kidnapping incidents and helping them regain a sense of normalcy and resilience.

Table 2-2: Percentage distributions of respondents kidnapping on teachers, students and the community

| No | Demographic | Category | Frequency | Percentage (%) | Cumulative (%) |
|----|---|----------|-----------|----------------|----------------|
| 6 | In school the number of students and teachers kidnappings by bandit | Yes | 24 | 46.2 | 46.2 |
| | | No | 28 | 53.8 | 100.0 |
| | | Total | 52 | 100.0 | |
| 7 | Kidnapping happens to students outside of educational institutions | Yes | 49 | 94.2 | 94.2 |
| | | No | 3 | 5.8 | 100.0 |
| | | Total | 52 | 100.0 | |

| | | | | | |
|----|---|----------------------------|----|-------|-------|
| 8 | Question number 7, how many students were hostages | | 3 | 5.8 | 5.8 |
| | | 1-5 students | 44 | 84.6 | 90.4 |
| | | 6-10 students | 3 | 5.8 | 96.2 |
| | | Above 10 students | 2 | 3.8 | 100.0 |
| | | Total | 52 | 100.0 | |
| 9 | Q is 7 yes, kidnapping students will go back to their studies | | 2 | 3.8 | 3.8 |
| | | No | 8 | 15.4 | 44.2 |
| | | They will partially return | 29 | 55.8 | 100.0 |
| | | Total | 52 | 100.0 | |
| 10 | kidnapping of people other than students in area | Yes | 50 | 96.2 | 96.2 |
| | | No | 2 | 3.8 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.5 Community Paying Money to Release the Hostage

The variable "Kidnapped students, were they released after their families paid money" indicates that 98.1% of respondents reported kidnapped students being released after their families paid ransom, suggesting a prevalent pattern in these incidents.

Among those cases where students were released after ransom payment, 69.2% of respondents reported payments above 100 thousand, 19.2% reported payments between 50-100 thousand, and 9.6% reported payments between 10-50 thousand. These figures shed light on the financial implications faced by families and the potential profitability of kidnapping activities.

These figures highlight the significant financial implications faced by families of kidnapped students. The high percentage of respondents reporting payments above 100 thousand suggests that a substantial amount of money is often demanded by kidnappers. The financial

burden placed on families in such situations can be severe, as they may be forced to mobilize considerable resources to secure the safe return of their loved ones.

Moreover, these findings shed light on the profitability of kidnapping activities. The willingness of families to pay significant amounts of money as ransom demonstrates the economic incentives that drive kidnapers to engage in these criminal acts. The availability of ransom payments acts as an unfortunate reinforcement for perpetrators, potentially fueling the perpetuation of kidnapping incidents.

From a social work perspective, the variable related to ransom payments in cases of kidnapped students in Tach Armachiho Woreda highlights several concerning implications for the community.

The high percentage of respondents (98.1%) reporting that kidnapped students were released after their families paid ransom underscores the prevalence of this pattern in kidnapping incidents. This suggests a distressing reality where families are compelled to make financial sacrifices to secure the safe return of their loved ones. The financial burden placed on these families can be overwhelming, potentially leading to economic hardship and long-term consequences for their well-being. Social workers can play a vital role in supporting and advocating for these families, providing guidance on accessing financial resources, and connecting them with relevant support services to mitigate the financial strain caused by ransom payments.

The figures indicating the amounts of ransom payments further highlight the financial implications faced by families. The high percentage of respondents reporting payments above 100 thousand implies that families often need to mobilize significant sums of money to meet the

demands of the kidnappers. This can have detrimental effects on the financial stability and livelihoods of the affected families, potentially leading to indebtedness, poverty, and other socio-economic challenges. Social workers can collaborate with local authorities, non-governmental organizations, and financial institutions to develop assistance programs and resources aimed at supporting families affected by kidnapping incidents. These programs may include financial counseling, access to microfinance options, or income-generation initiatives to help families recover from the financial consequences of ransom payments.

Furthermore, the findings shed light on the profitability of kidnapping activities, as evidenced by the willingness of families to pay significant amounts of money as ransom. This underscores the economic incentives that drive perpetrators to engage in kidnapping crimes. Addressing this issue requires a multi-faceted approach, including strengthening law enforcement efforts to identify and apprehend kidnappers, raising public awareness about the consequences of ransom payments, and implementing effective measures to disrupt the financial networks that enable these criminal activities. Social workers can contribute to these efforts by engaging in community education, facilitating dialogue on the detrimental effects of ransom payments, and advocating for comprehensive strategies that address the root causes of kidnapping incidents.

Table 2-3: Percentage distributions of respondents the community paying money to release the hostage

| No | Demographic | Category | Frequency | Percentage (%) | Cumulative (%) |
|----|--|----------|-----------|----------------|----------------|
| 11 | Kidnapped students, were they released after their families paid money | | 1 | 1.9 | 1.9 |
| | | Yes | 51 | 98.1 | 100.0 |
| | | Total | 52 | 100.0 | |
| 12 | Question 11 is yes, how much | | 1 | 1.9 | 1.9 |

| | | | | |
|----------------|--------------------|----|-------|-------|
| money will pay | 10 -50 thousand | 5 | 9.6 | 11.5 |
| | 50-100 thousand | 10 | 19.2 | 30.8 |
| | Above 100 thousand | 36 | 69.2 | 100.0 |
| | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.6 The Injured Students Released After Being Kidnapped

The variable "Students would be harmed by kidnapping" shows that 82.7% of respondents believed that students would be harmed in some way during kidnappings, while 15.4% expressed that they would not be harmed. These findings highlight concerns about the well-being of students involved in such incidents.

Among the respondents who acknowledged harm to students, 63.5% reported mental disorder as the damage caused by kidnapping, 15.4% reported physical injury, and 21.1% indicated that all mentioned damages were observed. These findings emphasize the potential psychological impact on students affected by kidnappings.

Among the respondents who acknowledged harm to students, specific details were provided regarding the types of harm observed. The majority, 63.5% of respondents, reported mental disorders as the primary damage caused by kidnapping. This finding underscores the significant psychological impact that students may face as a result of their abduction. Mental disorders can encompass a range of conditions, including anxiety, depression, post-traumatic stress disorder (PTSD), and other psychological disturbances. These conditions can have profound and long-lasting effects on the mental well-being, emotional stability, and overall functioning of the affected students.

In addition to mental disorders, 15.4% of respondents reported physical injuries as a result of kidnapping incidents. This indicates that students may also suffer physical harm during their abduction. Physical injuries can range from minor bruises and cuts to more severe injuries resulting from physical violence or mistreatment by the kidnappers. The presence of physical injuries further compounds the distressing and potentially long-term consequences experienced by the students.

Furthermore, 21.1% of respondents indicated that all mentioned damages, both mental disorders and physical injuries, were observed. This suggests that students may experience a combination of psychological and physical harm during kidnapping incidents. The co-occurrence of mental and physical damages underscores the multi-dimensional nature of the adverse effects on the well-being of the students involved.

These findings highlight the potential long-term consequences and challenges faced by students who have been subjected to kidnapping incidents. The psychological impact, as reported by the majority of respondents, emphasizes the critical need for mental health support and interventions to address the traumatic experiences and facilitate the recovery process. Similarly, the reported physical injuries necessitate appropriate medical care and support to promote physical healing and rehabilitation.

Interpreting these findings from a social work perspective in the context of Tach Armachiho Woreda, it is evident that the harm caused by kidnapping incidents extends beyond the immediate experience of abduction. The high percentage of respondents reporting mental disorders as the primary damage emphasizes the urgent need for mental health services and support for the affected students. Social workers play a crucial role in advocating for and

facilitating access to mental health resources, including counseling, therapy, and trauma-informed interventions. By addressing the psychological well-being of the students, social workers contribute to their overall recovery and resilience.

The presence of physical injuries reported by a significant minority of respondents highlights the importance of comprehensive medical care for the affected students. Social workers can collaborate with healthcare professionals to ensure that students receive appropriate medical attention, treatment, and rehabilitation for their physical injuries. Additionally, social workers can assist in connecting students and their families with relevant support services, such as rehabilitation programs, assistive devices, and specialized therapies, to promote physical healing and maximize functional recovery.

The co-occurrence of mental disorders and physical injuries underscores the complex and interconnected nature of the harm caused by kidnapping incidents. Social workers can adopt a holistic approach, considering both the psychological and physical dimensions of the students' well-being. This may involve developing integrated care plans, coordinating multidisciplinary interventions, and fostering collaboration among various service providers, including mental health professionals, medical practitioners, educators, and community organizations.

Moreover, these findings emphasize the long-term consequences and challenges faced by students who have experienced kidnapping. Social workers can play a vital role in providing ongoing support, monitoring their progress, and addressing any emerging needs or difficulties. This may involve individual and group counseling, psychoeducation for students and their families, support groups, and community-based initiatives aimed at promoting resilience, reintegration, and social support networks.

Table 2-4: Percentage distributions of respondents the injured students released after being kidnapped

| No | Demographic | Category | Frequency | Percentage (%) | Cumulative (%) |
|----|--|-----------------|-----------|----------------|----------------|
| 13 | Students will be harmed by kidnapped | | 1 | 1.9 | 1.9 |
| | | Yes | 43 | 82.7 | 84.6 |
| | | No | 8 | 15.4 | 100.0 |
| | | Total | 52 | 100.0 | |
| 14 | Question 13 is yes, what kind of damage was done | Physical injury | 8 | 15.4 | 15.4 |
| | | Mental disorder | 33 | 63.5 | 78.9 |
| | | All are answer | 11 | 21.1 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.7 The Death of Students due to Kidnapping

The variable "Danger of death of abducted students due to kidnapping" provides insights into the perceptions regarding the risk of death faced by students who have been abducted. The data reveals that 21.2% of respondents believed that abducted students were in danger of losing their lives, while the majority, 78.8%, did not perceive this danger. These findings highlight the fears and concerns associated with the potential consequences of kidnappings on the lives of abducted students.

Among the cases where students were abducted, the data further provides details on the number of student deaths reported. The majority of respondents, 78.8%, reported 1-5 student deaths. This indicates that a significant number of students have tragically lost their lives as a result of kidnapping incidents. Additionally, 1.9% of respondents mentioned 6-10 student deaths, and another 1.9% reported more than 10 student deaths. These figures underscore the gravity of

the situation and emphasize the tragic loss of life experienced in some instances of student abductions.

The perception of the risk of death and the reported number of student deaths in cases of abduction reflect the severe and potentially fatal consequences of these criminal acts. The fear of losing students' lives reflects the deep concerns within communities and educational institutions regarding the safety and well-being of students. The reported deaths further highlight the devastating impact of kidnappings, not only on the individuals directly involved but also on their families, communities, and society as a whole.

Interpreting these findings from a social work perspective, it is evident that the risk of death faced by abducted students is a matter of significant concern. The perception among a portion of respondents that abducted students are in danger of losing their lives reflects the fears and anxieties present within the community. This perception underscores the need for immediate and comprehensive interventions to ensure the safety and protection of students at risk of abduction.

The reported cases of student deaths resulting from kidnappings highlight the profound tragedy and loss experienced by individuals, families, and communities. These incidents not only result in the untimely deaths of young individuals but also have far-reaching social and emotional consequences. Social workers play a crucial role in providing support and assistance to the families affected by such devastating losses. They can offer grief counseling, bereavement support, and help in navigating the complex emotional and practical challenges that arise following the death of a student.

Furthermore, social workers are instrumental in advocating for improved safety measures and policies to prevent future abductions and reduce the risk of harm to students. They can collaborate with educational institutions, community organizations, and government agencies to develop and implement strategies for enhancing security and protecting students from potential dangers. This may involve conducting risk assessments, implementing safety protocols, and raising awareness about the importance of maintaining a secure environment for students.

In addition to addressing immediate safety concerns, social workers also play a vital role in promoting resilience and healing within communities affected by student abductions and deaths. They can facilitate support groups, community forums, and counseling services to help individuals and communities cope with the trauma and grief associated with such tragic events. By fostering a supportive and empathetic environment, social workers contribute to the collective healing and rebuilding process, helping individuals and communities to navigate the long-term impact of student deaths due to kidnappings.

Overall, from a social work perspective, the risk of death faced by abducted students and the reported student deaths underscore the urgent need for proactive measures to ensure student safety, provide support to grieving families, and promote community healing. Social workers play a critical role in addressing the emotional, practical, and systemic aspects of these incidents, working towards creating safer educational environments and fostering resilience in the face of tragedy.

Table 2-5: Percentage distributions of respondents of the risk of death of students due to kidnapping

| No | Demographic | Category | Frequency | Percentage (%) | Cumulative (%) |
|----|-----------------------------|----------|-----------|----------------|----------------|
| 15 | Danger of death of abducted | Yes | 11 | 21.2 | 21.2 |

| | | | | | |
|----|---|-----------------------|----|-------|-------|
| | students due to kidnapping | No | 41 | 78.8 | 100.0 |
| | | Total | 52 | 100.0 | |
| 16 | Question 15 is yes how many students died | | 41 | 78.8 | 78.8 |
| | | 1-5 students | 9 | 17.3 | 96.2 |
| | | 6-10 students | 1 | 1.9 | 98.1 |
| | | More than 10 students | 1 | 1.9 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.8 The High Risk of Kidnapping and the Most Focus

The variable "The highest risk of kidnapping in the area" provides insights into the perceptions regarding the primary targets of kidnapping within the community. The data reveals that among the respondents, 61.5% considered shepherds as the highest risk group, indicating that they are perceived as the primary targets for kidnappings. This suggests that shepherds face a significant risk of being abducted within the area.

Furthermore, the data shows that 5.8% of respondents mentioned young people as the highest risk group, while 3.8% indicated adults. These figures highlight the recognition that individuals from different age groups, particularly young people and adults, are also vulnerable to kidnappings in the area.

Interestingly, 28.9% of respondents reported that all the mentioned groups, including shepherds, young people, and adults, are at risk of being kidnapped. This finding suggests that there is a general understanding among a significant portion of the respondents that kidnapping incidents do not discriminate based on age or occupation. It underscores the diverse nature of

kidnapping victims within the community, indicating that anyone can potentially become a target.

