

EFFECT OF ARMED BANDITRY ON SOME SELECTED SECONDARY SCHOOLS EDUCATIONAL DEVELOPMENT IN ZAMFARA STATE

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ABSTRACT

This paper investigated effect of Banditry on Some Selected Secondary School Educational Development in Zamfara State. Armed banditry, particularly mass abduction of secondary school children by unknown armed group became complex over time. The study tried to assess the effect of armed banditry on some selected secondary school educational development. Data for the study were generated from primary and secondary sources. Questionnaire, interview and observation are the instrument used for primary data. The secondary data used in this study were the Zamfara state ministry of education school enrolment, school external examinations, and quality assurance record. Four staff of quality assurance department in the Zamfara state ministry of education, teachers, parents and members of SBMC was purposively selected for an interview. Classrooms, libraries, laboratories and hostel accommodation affected by banditry were carefully observed. The population of study was 4285 and the sample size is 373 respondents drew from researcher Advisers table 2006. The paper adopted stratified random sampling for quantitative data and purposive sampling for qualitative data. Both descriptive and inferential statistics were used in presenting and analyzing the data obtained. Simple regression was used in testing hypotheses using SPSS version 25 and thematic analysis was adopted to analyze the qualitative data (Interview). Educational productivity theory was used as a theoretical framework. The study found that banditry has significant effects on educational development of some selected secondary schools in Zamfara state. The study recommends among others that there is need for government at both federal and state to evacuate and accommodate the affected students to a more secured learning environment within the state in order to reduce the declining rate of students' enrolment in the state.

Key Words: Academic Performance, Banditry, Educational development, Educational Enrolment,

1.1 Introduction and problems in context

One of the major security threats of the 21st century in African countries especially in Nigeria is the armed banditry and related crime. Armed banditry in Nigeria has almost affected all the three geo-political northern regions of the country and some part of south and western part of the country. Educational institutions are the most negatively impacted by the rising violent attacks. Secondary school education in Nigeria has collapsed on the account of banditry particularly in the northern region. A region with historical trajectory of been educationally disadvantaged. Premium Times reported that according to statistical data by UNESCO Institute for statistics (UIS) and Global Education Monitoring (GEM) 2022, Nigeria has about 20 million out-of-school children (Premium Times, 2022). Also 40% of Nigerian children in the north do not attend any primary school owing to banditry attacks (Tribune, 2022). This situation is growing worse due to the degenerating security situation particularly in the northern region. Zamfara state has recorded about 61.4% out of school children on account of insecurity in the state (Tribune, 2022). Insecurity such as banditry become deteriorating with the proliferation of small and light arms and the existence of porous border in the region.

It is devastating that, Zamfara state has become epicenter and theatre of banditry attacks in Nigeria Faruk and Chukwu (2020) It is also trending in the dailies of pre-mediated kidnapping, killings, village raiding and other related crimes and attacks frequently in the state. These attacks are heightened and worrisome with suspicion that security agencies and other informants have been compromised by giving vital security information to the perpetrators. These necessitate the state government with no option than to shut-down telecommunications networks in the state in order to intensify the fight against bandits (Vanguard, 2019).

The tragedy of banditry in Zamfara state have become more complicated particularly with reported case where gunmen abducted 15 and killed 4 students and teachers from College of Agriculture and Animal health science Bakura (BBC, 16 Aug 2021). Attacks and counter banditry