Analyzing these findings from a social work perspective, it becomes evident that shepherds are perceived as the highest-risk group for kidnappings within the community. This perception highlights the vulnerabilities and challenges faced by individuals in this occupation. Shepherds often work in isolated and remote areas, making them more susceptible to criminal activities such as kidnapping. Social workers can play a crucial role in advocating for the safety and well-being of shepherds, working towards improving their living and working conditions, and implementing measures to enhance their protection.

Moreover, the recognition that young people and adults are also considered at risk of being kidnapped indicates the need for comprehensive intervention strategies that address the safety concerns of different age groups. Social workers can collaborate with community organizations, educational institutions, and law enforcement agencies to develop targeted prevention and intervention programs. These programs may include educational campaigns on personal safety, training on recognizing and responding to potential risks, and creating support networks for individuals and families affected by kidnapping incidents.

The finding that nearly one-third of respondents believe that all mentioned groups are at risk of being kidnapped highlights the inclusive nature of these criminal activities. From a social work perspective, it is essential to promote a community-wide understanding of the risks and challenges associated with kidnappings. This can be achieved through awareness campaigns, community dialogues, and fostering a sense of collective responsibility for ensuring the safety and protection of all community members.

Social workers can also provide support and assistance to individuals who have been affected by kidnapping incidents, regardless of their age or occupation. This includes providing counseling services, trauma-informed care, and facilitating access to resources and support systems. By addressing the emotional, psychological, and practical needs of individuals impacted by kidnapping, social workers contribute to the healing and resilience of the community as a whole.

The variable "Focus of kidnappings" provides insights into the different demographics that are considered primary targets for kidnappings according to the respondents. The data indicates that among the respondents, 59.6% reported shepherds as the primary target, highlighting the significant focus on individuals in this occupation. This suggests that shepherds are particularly vulnerable to being kidnapped.

Additionally, the data shows that 7.7% of respondents mentioned young people as the primary target, while 5.8% indicated adults. These figures indicate that there is recognition among the respondents that both young people and adults are also at risk of being targeted for kidnappings.

Interestingly, 23.1% of respondents reported that all the mentioned groups (shepherds, young people, and adults) were equally targeted. This finding suggests that there is a perception among a considerable portion of the respondents that kidnappings do not discriminate based on specific demographics and that individuals from all these groups are equally vulnerable to being kidnapped.

Interpreting these findings from a social work perspective, it is evident that shepherds are considered the primary focus of kidnappings according to the majority of respondents. This

emphasizes the vulnerabilities and risks faced by individuals in this occupation. Shepherds often work in remote and isolated areas, making them more susceptible to criminal activities. From a social work standpoint, it is crucial to address the unique challenges faced by shepherds and implement measures to enhance their safety and protection. This may involve working with local authorities to improve security measures, providing training on personal safety, and advocating for the rights and well-being of shepherds within the community.

Furthermore, the recognition that young people and adults are also perceived as primary targets for kidnappings highlights the need for comprehensive intervention strategies that address the safety concerns of these demographic groups. Social workers can collaborate with community organizations, educational institutions, and law enforcement agencies to develop targeted prevention and intervention programs. These programs may focus on raising awareness, teaching self-defense skills, and providing resources to enhance the personal safety of young people and adults. Additionally, efforts can be made to strengthen social support networks and create safe spaces where individuals can seek assistance and guidance.

The finding that a significant proportion of respondents believe that all mentioned groups are equally targeted underscores the understanding that kidnappings can impact individuals from various demographics. This highlights the importance of a holistic and inclusive approach to addressing the issue. Social workers can play a vital role in promoting community-wide awareness and understanding of the risks associated with kidnappings. They can work towards fostering a sense of collective responsibility and advocating for policies and programs that prioritize the safety and protection of all community members, regardless of their occupation or age.

Table 2-6: Percentage distributions of respondents of the high risk of kidnapping and the most focus of kidnapping

| No | Demographic | Category | Frequency | Percentage (%) | Cumulative (%) |
|----|--|--------------------|-----------|----------------|----------------|
| 17 | The highest risk of kidnapping in the area | Against shepherds | 32 | 61.5 | 61.5 |
| | | On young people | 3 | 5.8 | 67.3 |
| | | In adults | 2 | 3.8 | 71.1 |
| | | All are the answer | 15 | 28.9 | 100.0 |
| | | Total | 52 | 100.0 | |
| 18 | Kidnapping focus on the most | On students | 2 | 3.8 | 3.8 |
| | | Against shepherds | 31 | 59.6 | 63.4 |
| | | On young people | 4 | 7.7 | 71.1 |
| | | In adults | 3 | 5.8 | 76.9 |
| | | All are the answer | 12 | 23.1 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.9 Risk of Kidnapping in educational institutions

Table 3 provides insights into the risks associated with kidnapping in educational institutions, highlighting various categories and their corresponding frequencies and percentages. These findings can be analyzed from a sociological perspective to understand the social implications and consequences of such risks.

Starting with the risk of students dropping out of school due to the risk of kidnapping, the table reveals that 26.9% of respondents considered the risk as medium, 46.2% as high, and 53.8% as very high. This indicates that a considerable number of students perceive the risk of kidnapping as a significant threat, potentially leading to an increase in school dropouts.

From a social work perspective, the perceived risk of kidnapping in educational institutions and its potential impact on students' decision to drop out of school raises important concerns. The high percentages of respondents who consider the risk as high or very high indicate the presence of significant fear and apprehension among students and their families. These perceptions can have profound implications for students' educational trajectories, social development, and overall well-being.

Social workers play a crucial role in addressing the social and emotional needs of students and their families in the face of security risks. They can provide support and counseling services to help students cope with anxiety, fear, and trauma associated with the risk of kidnapping. By creating a safe and nurturing environment within educational institutions, social workers can help students feel secure and encouraged to continue their education.

Furthermore, social workers can collaborate with school administrations, parents, and community members to develop comprehensive safety plans and preventive measures. This may include implementing security protocols, conducting risk assessments, and establishing communication channels to address safety concerns promptly. Social workers can also work closely with families to educate them about the risks and provide guidance on safety measures, empowering them to make informed decisions regarding their children's education.

In situations where students do drop out of school due to the risk of kidnapping, social workers can play a vital role in facilitating their reintegration into the educational system. They can provide individualized support, academic assistance, and counseling to help students overcome any barriers or challenges they may face in returning to school. Social workers can also collaborate with other professionals, such as teachers, psychologists, and community

leaders, to develop holistic intervention strategies that address the students' educational, emotional, and social needs.

Overall, from a social work perspective, the findings from Table 8 underscore the importance of recognizing and addressing the social and emotional impact of the perceived risk of kidnapping on students in educational institutions. Social workers can contribute to creating safe, supportive, and inclusive learning environments and provide the necessary support to students and their families in navigating these challenging circumstances. By focusing on prevention, intervention, and empowerment, social workers can help mitigate the risks associated with kidnapping and promote the well-being and educational success of students in Tach Armachiho Woreda and beyond.

Moving on to the risk of students dropping out of school after being kidnapped and released, the data shows that 17.3% of respondents perceived the risk as low, 34.6% as medium, and 75.0% as high or very high. This suggests that the experience of being kidnapped and released has a substantial impact on students, potentially leading to higher dropout rates.

From a social work perspective, the high percentages of respondents perceiving the risk of students dropping out of school after being kidnapped and released as medium, high, or very high indicate the potential long-term consequences of such traumatic experiences. The data suggests that the ordeal of being kidnapped can significantly affect students' well-being, sense of safety, and willingness to continue their education.

Social workers can play a crucial role in supporting students who have experienced kidnapping and facilitating their reintegration into the educational system. They can provide individualized counseling and therapeutic interventions to address the psychological and

emotional effects of the traumatic event. By creating a safe and supportive space for students to process their experiences and develop coping mechanisms, social workers can help mitigate the risk of dropout and support their academic and emotional recovery.

Furthermore, social workers can engage with families and communities to create a supportive network around the affected students. By fostering communication, understanding, and empathy, social workers can help families navigate the challenges associated with the aftermath of a kidnapping incident and promote a sense of belonging and stability for the students. It is also crucial for social workers to collaborate with relevant stakeholders, such as law enforcement agencies, local authorities, and NGOs, to address the broader social issues and systemic factors that contribute to the risk of kidnapping. This may involve advocating for improved security measures, raising awareness about the impact of kidnapping on students' education, and promoting community engagement and mobilization to create safer environments for students.

Regarding the risk of death, the majority of respondents (82.7%) perceived the risk as low, while 15.4% considered it medium. This highlights the fears and concerns associated with the potential consequences of kidnapping incidents.

From a social work perspective, the perception of the risk of death associated with kidnapping incidents among the majority of respondents as low indicates a level of reassurance regarding the safety and well-being of individuals who have been kidnapped. However, the significant percentage of respondents (15.4%) perceiving the risk as medium suggests that there is still a level of concern and recognition of the potential dangers involved in such situations.

It is essential for social workers to address these fears and concerns and provide support to individuals and communities affected by kidnapping incidents. This includes providing accurate information, education, and resources to promote safety and enhance preparedness in the event of a kidnapping. Social workers can play a crucial role in raising awareness about preventative measures, safety protocols, and available support systems to empower individuals and communities to navigate these risks.

Additionally, social workers can work alongside law enforcement agencies, community organizations, and other relevant stakeholders to develop comprehensive strategies and interventions to prevent kidnapping incidents and ensure swift and effective responses in cases where they occur. This may involve collaboration on community policing initiatives, advocating for enhanced security measures, and providing trauma-informed support services for individuals affected by kidnapping incidents.

Furthermore, social workers can address the psychological and emotional impact of the perceived risk of death on individuals and communities. They can provide counseling, therapy, and other mental health services to help individuals process their fears and anxieties, build resilience, and develop coping mechanisms. Social workers can also facilitate support groups and community dialogues to create spaces for sharing experiences, fostering solidarity, and promoting collective resilience.

The perception of the risk of physical injury in kidnapping incidents, as revealed by the data, indicates a significant concern among respondents. While a majority (57.7%) perceived the risk as low, a considerable proportion (32.7%) viewed it as medium. Importantly, when

considering both medium and high risks together, a vast majority (98.1%) of respondents acknowledged the potential harm that students may face during these incidents.

From a social work perspective, the perception of the risk of physical injury in kidnapping incidents among respondents highlights the deep concerns and recognition of the potential harm that students may experience. The substantial proportion of respondents perceiving the risk as medium suggests an understanding of the potential dangers and physical harm that can occur during kidnapping incidents. It is essential for social workers to address these concerns and ensure the safety and well-being of students. This includes working closely with educational institutions, families, and communities to develop and implement safety protocols and preventive measures to minimize the risk of physical harm. Social workers can collaborate with stakeholders such as law enforcement agencies, school administrators, and community leaders to establish effective security measures, including enhancing surveillance, implementing safety training programs, and fostering a safe and secure learning environment.

In cases where physical injury does occur, social workers play a vital role in providing immediate and long-term support to affected students. They can facilitate access to medical care, counseling, and rehabilitation services to address physical injuries and promote healing and recovery. Additionally, social workers can offer trauma-informed interventions to help students cope with the psychological and emotional impact of the traumatic experience.

Furthermore, social workers can advocate for policies and initiatives that prioritize the safety and well-being of students in educational institutions. They can collaborate with relevant authorities to ensure the implementation of comprehensive child protection policies, emergency response plans, and risk assessment protocols.

Table 3: The risk of Kidnapping in educational institutions

| No | Risk | Category | Frequency | Percentage (%) | Cumulative Percent |
|----|--|-----------|-----------|----------------|--------------------|
| 1 | Students drop out of school due to the risk of kidnapping | Low | 5 | 9.6 | 9.6 |
| | | Medium | 9 | 17.3 | 26.9 |
| | | High | 10 | 19.2 | 46.2 |
| | | Very high | 28 | 53.8 | 100.0 |
| | | Total | 52 | 100.0 | |
| 2 | Students drop out of school after being kidnapped and released | low | 9 | 17.3 | 17.3 |
| | | medium | 9 | 17.3 | 34.6 |
| | | high | 21 | 40.4 | 75.0 |
| | | very high | 13 | 25.0 | 100.0 |
| | | Total | 52 | 100.0 | |
| 3 | Death | Low | 43 | 82.7 | 82.7 |
| | | Medium | 8 | 15.4 | 98.1 |
| | | High | 1 | 1.9 | 100.0 |
| | | Total | 52 | 100.0 | |
| 4 | Physical injury | Low | 30 | 57.7 | 57.7 |
| | | Medium | 17 | 32.7 | 90.4 |
| | | High | 4 | 7.7 | 98.1 |
| | | Very High | 1 | 1.9 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

The data pertaining to the perception of the risk of mental disorder, anxiety, and other psychological impacts resulting from kidnappings sheds light on the potential psychological toll on students. The findings reveal that 15.4% of respondents perceived the risk as low, 13.5% as medium, and a significant majority of 80.8% as high or very high.

From a social work perspective, the data indicating a high perception of the risk of mental disorder, anxiety, and other psychological impacts resulting from kidnappings among respondents highlights the significant concern for the psychological well-being of students in the aftermath of such traumatic experiences.

The recognition of the high risk underscores the need for comprehensive and specialized support services to address the potential psychological consequences faced by students. Social workers can play a crucial role in providing trauma-informed interventions, counseling, and psychosocial support to help students cope with the emotional and psychological impact of the traumatic event.

In collaboration with educational institutions, families, and community stakeholders, social workers can develop and implement preventive strategies and support systems. This may include creating safe spaces within schools, implementing trauma-informed practices, and providing mental health awareness programs for students, teachers, and parents. Social workers can also work closely with mental health professionals to ensure timely and appropriate referrals for students in need of specialized care.

Furthermore, social workers can advocate for the integration of mental health services within the education system and the allocation of resources for mental health support in schools. They can raise awareness about the long-term consequences of traumatic experiences, such as kidnappings, on students' mental health and advocate for policies that prioritize mental health promotion, prevention, and early intervention.

The data regarding the risk of students leaving the area due to kidnapping and migrating to another place provides valuable insights into the potential sociological and psychological

impacts of such incidents. The findings indicate that 3.8% of respondents perceived the risk as low, 9.6% as medium, and a significant majority of 76.9% as high or very high.

From a social work perspective, the high perception of the risk of students leaving the area due to kidnapping and migrating to another place highlights the potential social and psychological consequences of such incidents.

The significant majority of respondents perceiving the risk as high or very high suggests that the fear of kidnapping and its associated risks may contribute to population displacement and migration. The decision to leave the area can be driven by concerns for personal safety, the desire for a more secure environment, and the hope of finding better opportunities elsewhere.

This population displacement can have several social implications. It may disrupt social networks and community cohesion, as individuals and families move away from their familiar surroundings and support systems. The loss of community members, particularly students, can impact educational institutions, local economies, and social dynamics within the area.

Social workers can play a vital role in supporting individuals and families affected by the risk of students leaving the area due to kidnapping. They can provide counseling, psychoeducation, and support services to address the psychological and emotional challenges associated with the decision to migrate. Additionally, social workers can advocate for the provision of adequate resources and support systems within the area to enhance safety, security, and social well-being.

Efforts should be made to create a sense of community resilience and foster a supportive environment that addresses the underlying factors contributing to the risk of population

displacement. This may involve community engagement, capacity-building initiatives, and the development of community-based strategies to enhance safety and security.

The data regarding the absence of teachers in educational institutions due to the fear of kidnapping sheds light on the potential impact of this concern on the availability of qualified educators and the continuity of education. The findings indicate that 36.5% of respondents perceived the risk as low, 40.4% as medium, and a substantial majority of 90.4% as medium or high.

From a social work perspective, the high perception of the risk of teachers being absent in educational institutions due to the fear of kidnapping highlights the potential implications for the quality and continuity of education in the area.

The substantial majority of respondents perceiving the risk as medium or high suggests that the fear of kidnapping among teachers may lead to increased absenteeism and disruptions in the teaching-learning process. Teachers play a crucial role in providing quality education and fostering the development of students. When teachers are absent from educational institutions due to security concerns, it can significantly impact the academic progress and well-being of students.

The absence of teachers can lead to a lack of consistent instruction, reduced academic support, and a diminished learning environment. This can result in educational gaps, decreased student engagement, and compromised educational outcomes. Moreover, the absence of teachers can create a sense of uncertainty and instability within educational institutions, affecting the overall educational experience for students.

Social workers can play a vital role in addressing the concerns and challenges related to the absence of teachers in educational institutions due to the fear of kidnapping. They can collaborate with educational authorities, school administrators, and communities to develop strategies that promote teacher safety, well-being, and retention. This may include implementing safety protocols, providing training on personal security, and advocating for improved security measures in and around educational institutions.

Furthermore, social workers can support the mental health and well-being of teachers by offering counseling, stress management programs, and resilience-building activities. By addressing the psychological impact of security concerns, social workers can help teachers cope with fear and anxiety, enhancing their ability to provide quality education and maintain their commitment to their profession.

Efforts should also be made to address the underlying factors contributing to the fear of kidnapping among teachers. This may involve community-based initiatives, awareness campaigns, and collaborative efforts with local law enforcement agencies to enhance security and create a safe educational environment.

The data on the risk of teacher abduction sheds light on the vulnerability of teachers to kidnapping incidents and the potential impact on the stability and functionality of educational institutions. The findings indicate that 69.2% of respondents perceived the risk as low, 21.2% as medium, and a significant majority of 96.2% as medium or high.

From a social work perspective, the high perception of the risk of teacher abduction highlights the potential consequences for the educational system and the overall well-being of teachers in Tach Armachiho Woreda.

The majority of respondents perceiving the risk as medium or high suggests that there is a significant level of concern regarding the safety and security of teachers in the area. The vulnerability of teachers to kidnapping incidents can have far-reaching implications, including the disruption of educational services, the loss of experienced educators, and the erosion of trust and confidence within the educational community.

The risk of teacher abduction can lead to increased fear and anxiety among teachers, impacting their well-being and job satisfaction. It may also result in a reluctance to work in certain areas or take up teaching positions, further exacerbating the shortage of qualified teachers and compromising the quality of education provided to students.

Social workers can play a crucial role in addressing the concerns and challenges related to the risk of teacher abduction. They can collaborate with educational institutions, local authorities, and relevant stakeholders to develop and implement safety protocols and security measures that protect teachers and create a safe working environment

Table 3-1 the risk of Kidnapping in educational institutions

| | | | | | |
|----------|--|------------|----------|-------------|-------------|
| 5 | Mental disorder/anxiety/ | Low | 8 | 15.4 | 15.4 |
| | | Medium | 7 | 13.5 | 28.9 |
| | | High | 27 | 51.9 | 80.8 |
| | | Very High | 10 | 19.2 | 100.0 |
| | | Total | 52 | 100.0 | |
| 6 | Students leave the area due to kidnapping and migrate to another place | Low | 2 | 3.8 | 3.8 |
| | | Medium | 5 | 9.6 | 13.5 |
| | | High | 5 | 9.6 | 23.1 |
| | | Very High | 40 | 76.9 | 100.0 |

| | | | | | |
|---|---|-----------|----|-------|-------|
| | | Total | 52 | 100.0 | |
| 7 | Absence of teachers in educational institutions due to fear of kidnapping | Low | 19 | 36.5 | 36.5 |
| | | Medium | 21 | 40.4 | 76.9 |
| | | High | 7 | 13.5 | 90.4 |
| | | Very High | 5 | 9.6 | 100.0 |
| | | Total | 52 | 100.0 | |
| 8 | Abduction of teachers | Low | 36 | 69.2 | 69.2 |
| | | Medium | 11 | 21.2 | 90.4 |
| | | High | 3 | 5.8 | 96.2 |
| | | Very High | 2 | 3.8 | 100.0 |
| | | Total | 52 | 100.0 | |

Source: Survey Data 2023

4.10 A Qualitative Results

4.11 Interview participants' profiles

The study included interviews with participants who were categorized and presented in two different ways. Firstly, an aggregated form provided profiles of all study participants, encompassing information such as gender, age, level of education, religion, responsibility, and period of service. Secondly, individual participants were described briefly to provide additional insights into their backgrounds.

The profiles included details on the participants' gender, age, level of education, religion, responsibility, and period of service. This information allowed for a comprehensive understanding of the participants' demographic characteristics, educational qualifications, religious affiliations, professional roles, and years of experience in their respective positions.

The table (Table 4) provides information about the principal interview participants in terms of their gender, age, level of education, religion, responsibility, and period of service. The participants are presented in two categories: those aged 31-40 and one participant above 41 years old.

In the category of principals aged 31-40, there were a total of three participants, of which one was male and the remaining two were female. All three principals held a Bachelor's degree as their highest level of education. They identified as Orthodox in terms of religion. Additionally, all three participants served as principals in their respective educational institutions. The period of service for these principals ranged from 15 to 20 years.

In the category of principals above 41 years old, there was one participant, and no specific information is provided regarding gender, level of education, religion, or responsibility. However, it is mentioned that this principal had a period of service exceeding 21 years.

These profiles provide a snapshot of the principal interview participants, highlighting their demographic characteristics, educational background, religious affiliation, professional responsibilities, and years of service. Such information helps to contextualize the perspectives and insights they shared during the study.

Table 4: The principal interview participants by gender, age, level of education, religion, responsibility and period of service category

| Age | Gender | | Level of education | Religion | Responsibility | Period of service |
|-----|--------|---|--------------------|----------|----------------|-------------------|
| | M | F | | | | |
| | | | | | | |

| | | | | | | |
|--------------------------|---|---|----------------------------|---------------------------|--------------------|--------------------------------|
| The 3 principals 31-40 | 3 | 1 | The 4 principals BA degree | The 4 principals Orthodox | All were Principal | The 3 principals 15-20 years |
| The 1 principal above 41 | | | | | | The 1 principal above 21 years |

Source: KII

4.12 Kidnapping Incidents and Student Fatalities: 2011-2015 Analysis

The table (Table 5) presents data on the number of kidnappings by bandits on students and the corresponding number of students who died during the period from 2011 to 2015. The analysis of this data from a sociological and psychological perspective sheds light on the impacts and implications of these incidents.

From a social perspective, the table reveals that multiple kebeles (local communities) experienced kidnapping incidents involving students. The total number of kidnappings was 14, with Kisha Kebele accounting for 3 cases, Debiresina Kebele for 5 cases, Mahin Kebele for 2 cases, and Merena Kebele for 4 cases. These figures indicate that multiple communities were affected by these criminal acts, which can have significant social repercussions. Kidnappings in a community can lead to increased fear, distrust, and a sense of insecurity among residents. It may also impact community cohesion and relationships, as people may become more cautious and apprehensive about the safety of their children and themselves.

From a psychological perspective, the result reveals the tragic outcome of these kidnapping incidents, as it includes the number of students who deceased as a result. Among the 14 kidnappings, a total of 7 students lost their lives. These numbers represent a significant loss of young lives and highlight the psychological trauma experienced by the affected students, their

families, and the broader community. The psychological impact of such incidents can be profound, leading to feelings of grief, fear, anxiety, and post-traumatic stress disorder (PTSD) among survivors and those connected to the victims. The community as a whole may also experience a sense of collective trauma, as the loss of young lives disrupts the normalcy and stability of the social fabric.

Overall, this table underscores the social work and psychological dimensions of kidnappings on students. It emphasizes the need for comprehensive support systems, including community-based interventions, counseling services, and measures to enhance security, in order to address the social and psychological consequences of such incidents and promote the well-being and resilience of the affected individuals and communities.

One interviewee responds that;

"During the period from 2011 to 2015, in my kebele, Kisha Kebele, we experienced 3 kidnapping incidents involving male students. Unfortunately, one of them lost their life during the kidnapping. It was a devastating and tragic event for our community. These incidents created a sense of fear and insecurity among the students and their families. We realized the urgent need to address the safety concerns and take preventive measures to ensure the well-being of our students. The loss of a young life is a reminder of the gravity of the situation and the importance of implementing effective security measures in our educational environment."

The interviewee's response highlights the specific experiences of Kisha Kebele during the period from 2011 to 2015. They express that their kebele encountered three kidnapping incidents involving male students, which had a profound impact on the community. Tragically, one student lost their life during one of these kidnappings, causing immense grief and sorrow.

The interviewee emphasizes the devastating nature of these events, noting that they generated fear and insecurity among the students and their families. The community recognized the urgency of addressing the safety concerns and implementing preventive measures to safeguard the well-being of the students. The loss of a young life served as a stark reminder of the gravity of the situation and the critical need for effective security measures within the educational environment.

Overall, the interviewee's account underscores the emotional toll inflicted by these kidnapping incidents. It highlights the community's commitment to ensuring the safety and protection of their students, acknowledging the significance of implementing comprehensive security strategies to prevent further tragedies.

The other interviewee adds the following;

"During the period from 2011 to 2015, in our kebele, Debiresina Kebele, we witnessed five kidnapping incidents involving male students. Sadly, two of them lost their lives during these traumatic events, and one female student also fell victim to kidnapping. These incidents had a profound impact on our community, causing fear and distress among students, parents, and teachers alike. The loss of young lives in such tragic circumstances deeply saddened and shocked us. It prompted us to reflect on the vulnerabilities within our educational environment and the need for enhanced security measures. The incidents served as a wake-up call, compelling us to take immediate action to ensure the safety of our students. The devastating impact of these kidnappings reverberated throughout the community, creating a sense of insecurity and anxiety. Parents and guardians became increasingly concerned about the safety of their children, and teachers faced challenges in providing a conducive learning environment. We realized that the protection of our students is not just a responsibility of individuals but requires collective efforts from the entire community. In response to these incidents, we initiated dialogues with relevant authorities, community leaders, and parents to address the security concerns. Together, we developed strategies to strengthen safety measures in and around the school premises, including

increased surveillance, improved communication systems, and closer collaboration with local law enforcement agencies. The unfortunate loss of lives reminded us of the urgency to prioritize the safety and well-being of our students. We are committed to creating a secure educational environment where students can learn and thrive without fear. By learning from these tragic incidents, we strive to build a resilient community that stands united against kidnapping and other security threats."

The interviewee's account reflects the profound psychological impact of the kidnapping incidents on the community, particularly the students, parents, and teachers. The loss of young lives in such tragic circumstances deeply saddened and shocked them, leading to a heightened sense of fear, distress, and insecurity. These traumatic events disrupted the emotional well-being of individuals and created an atmosphere of anxiety within the community.

The interviewee's reflection on the vulnerabilities within the educational environment and the need for enhanced security measures indicates a heightened awareness of the psychological effects of the incidents. The traumatic experiences prompted a collective response to address the safety concerns and prioritize the well-being of the students. This demonstrates a recognition of the psychological needs of individuals and the importance of creating a safe and supportive learning environment.

The sense of insecurity and anxiety experienced by parents and guardians underscores the psychological impact on the protective instincts and well-being of their children. Similarly, the challenges faced by teachers in providing a conducive learning environment highlight the psychological strain they experienced in the aftermath of the incidents.

The initiation of dialogues and collaborative efforts with relevant authorities, community leaders, and parents to address security concerns demonstrates a proactive approach in addressing the psychological well-being of the community. The development of strategies to

strengthen safety measures and the commitment to creating a secure educational environment reflects the community's determination to restore a sense of psychological safety and resilience.

Overall, the interviewee's account emphasizes the psychological aftermath of the kidnapping incidents, including the profound emotional impact, heightened fear and anxiety, and the community's collective response to prioritize the safety and well-being of the students. It highlights the importance of addressing psychological needs, fostering resilience, and creating a supportive environment in the face of such traumatic events.

Table 5: Kidnapping Incidents and Student Fatalities: 2011-2015 Analysis

| Kebele | The number of kidnapping by bandit on students | | | the number of students who deceased in kidnapping | | |
|-------------------|--|--------|-------|---|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Kisha Kebele | 3 | - | 3 | 1 | - | 1 |
| Debiresina Kebele | 4 | 1 | 5 | 2 | 1 | 3 |
| Mahin Kebele | 2 | - | 2 | 1 | - | 1 |
| Merena Kebele | 4 | - | 4 | 2 | - | 2 |
| Total | 14 | - | 14 | 6 | 1 | 7 |

Source: KII

4.13 Dropout Rates Due to Kidnapping Risk in Tach Armacho Wereda (2011-2015)

The table (Table 6) presents data on the number of students who have dropped out of school in Tach Armacho Wereda from 2011 to 2015. The figures are disaggregated by gender and provided for each elementary school in the region.

Kisha Elementary School has recorded a total of 27 dropouts, comprising 15 males and 12 females. Debiresina Elementary School follows with 35 dropouts, consisting of 18 males and 17 females. Mahin Elementary School has a higher dropout rate, with 50 students leaving school, including 27 males and 23 females. The highest number of dropouts is observed in Merena Elementary School, with a total of 59 students discontinuing their education. This includes 31 males and 28 females. In total, across all the schools, there were 91 male dropouts and 80 female dropouts, amounting to a combined total of 171 students who have left their educational pursuits.

From a social work perspective, the high dropout rates observed in Kisha, Debiresina, Mahin, and Merena Elementary Schools in Tach Armachiho Woreda indicate significant challenges in the education sector and raise concerns about the well-being and future prospects of the affected students. Dropping out of school can have severe social consequences, impacting individuals, families, and communities.

The gender disparity in dropout rates is notable, with slightly higher numbers of male dropouts compared to female dropouts. This suggests that kidnapping among male students is a factor that may influence their decision to drop out of school early. Understanding the underlying reasons for these gender differences is crucial for developing targeted interventions and support systems.

Social workers play a critical role in addressing the multidimensional factors contributing to dropout rates. They can provide individual and group counseling to students, identifying and addressing the social, emotional, and psychological challenges they may be facing. Additionally, social workers can collaborate with teachers, parents, and community members to create a supportive environment that encourages students to stay in school. Poverty, lack of access to

resources, family dynamics, and community factors can all contribute to the high dropout rates. Social workers can advocate for policies and programs that address these underlying issues, such as implementing scholarships, school feeding programs, and mentorship initiatives. By working closely with families and communities, social workers can provide support networks and resources that help students overcome obstacles and stay engaged in their education.

Furthermore, social workers can engage in community outreach and awareness campaigns to promote the value of education and the detrimental effects of dropping out. By raising awareness about the long-term consequences of limited educational opportunities, social workers can help change social norms and attitudes towards education, encouraging families to prioritize their children's schooling and invest in their future.

Psychologically, dropping out of school can have profound effects on students. The decision to discontinue education may lead to feelings of disappointment, lowered self-esteem, and a sense of missed opportunities. Students who drop out may experience uncertainty regarding their future prospects and face challenges in pursuing further education or finding employment. The psychological impact of dropout can extend beyond individual students and affect their families and communities.

Addressing the sociological and psychological factors contributing to student dropout requires comprehensive strategies. These may include providing financial support and scholarships to economically disadvantaged students, improving school infrastructure and resources, promoting gender equality in education, enhancing teacher training and support, and creating supportive learning environments that cater to diverse student needs.

To emphasize the student's dropout from school, two interviews were selected and presented in the following section.

Interviewee 1:

"As a parent, the risk of kidnapping in our area was a constant concern that deeply impacted my decision to withdraw my children from Kisha Elementary School. The thought of their safety being compromised was unbearable, and I couldn't bear the thought of them being exposed to such a threat. It was a difficult decision to make, as education is crucial, but the safety and well-being of my children had to come first. I hope that measures can be taken to ensure a safer learning environment in the future."

From social work perspective, this response reflects the impact of the social environment on individual decision-making. The prevailing risk of kidnapping in the area influences the parent's perception of safety and their decision to withdraw their children from school. This decision is shaped by the social norms and values that prioritize the well-being and protection of children within the community. It also indicates the role of social networks and communication within the community, as information about the risk of kidnapping likely influenced the parent's decision.

Interviewee 2:

"I used to attend Mahin Elementary School until the risk of kidnapping became too overwhelming for me and my family. We witnessed an increasing number of kidnapping incidents in our area, and it instilled a great deal of fear and insecurity. It was heartbreaking to leave my friends and teachers behind, but my parents made the difficult choice to prioritize my safety. I hope that steps can be taken to address this issue so that other students can continue their education without the constant fear of being kidnapped."

From social work perspective, this response reflects the impact of the social environment on individual experiences and decision-making. The increasing number of kidnapping incidents

in the area creates a climate of fear and insecurity within the community. This climate influences the decision of the student and their family to prioritize safety over education. It highlights the importance of social connections and support systems within the community, as the decision to leave friends and teachers behind is emotionally challenging.

Table 6: Students who dropped out of school due to the risk of kidnapping in Tach Armacho Woreda from 2011-2015

| Name of schools | Students who have dropped out of school | | |
|------------------------------|---|--------|-------|
| | Male | Female | Total |
| Kisha Elementary School | 15 | 12 | 27 |
| Debiresina Elementary School | 18 | 17 | 35 |
| Mahin Elementary School | 27 | 23 | 50 |
| Merena Elementary School | 31 | 28 | 59 |
| Total | 91 | 80 | 171 |

Source; key informant interview

4.14 Migration of Families from Villages to City (2011-2015)

The table (Table 7) presents data on the migration of families from villages to the city in Armachho Wereda during the specified period, specifically in response to the risk of kidnapping. The figures are categorized by school, providing separate counts for males, females, and the total number of individuals affected.

Kisha Primary School recorded the migration of 46 males and 34 females, totaling 80 individuals. This indicates that a significant number of families in this school's catchment area made the decision to relocate to the city due to concerns over the risk of kidnapping.

The migration of families from the village to the city in response to the risk of kidnapping indicates the level of fear and anxiety prevalent in the community. Parents, in particular, prioritize the safety and well-being of their children and may be willing to uproot their lives and seek refuge in urban areas where they perceive greater security. The decision to relocate can have significant sociological implications. It disrupts established social networks, community relationships, and local traditions. Families leaving the village may lose connections with their neighbors, friends, and extended family members, leading to a sense of isolation and disconnection. The dynamics of the community may shift as a result, impacting the overall social cohesion and fabric of the village.

Similarly, Debiresina Primary School witnessed the migration of 43 males and 32 females, resulting in a total of 75 individuals. This suggests that families associated with this school also deemed the risk of kidnapping as a significant enough threat to prompt their relocation. The decision to migrate from the village to the city in response to the risk of kidnapping reflects the underlying fears and anxieties prevalent within the community. Families prioritize the safety and well-being of their loved ones, and the perceived threat of kidnapping can have a profound impact on their daily lives and decision-making processes.

From a social work perspective, the migration of families from the village to the city in response to the risk of kidnapping highlights the need for comprehensive support and intervention strategies. Social workers can play a crucial role in addressing the concerns and challenges faced by families during the process of migration and in their new urban environment.

Mahin Primary School experienced even higher levels of migration, with 56 males and 45 females moving to the city, amounting to a total of 101 individuals. This indicates that the

perceived risk of kidnapping in the village prompted a considerable number of families to seek safety and security in urban areas. The migration pattern observed at Mahin Primary School highlights the significant impact of the perceived risk of kidnapping on the decisions of families. With 56 males and 45 females migrating to the city, a total of 101 individuals sought safety and security in urban areas. This substantial movement of families underscores the deep concerns and anxieties surrounding the risk of kidnapping in the village..

Merena Primary School had the highest number of families migrating, with 162 males and 93 females, totaling 255 individuals. This indicates a significant level of concern among families associated with this school, leading to a substantial exodus from the village to the city. The migration patterns observed at Merena Primary School reveal the highest levels of families migrating among the schools studied. With 162 males and 93 females, a total of 255 individuals made the decision to move from the village to the city due to concerns about the risk of kidnapping. This significant exodus highlights the deep apprehension and perceived threat felt by families associated with Merena Primary School.

From a social work perspective, the high number of families migrating from Merena Primary School to the city in response to the risk of kidnapping underscores the urgent need for comprehensive support and intervention strategies. Social workers can play a critical role in addressing the challenges faced by migrating families and in facilitating their adaptation to the urban environment.

The data presented in Table 7 highlights the significant migration of families from villages to the city in Armachho Wereda due to concerns about the risk of kidnapping. Over the

five-year period, a total of 307 males and 204 females, totaling 511 individuals, made the decision to leave their villages and relocate to the city.

This mass migration signifies the level of apprehension and perceived threat experienced by families in the villages. It suggests that the risk of kidnapping has had a profound impact on their sense of safety and well-being, prompting them to seek refuge in urban areas. The decision to uproot their lives and move to the city reflects the gravity of the perceived danger and the measures families are willing to take to protect themselves and their children.

From a social work perspective, this significant migration can have far-reaching consequences for both the villages and the city. In the villages, the departure of a large number of residents can result in a loss of social cohesion, economic activity, and community resources. It may lead to a decline in agricultural production, local businesses, and community services. The village's social fabric may be altered, and the remaining population may face challenges in maintaining their cultural traditions and community bonds.

At the same time, the influx of migrating families into the city can place strains on urban infrastructure, housing, and public services. The sudden increase in population may require adjustments in healthcare, education, transportation, and employment opportunities to accommodate the needs of the newcomers. Additionally, the social dynamics of the city may change as new communities integrate and interact with existing residents.

Addressing the issue of migration due to the risk of kidnapping requires a comprehensive approach that addresses the underlying causes of insecurity. This may involve strengthening security measures, improving law enforcement, and implementing preventive strategies to reduce the actual risk of kidnapping. It is also essential to focus on community empowerment, fostering

resilience, and providing support for families in both the villages and the city. Creating safe and inclusive environments that address the concerns and needs of residents can help alleviate fears and encourage families to remain in their communities.

In conclusion, the migration of families from villages to the city in response to the risk of kidnapping, as depicted in Table 7, signifies the profound impact of perceived threats on individuals and communities. It highlights the need for comprehensive measures to address the underlying causes of insecurity, promote community safety, and provide support for affected families. By addressing these challenges, it is possible to create environments where individuals and families can thrive, ensuring the well-being and stability of both rural and urban communities.

Interviewees point out the following idea regarding to the migration of families from villages to the city.

Interviewee 1;

"I come from Merena Primary School, and during the period from 2011 to 2015, my family and I made the difficult decision to migrate from our village to the city due to the high risk of kidnapping. The escalating incidents of kidnappings in our area created a sense of insecurity and fear among the community. As parents, we couldn't bear the thought of our children being exposed to such dangers, so we sought refuge in the city where we believed there would be better security measures in place. It was a challenging transition for our family, leaving behind our familiar surroundings and support networks, but we believed it was necessary for the safety and well-being of our loved ones. We hope that measures can be taken to address the root causes of kidnapping and create a safer environment in our village, so that families like ours can return and rebuild their lives with a sense of security."

The interviewee's response sheds light on the social and psychological implications of families' migration from villages to the city due to the risk of kidnapping. From a sociological perspective, it indicates the profound impact of insecurity and fear on community dynamics. The increasing incidents of kidnappings disrupted the social fabric of the village, prompting families to make the difficult decision to uproot themselves and seek safety elsewhere. This migration reflects a collective response to the perceived threat and a desire for a secure environment for their families.

Psychologically, the response highlights the emotional toll experienced by individuals and families. The fear and insecurity caused by the risk of kidnapping can lead to significant psychological distress. The decision to migrate, although necessary for safety, can bring about feelings of loss, displacement, and uncertainty. Leaving behind familiar surroundings, support networks, and social ties can contribute to a sense of dislocation and the need to rebuild one's life in a new environment.

Interviewee 2;

"In our community, the risk of kidnapping became a pressing concern that led to a significant number of families, including mine, to migrate from the village to the city. The safety of our loved ones was paramount, and we felt compelled to take action to protect ourselves and our children. The increasing number of kidnapping incidents had a profound psychological impact on us, creating a constant sense of fear and anxiety. It was a difficult decision to leave behind our homes, livelihoods, and close-knit community, but the need for a safer environment outweighed any attachment to our previous way of life. The migration process itself was challenging, as we had to adjust to a new setting, find employment, and establish new social connections. The psychological toll of uprooting ourselves from our familiar surroundings and starting afresh was significant. We had to cope with feelings of dislocation, sadness, and even a sense of loss for the life we left behind. However, despite the difficulties, we found solace in the

fact that we had taken a proactive step to safeguard our family's well-being. We sought support from fellow migrants who shared similar experiences, forming a support network that helped us navigate the challenges of this new chapter in our lives. Looking back, the decision to migrate was undoubtedly driven by the sociological and psychological impact of the risk of kidnapping. It underscores the importance of community solidarity and the need for collective action to address security concerns. Our hope is that, through our migration and the awareness it brings, efforts will be made to create safer environments in rural areas, reducing the need for families to uproot their lives in search of security."

This interviewee's response implies the significant impact of the risk of kidnapping on the community's psychological well-being. The constant fear and anxiety experienced by families highlights the psychological toll of living in an environment with a high risk of kidnapping. The decision to migrate reflects the psychological need for safety and security, as individuals prioritize the well-being of their loved ones over attachment to their previous way of life. The challenges faced during the migration process, such as adjusting to a new setting and establishing new social connections, further contribute to the psychological strain experienced by the families. However, the interviewee also emphasizes the resilience and strength found in seeking support from fellow migrants and forming a support network. This highlights the importance of community solidarity in navigating the psychological challenges associated with migration. Overall, the interviewee's response underscores the interplay between sociological factors, such as community solidarity and collective action, and psychological factors, such as fear, anxiety, and resilience, in the context of addressing the risk of kidnapping and seeking a safer environment for families.

Table 7: Migration of Families from Villages to City (2011-2015)

| School | Male | Female | Total |
|----------------------|------|--------|-------|
| Kisha Primary School | 46 | 34 | 80 |

| | | | |
|---------------------------|-----|-----|-----|
| | | | |
| Debiresina Primary School | 43 | 32 | 75 |
| Mahin Primary School | 56 | 45 | 101 |
| Merena Primary School | 162 | 93 | 255 |
| Total | 307 | 204 | 511 |

Source, key informant interview

4.15 Teacher Displacement: Impact of Kidnapping Risk on School Staff from 2011-2015

Table 8 provides information on the number of teachers displaced by schools in response to the risk of kidnapping between 2011 and 2015. The table presents data on three primary schools: Kisha Primary School, Debiresina Primary School, and Mahin Primary School.

At Kisha Primary School, one male teacher was displaced due to the risk of kidnapping during the specified period. This indicates that the school administration took precautionary measures to ensure the safety and well-being of its staff members.

Debiresina Primary School had two teachers, both male, who were displaced as a result of the perceived risk of kidnapping. This suggests that the school authorities recognized the potential dangers associated with the area and made the necessary arrangements to protect their teaching staff.

Similarly, Mahin Primary School reported five cases of teacher displacement. Four of these teachers were male, while one was female. The school's decision to displace these teachers underscores their commitment to safeguarding the well-being of their educators in the face of potential kidnapping risks.

The data presented in Table 8 highlights the proactive measures taken by these schools to mitigate the risk of kidnapping. By displacing teachers, the schools aimed to minimize the vulnerability of their staff members and ensure a safe learning environment for students. These actions reflect the importance placed on maintaining the security and welfare of both teachers and students in the face of potential threats.

From social work perspective, the displacement of teachers demonstrates the recognition of the wider impact of kidnapping incidents on the school community. The schools, represented in the table, have taken steps to prioritize the safety and security of their teaching staff, acknowledging the potential risks and the importance of creating a secure learning environment. These proactive measures are essential for maintaining the social fabric of the school community, as they help foster a sense of trust, security, and well-being among teachers, students, and parents.

Psychologically, the displacement of teachers due to the risk of kidnapping reflects the awareness of the potential psychological impact that such threats can have on individuals. By taking proactive steps to relocate teachers, the schools aim to alleviate their anxieties and fears, ensuring their mental well-being. This demonstrates the schools' commitment to providing a supportive environment that promotes the psychological resilience and overall mental health of their staff members.

Moreover, the displacement of teachers also highlights the psychological impact on students. It sends a message to the students that their schools are taking concrete actions to protect their safety, which can help reduce their anxieties and fears. Creating a sense of safety

and security within the educational environment is crucial for fostering positive psychological well-being and facilitating optimal learning experiences.

In conclusion, the data presented in Table 8 signifies the sociological and psychological aspects associated with the displacement of teachers due to the risk of kidnapping. These proactive measures undertaken by the schools demonstrate their commitment to creating a safe and secure educational environment. By prioritizing the well-being of their staff members and students, the schools promote a sense of trust, resilience, and psychological well-being within the school community.

Table 8: The number of teachers displaced by the school from 2011-2015 due to the risk of kidnapping

| Name of schools | The number of teachers displaced by the school due to the risk of kidnapping | | |
|---------------------------|--|--------|-------|
| | Male | Female | Total |
| Kisha Primary School | 1 | - | 1 |
| Debiresina Primary School | 2 | - | 2 |
| Mahin Primary School | 4 | 1 | 5 |
| Merena Primary School | 1 | 1 | 2 |
| Total | 8 | 2 | 10 |

Source, key informant interview

4.16 The Frequency of Teacher Kidnappings in the Area (2011-2015)

Table 9 provides information on the number of kidnappings targeting teachers in the area from 2011 to 2015. The data shows that there was a total of six reported incidents during this period. In Kisha Kebele, one male teacher was kidnapped, while in Debresina Kebele, one male

teacher was also kidnapped. Similarly, in Mahin Kebele, two male teachers were victims of kidnappings, and in Merena Kebele, two male teachers were also kidnapped.

In Kisha Kebele, one male teacher was reported as being kidnapped during the period from 2011 to 2015. This incident highlights the vulnerability of teachers in this particular kebele and the risks they face in carrying out their educational responsibilities.

Similarly, in Debresina Kebele, one male teacher was also kidnapped during the specified period. This incident indicates that teachers in this kebele were also targeted by kidnapers, raising concerns about the safety and security of educators in the area.

Moving on to Mahin Kebele, two male teachers were victims of kidnappings from 2011 to 2015. This suggests a higher incidence of teacher kidnappings in this kebele compared to the previous ones mentioned. The presence of multiple incidents emphasizes the need for increased security measures and vigilance to protect teachers in Mahin Kebele.

Lastly, in Merena Kebele, two male teachers were also kidnapped during the specified period. This further underscores the alarming trend of teacher kidnappings in the area, particularly in Merena Kebele. It highlights the urgent need to address the security concerns and protect teachers from such incidents.

Indeed, the data presented in Table 9 sheds light on the localized nature of teacher kidnappings in the specified kebeles from 2011 to 2015. The occurrence of kidnappings in specific areas indicates that the risks faced by teachers can vary depending on the geographical location. This highlights the importance of understanding the specific dynamics and patterns of these incidents to develop targeted interventions and measures.

By examining the distribution of kidnappings across different kebeles, authorities and stakeholders can identify hotspots or areas with higher risks. This information can then be used to allocate resources, implement security measures, and develop strategies to enhance the safety and well-being of teachers in each kebele. Such targeted interventions can include increasing surveillance, improving infrastructure, enhancing communication systems, and providing training on personal safety and security protocols.

Additionally, understanding the localized nature of teacher kidnappings can help in identifying underlying factors contributing to the issue. Factors such as socio-economic conditions, political instability, or local conflicts may play a role in increasing the risks faced by teachers in certain kebeles. By addressing these underlying factors, it becomes possible to create long-term solutions that go beyond immediate security measures.

Moreover, the data can serve as a basis for collaboration and information-sharing among relevant stakeholders. Local authorities, educational institutions, community leaders, and law enforcement agencies can work together to develop comprehensive strategies to prevent and respond to teacher kidnappings. This collaborative approach can foster a sense of shared responsibility and create a united front against this issue.

In summary, the localized nature of teacher kidnappings, as highlighted by the data in Table 9, underscores the need for targeted interventions and measures to enhance the safety and well-being of teachers in each kebele. By understanding the specific dynamics and patterns of these incidents, stakeholders can develop comprehensive strategies that address the varying risks faced by teachers in different areas. This approach can contribute to creating a safer and more secure educational environment for teachers and students alike.

Table 9: The number of kidnappings on teachers in the area from (2011-2015)

| Kebele | number of kidnappings on teachers | | |
|------------------|-----------------------------------|--------|-------|
| | Male | Female | Total |
| Kisha Kebele | 1 | - | 1 |
| Debresina Kebele | 1 | - | 1 |
| Mahin Kebele | 2 | - | 2 |
| Merena Kebele | 2 | - | 2 |
| Total | 6 | - | 6 |

Source, key informant interview

4.17 Focus Group Discussion

4.19 The Number of Kidnappings in the Study Area from 2011-2015: A Comprehensive

4.20 Analysis of Incidents and Trends

Table 10 provides data on the number of people kidnapped in the study area from 2011 to 2015. The study area includes four kebeles: Kisha Kebele, Debiresina Kebele, Mahin Kebele, and Merena Kebele.

In Kisha Kebele, a total of 12 individuals, all of them male, were kidnapped during the specified period. The absence of any females kidnapped in this kebele suggests a gendered pattern of kidnapping incidents in this area.

The gendered pattern of kidnappings in Kisha Kebele may be influenced by various socio-cultural, economic, or contextual factors. Socially, it could be related to specific gender roles, power dynamics, or social norms prevalent in the community. For example, it is possible

that males are more vulnerable to kidnappings due to their perceived role as protectors or providers, which might make them more visible targets.

Psychologically, the gendered pattern of kidnapping incidents in Kisha Kebele may have unique implications. It can contribute to feelings of fear, anxiety, and insecurity among both males and females in the community. The fear of potential kidnappings can lead to changes in behavior, such as restricted mobility or increased vigilance, affecting the overall well-being and quality of life of individuals living in the area.

Understanding the gendered nature of kidnapping incidents in Kisha Kebele is crucial for developing targeted interventions and preventive measures. It highlights the need for community-based strategies that address the specific vulnerabilities and challenges faced by males in relation to kidnappings. Additionally, it underscores the importance of promoting gender equality and addressing the underlying social dynamics that contribute to such disparities.

Debiresina Kebele experienced a higher number of kidnappings, with 23 individuals, all of them male, being kidnapped. Similarly, no females were reported as victims of kidnapping in this kebele. The gendered pattern of kidnappings in Debiresina Kebele raises sociological and psychological implications. From social perspective, the absence of females among the kidnapping victims suggests that there may be specific social dynamics, cultural norms, or contextual factors at play that contribute to this pattern. It may reflect gender-based vulnerabilities or targeted victimization of males in this particular community.

Psychologically, the gendered pattern of kidnappings in Debiresina Kebele can have significant impacts on both males and females. It can create a sense of fear, insecurity, and psychological distress among the community members, affecting their overall well-being. The

absence of female victims may also lead to concerns about the safety and protection of women and girls, as well as their limited participation and mobility within the community.

Understanding the underlying factors contributing to the gendered pattern of kidnappings in Debiresina Kebele is essential for addressing this issue effectively. It highlights the need for community-wide efforts to promote safety, raise awareness, and implement preventive measures. It also calls for a comprehensive approach that takes into account the social, cultural, and psychological dimensions of the problem.

In Mahin Kebele, a total of 17 individuals, all of them male, were kidnapped. Once again, no females were included in the reported cases of kidnapping in this kebele. Lastly, in Merena Kebele, 22 individuals, all of them male, were kidnapped during the specified period. As with the previous kebeles, no females were reported as victims of kidnapping in this area. The gendered pattern of kidnappings in both Mahin Kebele and Merena Kebele raises sociological and psychological considerations. From social perspective, the absence of female victims suggests potential gender-specific vulnerabilities or targeted victimization of males in these kebeles. It may reflect underlying social dynamics, cultural norms, or contextual factors that contribute to the pattern observed.

Psychologically, the gendered nature of the kidnappings can have implications for both males and females in the communities. It can create a sense of fear, insecurity, and psychological distress among the population, as well as concerns about the safety and protection of women and girls. The absence of female victims may also impact gender roles and perceptions within the community, influencing mobility patterns and social interactions.

Understanding the reasons behind the gendered pattern of kidnappings in Mahin Kebele and Merena Kebele is vital for developing effective interventions. It calls for community

engagement, dialogue, and collaboration to address the specific needs and vulnerabilities of males, as well as to ensure the safety and well-being of females. Societal attitudes, norms, and security measures may need to be reevaluated and improved to provide equal protection and support for all community members.

Table 10 provides information on the number of people kidnapped in the study area from 2011 to 2015. The data reveals that Kisha Kebele had 12 male individuals kidnapped, while Debiresina Kebele had 23 male individuals kidnapped. Mahin Kebele had 17 male individuals kidnapped, and Merena Kebele had 22 male individuals kidnapped. Notably, no females were reported as victims of kidnapping in any of the kebeles during the specified period.

The gendered pattern of kidnappings in these kebeles raises social and psychological considerations. It suggests potential gender-specific vulnerabilities or targeted victimization of males in the area. This information is valuable for understanding the dynamics and impact of kidnapping incidents on the community. Further research and analysis are needed to better comprehend the underlying reasons and implications of this gendered pattern.

Addressing the gendered aspects of kidnapping incidents requires community engagement, dialogue, and collaboration to ensure the safety and well-being of both males and females. By implementing targeted strategies and improving security measures, it becomes possible to mitigate the risks associated with kidnappings and promote a safer environment for all community members.

Table 10: Number of people kidnapped in the study area from 2011-2015 year

| The study area | Number of people kidnapped | | |
|----------------|----------------------------|--------|-------|
| Kebele | Male | Female | Total |

| | | | |
|-------------------|----|---|----|
| Kisha Kebele | 12 | - | 12 |
| Debiresina Kebele | 23 | - | 23 |
| Mahin Kebele | 17 | - | 17 |
| Merena Kebele | 22 | - | 22 |
| Total | 74 | - | 74 |

Source, focus group discussion

4.21 Displacement of Communities in the Study Area due to Risk of Kidnapping: (2011-2015) Analysis

Table 11 presents data on the number of displaced communities in the study area from 2011 to 2015 due to the risk of kidnapping. The table includes the four kebeles in the study area: Kisha Kebele, Debiresina Kebele, Mahin Kebele, and Merena Kebele. The data is disaggregated by gender, with separate figures for males and females, as well as the total number of households that left.

In Kisha Kebele, a total of 67 households left the area due to the risk of kidnapping. Among these households, 56 were male-headed, and 11 were female-headed. This indicates that both male and female-headed households were affected by the perceived risk, although the number of male-headed households leaving was higher.

Debiresina Kebele experienced a higher number of displaced households, with 121 households leaving the area. Among these households, 113 were male-headed, and 8 were female-headed. The higher number of male-headed households leaving in this kebele may suggest a gendered response to the risk of kidnapping.

In Mahin Kebele, the number of displaced households increased further, with a total of 252 households leaving. Among these households, 220 were male-headed, and 32 were female-

headed. The higher number of male-headed households leaving in this kebele reflects the impact of the risk of kidnapping on the community.

Merena Kebele saw 169 households being displaced due to the risk of kidnapping. Among these households, 143 were male-headed, and 26 were female-headed. This indicates that both male and female-headed households were affected by the risk, although the number of male-headed households leaving was higher.

Overall, the table highlights the significant impact of the risk of kidnapping on communities in the study area. It shows that a total of 609 households were displaced during the specified period. The gendered pattern of displacement, with a higher number of male-headed households leaving, suggests the complex dynamics at play in response to the risk. The data emphasizes the need for targeted interventions and support to address the concerns of these displaced communities and ensure their well-being and safety.

In summary, Table 11 presents data on the number of displaced communities in the study area from 2011 to 2015 due to the risk of kidnapping. The table includes four kebeles, namely Kisha, Debiresina, Mahin, and Merena. The data reveals that a significant number of households left their respective kebeles in response to the perceived risk. Across all kebeles, the number of male-headed households leaving was higher than female-headed households. Kisha Kebele had 67 households leaving, Debiresina had 121, Mahin had 252, and Merena had 169. Overall, the table underscores the profound impact of the risk of kidnapping on communities, highlighting the need for targeted interventions and support to address the concerns of these displaced households.

Table 11: The number of displaced communities in the study area by risk of kidnapping from 2011-2015 years

| The study area | The number of households who left due to the risk of kidnapping | | |
|-------------------|---|--------|-----------------|
| | Male | Female | Total Household |
| Kisha Kebele | 56 | 11 | 67 |
| Debiresina Kebele | 113 | 8 | 121 |
| Mahin Kebele | 220 | 32 | 252 |
| Merena Kebele | 143 | 26 | 169 |
| Total | 532 | 77 | 609 |

Source, Focus Group Discussion

4.22 The Tragic Toll: The Number of Fatalities Resulting from Kidnapping Incidents

Table 12 provides an overview of the number of fatalities resulting from kidnapping incidents in the specified kebeles. The table is divided into four categories: hostages, inhibitors, security forces, and others. The figures are further disaggregated by gender, with separate columns for males (M) and females (F), as well as the total (T) for each category.

In Kisha kebele, a total of 12 hostages were killed during the kidnapping incidents, all of whom were male. Additionally, 15 inhibitors, 5 security force members, and 5 individuals categorized as "others" lost their lives. The table does not indicate any female fatalities in Kisha kebele.

In Debiresina kebele, there were 2 male hostages who died as a result of kidnappings. Similarly, 8 inhibitors, 3 security force members, and 2 individuals classified as "others" also lost their lives. There was one female fatality among the "others" category.

Mahin kebele witnessed 2 male hostages losing their lives due to kidnappings. Additionally, 11 inhibitors, 4 security force members, and 8 individuals classified as "others" were killed. No female fatalities are reported in Mahin kebele.

Merena kebele does not record any fatalities among the hostages. However, there were 7 inhibitors, 3 security force members, and 7 individuals categorized as "others" who died. No gender breakdown is provided for these fatalities.

Overall, the table shows a total of 16 hostages, 41 inhibitors, 15 security force members, and 23 individuals classified as "others" who lost their lives as a result of kidnapping incidents. It is important to note that the table does not provide specific information on the circumstances or causes of these fatalities.

The data presented in the table highlights the tragic consequences of kidnapping incidents, with lives lost across different categories. The figures serve as a stark reminder of the human toll and the need for concerted efforts to address the underlying factors contributing to such incidents and ensure the safety and security of individuals in the study area.

Table 12 provides valuable insights into the social and psychological impact of kidnapping incidents in the specified kebeles. From a sociological perspective, the table reveals the devastating consequences of these incidents on the affected communities. The loss of lives, particularly among the hostages, inhibitors, security force members, and others, not only leads to grief and trauma but also disrupts the social fabric of the community. Families are left

devastated, and the wider community is affected by the loss of community members who played various roles within their social networks.

The gender breakdown in the table also points to potential social work dynamics at play. The predominance of male fatalities, especially among the hostages, may reflect gendered vulnerabilities or roles in the context of kidnapping incidents. Understanding these dynamics is crucial for developing targeted interventions and support systems to address the specific needs of different genders affected by such incidents.

From a psychological perspective, the table underscores the significant psychological impact on individuals and communities affected by kidnapping incidents. The loss of lives, particularly among the hostages and inhibitors, can lead to profound grief, trauma, and psychological distress. These incidents create an atmosphere of fear, anxiety, and insecurity, not only among the immediate victims but also among the broader community.

Furthermore, the absence of specific information on the circumstances or causes of the fatalities in the table leaves room for speculation and uncertainty, which can contribute to heightened psychological distress. Individuals may experience heightened levels of hypervigilance, fear of future incidents, and mistrust in their surroundings. These psychological effects can have long-lasting consequences on the well-being, mental health, and social functioning of individuals and communities.

In light of the social and psychological aspects, it is crucial to address the root causes of kidnapping incidents and implement comprehensive strategies that prioritize community safety and well-being. This includes measures to enhance security, strengthen social support systems, provide psychological counseling and support services for those affected, and promote

community resilience and cohesion. Such interventions can help mitigate the sociological and psychological impacts of kidnapping incidents and contribute to the healing and recovery of individuals and communities affected by these tragic events.

Table12: The Number of Fatalities Resulting from Kidnapping Incidents

| | Hostages | | | Inhibitors | | | Security forces | | | Others | | |
|------------|----------|---|----|------------|---|----|-----------------|---|----|--------|---|----|
| | M | F | T | M | F | T | M | F | T | M | F | T |
| Kebele | | | | | | | | | | | | |
| Kisha | 12 | - | 12 | 15 | - | 15 | 5 | - | 5 | 5 | - | 5 |
| Debiresina | 2 | - | 2 | 8 | - | 8 | 3 | - | 3 | 2 | 1 | 3 |
| Mahin | 2 | - | 2 | 11 | - | 11 | 4 | - | 4 | 8 | - | 8 |
| Merena | - | - | - | 7 | - | 7 | 3 | - | 3 | 7 | - | 7 |
| Total | | | 16 | | | 41 | | | 15 | | | 23 |

Source, Focus Group Discussion

4.23 The Economic Impact of Kidnappings: Expenditure of Hostages' Ransom Money in the Area (2011-2015)

Table 13 provides information on the expenditure of hostages' ransom money in the area from 2011 to 2015. The table includes the four kebeles in the study area: Kisha Kebele, Debiresina Kebele, Mahin Kebele, and Merena Kebele. The figures represent the amount of money spent on kidnappings in each kebele. In Kisha Kebele, a total of 2.2 million Birr was spent on kidnappings during the specified period. This indicates a significant financial impact on the community due to ransom payments. Debiresina Kebele saw the expenditure of 1 million Birr on kidnappings. While the amount is lower compared to other kebeles, it still highlights the economic consequences of such incidents.

Mahin Kebele had the highest expenditure, with 4.5 million Birr spent on kidnappings. This indicates a substantial financial burden on the community and potentially reflects the higher frequency or severity of kidnappings in this kebele. In Merena Kebele, 2 million Birr was spent

on kidnappings. Although the amount is significant, it is lower compared to Mahin Kebele, suggesting a relatively lower impact on the community's finances.

From an economic perspective, the figures highlight the financial burden placed on the community as a result of kidnappings. The substantial amounts spent on ransom payments indicate a drain on the local economy, as valuable resources are diverted to meet the demands of kidnappers. This can have ripple effects on the overall economic well-being of the community, potentially leading to reduced investment, limited growth opportunities, and increased poverty levels. The expenditure of millions of Birr over the specified period underscores the scale of the economic impact and the need for effective measures to combat and prevent kidnappings.

On a social level, the expenditure of hostages' ransom money can contribute to social inequalities and divisions within the community. The financial burden falls disproportionately on those directly affected by kidnappings, causing financial distress and potentially exacerbating existing social disparities. Families and individuals who have to pay ransoms may face significant financial hardships, leading to increased vulnerability and challenges in meeting basic needs. This can widen the gap between socio-economic groups, creating social tensions and diminishing the overall social fabric of the community.

Moreover, the expenditure of ransom money perpetuates a cycle of violence and criminality. When kidnappers receive significant sums of money as ransom, it can incentivize further criminal activities, leading to more kidnappings and an ongoing cycle of fear and instability in the area. This not only affects the immediate victims and their families but also has broader social consequences, such as eroding trust, undermining community cohesion, and hindering social and economic development.

Addressing the economic and social impacts of hostage ransom expenditures requires a comprehensive approach. It involves implementing effective security measures to prevent kidnappings, strengthening law enforcement capabilities to apprehend and prosecute perpetrators, and promoting community resilience and support systems to assist affected individuals and families. Additionally, fostering socio-economic opportunities and reducing inequalities can contribute to a more stable and secure environment, reducing the incentives for kidnappings and the need for ransom payments.

In summary, the expenditure of hostages' ransom money has significant economic and social implications. It highlights the economic burden placed on the community and the potential social divisions and inequalities that arise as a result. Addressing these issues requires a multi-faceted approach that addresses the root causes of kidnappings and promotes socio-economic development and community resilience.

Table13: Expenditure of Hostages' Ransom Money in the Area (2011-2015)

| Kebele | The hostage's money has been spent on kidnappings in the area |
|-------------------|---|
| Kisha Kebele | 2.2 million Birr |
| Debiresina Kebele | 1 million Birr |
| Mahin Kebele | 4.5 million Birr |
| Merena Kebele | 2 million Birr |
| Total | 9.7 million Birr |

Source, focus group discussion

Chapter Five: Discussion

Ibrahim (2020) investigated the causes of kidnapping and its implications on Nigeria. Kidnapping in Nigeria is a pressing issue with significant implications for the country. The causes of kidnapping are multifaceted and can be attributed to various factors. These include socio-economic inequality, political instability, corruption, lack of law enforcement, and the presence of armed militant groups. Kidnapping activities are often driven by financial motives, with perpetrators seeking ransom payments. However, there are also cases of political and ideological motivations behind kidnappings, such as ethnic or religious conflicts.

The implications of kidnapping on Nigeria are far-reaching. From a socio-economic perspective, kidnapping undermines investment and economic growth, as it creates an atmosphere of fear and insecurity, discouraging businesses and foreign investors. The tourism industry is particularly affected, as the perception of Nigeria as an unsafe destination deters potential visitors. Kidnapping also leads to the displacement of communities, with individuals and families relocating to safer areas, disrupting social cohesion and straining resources.

Psychologically, kidnapping has a profound impact on victims, their families, and the wider society. It generates fear, trauma, and psychological distress among those directly affected, causing long-lasting emotional scars. Communities live in constant fear and anxiety, impacting their overall well-being and quality of life. The psychological implications extend to the general population, as kidnapping incidents erode trust in institutions and create a sense of insecurity within society.

Addressing the issue of kidnapping in Nigeria requires a multi-faceted approach. It involves strengthening law enforcement and security agencies to prevent and combat kidnapping activities. The government needs to tackle corruption and improve governance to address the underlying socio-economic factors that contribute to kidnapping. Socio-economic development programs, job creation initiatives, and poverty reduction measures can help alleviate some of the root causes of kidnapping. Additionally, fostering community engagement, promoting dialogue, and enhancing social cohesion are essential to building resilience and fostering a collective response to the issue.

In summary, the causes of kidnapping in Nigeria are complex, rooted in socio-economic, political, and security challenges. The implications are significant, affecting the economy, social fabric, and psychological well-being of individuals and communities. Addressing the issue requires comprehensive strategies that involve law enforcement, governance reforms, socio-economic development, and community engagement to effectively combat kidnapping and create a safer and more secure Nigeria.

The risk of kidnapping in Ethiopia has significant implications for social dynamics in the country. Kidnapping incidents can have wide-ranging effects on individuals, families, communities, and society as a whole. Understanding and addressing these risks is crucial for promoting safety, security, and social well-being (Morewitz, 2019). One of the key implications of the risk of kidnapping on social dynamics in Ethiopia is the erosion of trust and confidence within communities. Kidnapping incidents can create fear and apprehension among community members, leading to a breakdown in social cohesion and trust. People may become more wary of strangers and suspicious of others, impacting social interactions and relationships. This can

hinder community cooperation, solidarity, and collective action, ultimately affecting the social fabric of the society (Shortland, 2019).

The risk of kidnapping can also have economic implications, particularly in areas where kidnapping incidents are prevalent. Economic activities may be disrupted as individuals and businesses adopt precautionary measures, such as limiting travel or altering trade routes, to minimize the risk of being targeted. This can result in economic stagnation, reduced investments, and a decline in business confidence, impacting livelihoods and overall economic development (Uzorma, 2019). Furthermore, the risk of kidnapping can lead to social inequalities and disparities. Certain groups or regions may be disproportionately affected by kidnapping incidents, leading to differential access to opportunities, resources, and services. Vulnerable populations, such as marginalized communities or individuals with limited socioeconomic means, may face increased risks and challenges in navigating their daily lives. This can perpetuate existing social inequalities and hinder efforts to achieve social justice and inclusivity (Larsen, 2015).

The risk of kidnapping also poses significant challenges for the education sector in Ethiopia. Students and teachers may face heightened risks, leading to a fear of attending or working in educational institutions. This can result in increased dropout rates, disrupted learning, and reduced access to quality education. The long-term implications include limited educational opportunities, reduced human capital development, and potential negative impacts on social mobility and socioeconomic progress (Dea, 2016).

Additionally, the risk of kidnapping can impact social norms, cultural practices, and traditional ways of life. Communities may be forced to alter their behaviors, restrict their

movements, or modify their customs to mitigate the risk. This can result in changes to social dynamics, intergroup relationships, and cultural practices. Moreover, the prevalence of kidnapping incidents may shape perceptions and narratives, leading to the stigmatization of certain areas or communities, further exacerbating social divisions and prejudices (Bazarkulova, & Compton, J. (2021).

The Amhara region, located in northern Ethiopia, has experienced its share of security challenges, including the risk of kidnapping. While specific data and statistics on kidnapping incidents in the Amhara region may not be readily available, it is important to acknowledge the potential existence of such risks in various regions of Ethiopia. Kidnapping incidents can have significant implications for the social dynamics of the Amhara region. The occurrence of kidnappings can instill fear and anxiety among community members, leading to a breakdown in trust and social cohesion. This erosion of trust can hinder social interactions, community cooperation, and collective action, ultimately affecting the overall social fabric of the region.

In areas where kidnapping incidents are prevalent, the risk can have economic consequences as well. Businesses and individuals may adopt precautionary measures, such as altering travel routes or limiting commercial activities, to mitigate the risk of being targeted. These measures can disrupt economic activities, potentially leading to reduced investments, decreased business confidence, and negative impacts on livelihoods and overall economic development in the region.

Furthermore, the risk of kidnapping can contribute to social inequalities and disparities within the Amhara region. Certain groups or communities may be disproportionately affected by kidnapping incidents, leading to differential access to opportunities, resources, and services.

Vulnerable populations, such as marginalized communities or individuals with limited socioeconomic means, may face increased risks and encounter challenges in their daily lives, perpetuating existing social inequalities within the region.

In particular, Tach Armachiho Woreda has experienced a significant number of kidnapping cases between 2011 and 2015. This period saw a rise in kidnapping incidents that posed grave challenges to the education sector in the region. During this time, the frequency of kidnappings in Tach Armachiho Woreda created a climate of fear and insecurity among the local population. The incidents had a direct impact on the education system, affecting students, teachers, and parents alike. The risk of kidnapping had a severe effect on student attendance and enrollment rates. Parents were understandably concerned about the safety of their children and became hesitant to send them to school. This led to a decline in student numbers and disrupted the normal functioning of educational institutions in the woreda. Moreover, the heightened risk of kidnappings also had repercussions on teacher retention. Educators faced increased concerns for their personal safety, which made it challenging to attract and retain qualified teachers in the area. The shortage of teachers further exacerbated the difficulties in providing quality education to the students.

Beyond the immediate effects on attendance and teacher retention, the psychological impact of kidnappings cannot be underestimated. The constant threat of abduction weighed heavily on the minds of students, teachers, and parents, creating an atmosphere of fear and anxiety. This psychological distress hindered students' ability to concentrate and engage in their studies, negatively affecting their academic performance.

In response to these challenges, efforts were likely made to enhance security measures within schools and the surrounding communities. Increased police presence, community policing initiatives, and awareness campaigns may have been implemented to address the issue. However, it is important to note that specific measures taken and their effectiveness would require more detailed information about the local context.

The occurrence of frequent kidnappings in Tach Armachiho Woreda between 2011 and 2015 strained the relationship between schools and the local community. Rebuilding trust and collaboration became crucial to ensure that parents felt confident in sending their children to school and supporting educational endeavors. Strengthening community engagement and fostering open dialogue between schools, parents, and community members likely played a vital role in addressing the challenges posed by the kidnapping incidents.

The comparison between this research finding and the previously mentioned empirical research on the risk of kidnapping in the Amhara region of Ethiopia reveals several similarities. Both highlight the potential existence of kidnapping risks in various regions of Ethiopia and acknowledge the implications of such risks on social dynamics, economic activities, social inequalities, and the education sector. Both emphasize the erosion of trust and social cohesion as a consequence of kidnapping incidents, leading to fear and anxiety within communities.

Chapter Six - Conclusion and Recommendation

6.1 Conclusion

In conclusion, the research findings on the risk of kidnapping in educational institutions and its impact on various aspects provide valuable insights when analyzed from a social work perspective. From a social work lens, these findings highlight the critical importance of addressing the social, emotional, and practical needs of individuals, families, and communities affected by kidnapping incidents.

Drawing from a functionalist perspective, it is crucial to recognize the significant disruptions and strains that kidnapping incidents pose to the functioning of educational institutions. Social workers can play a vital role in helping schools and communities develop strategies to restore stability and ensure the continuity of education in the aftermath of such incidents.

Taking a conflict perspective, social workers can address the underlying power dynamics and social inequalities that contribute to the prevalence and impact of kidnapping risks. By advocating for the rights and well-being of marginalized communities and individuals, social workers can strive for greater social justice and equity in access to education and protection from kidnapping.

From an interactionist perspective, social workers can focus on rebuilding trust and fostering positive social interactions within communities affected by kidnapping incidents. By facilitating dialogue, providing counseling and support, and promoting community engagement, social workers can help rebuild social connections and mitigate the negative impacts of fear and suspicion.

The symbolic interactionist perspective emphasizes the importance of addressing the cultural and narrative changes resulting from kidnapping incidents. Social workers can work with communities to challenge stigmatization, promote resilience, and restore a sense of collective identity and pride.

Lastly, adopting a feminist perspective, social workers can recognize and address the gendered aspects of kidnapping risks. By supporting the empowerment and safety of women and girls, advocating for gender equality in education, and addressing the specific vulnerabilities they face, social workers contribute to creating a more inclusive and gender-responsive educational environment.

In summary, the social work perspective emphasizes the need to address the multidimensional impacts of kidnapping incidents on individuals, families, and communities. By providing support, advocating for social justice, fostering positive social interactions, challenging stigmatization, and promoting gender equality, social workers can contribute to creating safer, more resilient, and inclusive educational environments.

6.2 Recommendation

Based on the research findings and the implications of kidnapping incidents in Tach Armachiho Woreda, the Amhara Regional State, the Ethiopian Federal Government, and local officials should consider the following recommendations:

- Enhance security measures: Tach Armachiho Woreda officials, in collaboration with regional and federal authorities, should prioritize the improvement of security measures in the area. This includes increasing police presence, strengthening law enforcement

capabilities, and implementing proactive strategies to prevent and respond to kidnapping incidents.

- Establish community-based initiatives: Encouraging community engagement and collaboration is crucial for addressing the risk of kidnapping. Local officials should work closely with community leaders, organizations, and residents to establish community watch groups or neighborhood associations. These initiatives can enhance community safety, facilitate information sharing, and promote collective responsibility in preventing and addressing kidnapping incidents.
- Strengthen the education sector: Given the significant impact of kidnapping on educational institutions, Tach Armachiho Woreda officials should focus on measures to protect students, teachers, and school staff. This includes implementing safety protocols, conducting risk assessments, and providing security training and support to educational institutions. Additionally, efforts should be made to address the dropout rates resulting from kidnapping risks, such as implementing catch-up programs and providing psychosocial support to affected students.
- Promote economic development: Kidnapping incidents can have adverse economic consequences, hindering investments and economic activities. Tach Armachiho Woreda officials, with support from the regional and federal governments, should prioritize economic development initiatives in the area. This includes promoting entrepreneurship, attracting investments, and creating job opportunities. Enhancing economic development can not only improve livelihoods but also contribute to reducing the incentives for criminal activities such as kidnapping.

- Improve infrastructure and transportation: Inadequate infrastructure and limited transportation options can exacerbate the risk of kidnapping. Tach Armachiho Woreda officials, in collaboration with relevant authorities, should invest in improving road networks, enhancing public transportation systems, and ensuring well-lit and secure public spaces. These measures can improve mobility, reduce vulnerability, and enhance the overall safety of residents and visitors.
- Strengthen coordination and information sharing: Effective coordination and information sharing among Tach Armachiho Woreda officials, regional authorities, and the Ethiopian Federal Government are crucial for addressing the risk of kidnapping. Establishing mechanisms for regular communication, sharing intelligence, and coordinating joint operations can enhance the effectiveness of preventive and response efforts.
- Raise public awareness and education: Public awareness campaigns can play a significant role in addressing the risk of kidnapping. Tach Armachiho Woreda officials, in collaboration with regional and federal governments, should develop and implement awareness programs to educate the public about the risks, preventive measures, and available support systems. This can empower individuals and communities to take necessary precautions and report suspicious activities.
- Strengthen legal frameworks and law enforcement: The Ethiopian Federal Government should review and strengthen legal frameworks related to kidnapping offenses, ensuring appropriate penalties and deterrence measures. Furthermore, efforts should be made to enhance the capacity of law enforcement agencies in investigating and prosecuting kidnapping cases. This includes providing specialized training, resources, and technical support to improve the efficiency and effectiveness of law enforcement efforts.

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Appendix1: question for teachers

Debre Markoss Universty College oe Business and Economics Department of Economics

Name of School.....date.....

Dear participants

This is a questioner primarily designed to carry out a thesis for the partial fulfillment of the requirements for Degree of Master of Social Work entitled that intended to explore the Risk of Kidnapping on Social Relationship, Educational Institutions and Human Survival in Tach Armachio Wereda will be included. In doing so, your schools are one of the sampling of the study. The information you provided is fully required for academic purposes only and shell be keep it strictly.

General remark

Please read carefully the following in instruments

- A. Please answer all questions provided
- B. Do not write your name in this paper you answer for this questionnaire will be confidential and only will use for academic not for any other purposes.
- C. Your filling this questionnaire is high appreciated
- D. From table questions, please answer by putting “√” in the box provided, and from multiple choice questions, please encircle on the questioner provided.

General Question for Personal Information

1. Sex of respondent (a) male (b) female
2. Age of respondent (a) 22-30 (b) 31-40 (c) above 41
3. What is your religion? (a) Orthodox (b) Muslim (c) Others
4. What is your education level? (a) Advance Diploma (b) BA degree (c) MS degree
5. For how many years have you been a teacher (a) 1-5 years (b) 6-10 years (c) 15-20 years
(d) above 21 years

On the major risk of educational institutions, teachers questionnaires

1. Has kidnapping ever happened on students and teachers in educational institutions?
(a) Yes (b) No
2. How much are the local schools under the risk of due to kidnapping?
(a) High (b) Medium (c) Low
3. Have any schools stopped providing services due to the risk of kidnapping?
(a) Yes (b) No
4. If the answer to question 3 is yes, how many schools have stopped teaching and learning by the risk of kidnapping? (a) From 1-5 (b) From 6-10 (c) From above 11
5. Do you believe that kidnapping happens to students outside of educational institutions?
(a) Yes (b) No
6. If yes to question number 5, how many students were hostages?
(a) 1-5 students (b) 6-10 students (c) above 10 students
7. In turn number 5, if the answer is yes, victim students will go back to their studies?
(a) Yes (b) No (c) They will partially return
8. Due to the risk of kidnapping, do teachers stop teaching and go to another place?

(a) Yes (b) No

9. If the answer to question 8 is yes, how many teachers quit their jobs because of the risk of kidnapping? (a) From 1-10 Teachers (b) From 11-20 Teachers (c) From above 21 Teachers
10. Kidnapped students, were they released after their families paid money?
(a) Yes (b) No
11. If the answer to question 10 is yes, how much money will pay?
(a) 10 -50 thousand (b) 50-100 thousand (c) above 100 thousand
12. Has there ever been kidnapping of people other than students in area?
(a) Yes (b) No
13. Students will be harmed when they are released after being kidnapped?
(a) Yes (b) No
14. If the answer to number 13 is yes, what kind of damage was done?
(a) Physical injury (b) Mental disorder (c) All is the answer
15. Has there ever been a danger of death of abducted students due to kidnapping?
(a) Yes (b) No
16. If the answer to number 15 is yes, how many students died?
(a) 1-5 students (b) 6-10 students (c) more than 10 students
17. Who is at the highest risk of kidnapping in the area? (a) on students (b) against shepherds (c) on young people (d) In adults (e) On the teacher (f) All are the answer
18. Who does the kidnapping focus on the most? (a) on students (b) against shepherds (c) on young people (d) In adults (e) On the teacher (f) All are the answer
19. What problem has the risk of Kidnapping in educational institutions caused?

4. Very high 3. High 2. Medium. 1. Low

| Types of problem | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Students drop out of school due to the risk of kidnapping. | | | | |
| Students drop out of school after being kidnapped and released | | | | |
| Death | | | | |
| Physical injury | | | | |
| Mental disorder/anxiety/ | | | | |
| Students leave the area due to kidnapping and migrate to another place. | | | | |
| Absence of teachers in educational institutions due to fear of kidnapping | | | | |
| Abduction of teachers | | | | |

Appendix2: Key informant interview guidance

Interview is prepared for fulfilling the requirements of post graduate focusing on the risk of kidnapping to an educational institution. The key informants of this interview are the principal and describe the extent of the risk of kidnapping in educational institutions. First of all, thank you very much for your willingness to answer the question

Participant information

1. Sex of respondent (a) male (b) female
2. Age of respondent (a) 22-30 (b) 31-40 (c) above 41
3. What is your religion? (a) Orthodox (b) Muslim (c) Others
4. Education level? (a) Advance Diploma (b) BA degree (c) MS degree
5. Responsibility (a) Principal (b) M/L Principal (c) Teacher
6. Period of service (a)1-0 years (b) 11-20 years (c) above 21 years

Basic interview questions for the proposal of the study

1. How many students have been abducted in the school since 2011?
2. How many students have dropped out of school since 2011 due to risk of kidnapping?
3. How many students left their villages and fled to the city from 2011-2015 due to the risk of kidnapping at the school?
4. How many teachers have been displaced in the school since 2011 due to risk of kidnapping?
5. Has kidnapping ever happened to teachers, how often did it happen?

Appedix3: Focus Group Discussion points/guide

Dear Participants

My name is Mulu Sendeke and I am a graduate student in the Department of PROJECT PLANING MANAGEMENT DEBRE MARKOSE UNIVERSTY doing supplementary research for my master's degree. The study also focuses on the risk of kidnapping on social relations, educational institutions and human survival Tach Armachho Wereda cenentral Gondar.

The purpose of this discussion is to gather information about the risk kidnaping of this study and the information gathered from this discussion will be used only for this study.

Participant information

1. Gender (a) Male (b) Female
2. Age of respondent (a) 40-55 years (b) 56-70 years (c) above 71 years
3. Religion (a) Orthodox (b) Muslim (c) others
4. Working condition (a) Farmer (b) Merchant
5. The responsibility of the Kebele (a) Kebele Administration (b) Country Elder (c) others

Focus Group Discussion points/guide/

1. How many people have been abducted since 2011 when the abductions started in the local community?
2. Is there a family leaving the village for the city due to the risk of kidnapping? How much?
3. Has there ever been a death due to kidnapping and how many people were injured?
For example, how many people died and were injured, Hostages, Inhibitors, security forces and others?
4. How much money has been spent on kidnappings in the area? Is it given to Inhibitors
5. How much money has been spent in the area due to the risk of kidnapping? Is it given to Inhibitors
6. What danger does kidnapping have on community relations/what problems has it caused on community relations? For example, the so-called community relations in weddings, Christianity and various religious associations?
7. Is there a church in the study area that is closed due to the risk of kidnapping? How much is it?
8. If you have any additional ideas?

አባሪ 1: ጥያቄ ለመምህራን

የደብረማርቆስ ዩኒቨርሲቲ ቢዝነስና ኢኮኖሚክስ ትምህርት ክፍል

የትምህርት ቤት ስም.....ቀን.....

ውድ ተሳታፊዎች

ይህ በዋናነት ፕሮጀክት ፕላንግ ማነጅመንት ማስተርስ ዲግሪ የተቀመጡትን መስፈርቶች በክፊል ለማሟላት ተሲስ ለማካሄድ የተነደፈ ጠያቂ ነው። በታች አርማጭሆ ወረዳ ውስጥ በማህበራዊ ግንኙነት፣ የትምህርት ተቋማት እና የሰው ልጅ ሕልውና ላይ የጠለፋ ስጋት ለመመርመር የታሰበ ነው። ይህን ሲያደርጉ፣ ትምህርት ቤቶችዎ ከጥናቱ ፍሙናዎች ውስጥ አንዱ ነው። ያቀረቡት መረጃ ሙሉ ለሙሉ የሚፈለገው ለአካዳሚክ ዓላማዎች ብቻ ነው እና በጥብቅ ያስቀምጡት።

አጠቃላይ አስተያየት

እባክዎ በመሳሪያዎች ውስጥ የሚከተሉትን በጥንቃቄ ያንብቡ

ሀ. እባክዎን ሁሉንም ጥያቄዎች ይመልሱ

ለ. ለዚህ መጠይቅ የሰጡት መልስ በዚህ ወረቀት ላይ ስምዎን አይጻፉ ሚስጥራዊ ይሆናል እና ለሌላ ዓላማ ሳይሆን ለአካዳሚክ ብቻ ጥቅም ላይ ይውላል።

ሐ. ይህን መጠይቅ መሙላትዎ ከፍ ያለ ምስጋና እናቀርባለን።

መ. ከሠንጠረዥ ጥያቄዎች፣ እባክዎን በተዘጋጀው ሳጥን ውስጥ “√” በማስቀመጥ ይመልሱ እና ከብዙ ምርጫ ጥያቄዎች እባክዎን በቀረበው ጠያቂ ላይ ይክበብ

ለግል መረጃ አጠቃላይ ጥያቄ

1. ጾታ (ሀ) ወንድ (ለ) ሴት
2. ዕድሜ (ሀ) 22-30 (ለ) 31-40 (ሐ) ከ 41 በላይ
3. ሃይማኖት/ሽ/ ምንድን ነው? (ሀ) አርቶዶክስ (ለ) ሙስሊም (ሐ) ሌሎች
4. የትምህርት ደረጃዎ ስንት ነው? (ሀ) የቅድሚያ ዲፕሎማ (ለ) ቢኤ ዲግሪ (ሐ) MS ዲግሪ

5. ለምን ያህል አመታት አስተምረዋል(U) ከ1-5 አመት (ለ) ከ6-10 አመት (ሐ) ከ15-20 አመት (መ) ከ21 አመት በላይ

በትምህርት ተቋማት ዋና ዋና የአፈና ስጋቶች ላይ, ለመምህራን የቀረበ መጠይቆች

1. በትምህርት ተቋማት ውስጥ በተማሪዎች እና በመምህራን ላይ አፈና ተከስቶ ያውቃል? ሀ.

አወን ለ. የለም

2. በአካባቢው ያሉ ትምህርት ቤቶች በአፈና ምክኒያት ምን ያህል ስጋት ላይ ናቸው?

ሀ. በከፍተኛ ለ. በመካከለኛ መ. በዝቅተኛ

3. በአፈና ስጋት ምክኒያት አገልግሎት መስጠት ያቆሙ ትምህርት ቤቶች አሉ?

ሀ. አወን ለ. የለም

4. ለጥያቄ 3 መልሱ አዎ ከሆነ ስንት ትምህርት ቤቶች በአፈና ስጋት መማር እና መማር አቁመዋል? ሀ.

ከ1-5 ለ. ከ6-10 መ. ከ11 በላይ

5. አፈና ከትምህርት ተቋማት ውጭ በተማሪዎች ላይ ይከሰታል ብለው ያምናሉ?

ሀ. አወን ለ. የለም

6. በጥያቄ ቁጥር 5 መልሱ አወን ከሆነ፣ ስንት ተማሪዎች ላይ እገታ ተፈጻሚዎቻቸው?

ሀ. 1-5 ተማሪዎች ለ. ከ6- 10 ተማሪዎች መ. ከ10 በላይ ተማሪዎች

7. በተራ ቁጥር 5 መልሱ አወን ከሆነ፣ ተጎጂ ተማሪዎች ወደ ትምህርታቸው ይመለሳሉ?

ሀ. አወን ለ. የለም መ. በከፊል ይመለሳሉ

8. በአፈና ስጋት ምክኒያት መምህራን ማስተማር አቁመው ወደ ሌላ ቦታ ይሄዳሉ?

ሀ. አወን ለ. የለም

9. ለጥያቄ 8 መልሱ አዎ ከሆነ ምን ያህሉ መምህራን በአፈና ስጋት ስራቸውን አቁመዋል?

U. ከ1-10 ለ.ከ11-20 መ. ከ21 በላይ

10. ታፍነው የተወሰዱ ተማሪዎች፣ ቤተሰቦቻቸው ገንዘብ ከከፈሉ በኋላ ነው የተፈቱት?

U. አወን ለ. የለም

11. በተራ ቁጥር 10 መልሱ አወን ከሆነ፣ ምን ያህል ገንዘብ ይከፍላሉ?

U. 10ሺ-50ሺ ለ. 50ሺ-100ሺ መ. ከ100ሺ በላይ

12. በአካባቢው ከተማሪዎች ውጪ ሌሎች ሰዎች ታፍነው ያውቃል?

U. አወን ለ. የለም

13. ተማሪዎች በአፈና ውስጥ ቆይተው ሲፈቱ ጉዳት ይደርስባቸዋል U. አወን ለ. የለም

14. በተራ ቁጥር 13 መልሱ አወን ከሆነ፣ ምን አይነት ጉዳት ነው የሚደርሰው?

U. የአካል ጉዳት ለ. አምሮዊ ጉዳት መ. ሁሉም መልስ ነው

15. በአፈና ምክንያት በታፈኑ ተማሪዎች ላይ የሞት አደጋ ደርሶ ያውቃል?

U. አወን ለ. የለም

16. በተራ ቁጥር 15 መልሱ አወን ከሆነ፣ ስንት ተማሪዎች ላይ የሞት አደጋ ደርሶ?

U. 1-5 ተማሪዎች ለ. 6-10 ተማሪዎች መ. ከ10 ተማሪዎች በላይ

17. በአካባቢው ከፍተኛ የአፈና ስጋት ያለው ማንው? U. በተማሪዎች ላይ

ለ. በእረኞች ላይ ሐ. በወጣቶች ላይ መ. በጎልማሶች ላይ ሠ. በመምህርን ላይ

ረ. ሁሉም መልስ ናቸው

18. አፈናው የበለጠ የሚያተኩረው በማን ላይ ነው? U. ተማሪዎች ላይ

ለ. በእረኞች ላይ ሐ. በወጣቶች ላይ መ. በጎልማሶች ላይ ሠ. በመምህርን ላይ

ፈ. ሁሉም መልስ ናቸው

19. በትምህርት ተቋማት ውስጥ ያለው የአፈና ስጋት ምን ችግር አስከትሏል?

4. በጣም ከፍተኛ 3. ከፍተኛ 2. መካከለኛ 1. ዝቅተኛ

| የችግሮች አይነቶች | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| ተማሪዎች በአፈና ስጋት ምክንያት ትምህርት ማቋረጥ | | | | |
| ተማሪዎች ታፍነው ከተፈቱ በኋላ ትምህርት ማቋረጥ | | | | |
| ሞት | | | | |
| የአካል ጉዳት | | | | |
| የአምራዊ ችግር/ጭንቀት/ | | | | |
| ተማሪዎች በአፈና ስጋት ምክንያት አካባቢውን ለቆው ወደ ሌላ ቦታ ይሰደዳሉ | | | | |
| በአፈና ስጋት ምክንያት በትምህርት ተቋማት ውስጥ የመምህራን ስራ መልቀቅ | | | | |
| የመምህራን መታፈን | | | | |

የቁልፍ መረጃ ሰጪ ቃለ መጠይቅ መመሪያ

ቃለ መጠይቅ የድህረ ምረቃ መስፈርቶችን ለማሟላት የተዘጋጀው አፈና በትምህርት ተቋም ላይ በሚያደርሰው ስጋት ላይ በማተኮር ነው። የዚህ ቃለ መጠይቅ ቁልፍ መረጃ ሰጪዎች ርዕሰ መምህራን ሲሆኑ በትምህርት ተቋማት የመደርሰውን የአፈና ስጋት ይገልጻሉ። በመጀመሪያ ጥያቄውን ለመመለስ ፈቃደኛ ስለሆናችሁ በጣም አመሰግናለሁ

የተሳታፊ መረጃ

1. ጾታ ሀ. ወንድ ለ. ሴት

2. ዕድሜ U. ከ22-30 ለ. ከ31-40 ሐ. ከ41 በላይ
3. ሃይማኖት U. ኦርቶዶክስ ለ. ሙስሊም ሐ. ሌሎች
4. የትምህርት ደረጃ U. ቅድሚያ ዲፕሎማ ለ. ቢኤ ዲግሪ ሐ. MS ዲግሪ
5. ሃላፊነት U. ርዕሰ መምህር ለ. ም/ል ርዕሰ መምህር ሐ. መምህር
6. የአገልግሎት ዘመን U. ከ1-5 ለ. 6-10 ሐ. ከ15-20 ሙ. ከ21 በላይ

ለጥናቱ ሀሳብ መሰረታዊ የቃለ መጠይቅ ጥያቄዎች

1. በትምህርት ቤቱ ከ2011 ዓም ጀምሮ ምን ያህል ተማሪዎች ላይ አፈና ተከስቶ ያውቃል?
2. በትምህርት ቤቱ በአፈና ስጋት ምክኒያት ከ2011 ዓም ጀምሮ ምን ያህል ተማሪዎች ትምህርታቸውን አቋርጠዋል?
3. በትምህርት ቤቱ በአፈና ስጋት ምክኒያት ከ2011-2015 ዓም ምን ያህል ተማሪዎች ከቤተሰቦቻቸው ጋር ቀበሌያቸውን ለቀው ወደ ከተማ ተሰደዋል?
4. በትምህርት ቤቱ ከ2011 ጀምሮ ስንት መምህራን በአፈና ስጋት ተፈናቅለዋል?
5. መምህራን ላይ አፈና ተፈጽሞል ያውቃል ምን ያህል ተከሰተ?

የስምምነት ቅጽ

ስሜ ሙሉ ሰንደቅ እባላለሁ በደብረማርቆስ ዩኒቨርሲቲ ቢዝነስና ኢኮኖሚክስ ክፍል የድህረ-ምረቃ ፕሮግራም ተማሪ ስሆን ለሁለተኛ ዲግሪ መመረቂያ የሚሆን የማሟያ ጥናት እያደረኩኝ እገኛለሁ። ጥናቱም የሚያተኩረው በማዕከላዊ ጎንደር ዙሪያ በታች አርማጭሆ ወረዳ እገታ በማህበራዊ ግንኙነት፣ በትምህርት ተቋማት እና በሰው ልጅ ህይወት ላይ የሚያደርሰው አደጋ ነው። የዚህ ውይይት አላማ በዚህ ጥናት የስጋት መረጃዎችን ለመሰብሰብ ሲሆን ከዚህ ውይይት የሚሰበሰበው መረጃ ለዚህ ጥናት ብቻ የሚውል ይሆናል።

የተሳታፊዎች መረጃ

1. ጾታ ሀ. ወንድ ለ. ሴት
2. ዕድሜ ሀ. ከ40-55 ዓመት ለ. ከ56-70 ዓመት ሐ. ከ71 ዓመት በላይ
3. ሃይማኖት ሀ. ኦርቶዶክስ ለ. ሙስሊም ሐ. ሌሎች
4. የስራ ሁኔታ ሀ. ገበሬ ለ. ነጋዴ
5. በቀበሌው የአለው ሃላፊነት ሀ. ቀበሌ አስተዳደር ለ. የሃገር ሽማግሌ ሐ. ሌሎች

ስለዚህ እባክዎት ሃሳባችሁን በነጻነት ተወያዩ። የመወያያ ነጥቦች

1. በአካባቢው ማህበረሰብ ውስጥ አፈናው ከተጀመረበት ከ2011 ጀምሮ ስንት ሰው ታፍኗል?
2. አፈና በማህበረሰብ ግንኙነት ላይ ምን አደጋ አለው/በማህበረሰቡ ግንኙነት ላይ ምን ችግር አድርጓል? ለምሳሌ የማህበረሰቡ ግንኙነት የሚባሉት በሰንበቴዎች፣ በደቢያቶች፣ በሰርግና ክርስትና እና በተለያዩ ሃይማኖታዊ ማህበሮች?
3. በአፈና ምክንያት የሞተ እና ስንት ሰው ቆስሏል? ለምሳሌ ስንት ሰው ሞተ እና ቆስሏል፣ ታጋቾች፣ አጋቾች፣ የደህንነት ሃይሎች እና ሌሎች?
4. በአፈና ስጋት ምክንያት ሙንደሩን ለቆ ወደ ከተማ የሚሄድ ቤተሰብ አለ? ምን ያህል?
5. በአካባቢው በአፈና ምክንያት ምን ያህል ገንዘብ ወጭ ተደርጓል? ለአጋቾች የተሰጠ ማለት ነው?
6. በአካባቢው በአፈና ስጋት ምክንያት ምን ያህል ገንዘብ ወጭ ተደርጓል? ለአጋቾች የተሰጠ ማለት ነው?
7. በአካባቢው በአፈና ስጋት ምክንያት የተዘጋ ቤቴክርስቲያን አለ? ምን ያህል ነው?
8. ተጨማሪ ሀሳብ ካላችሁ?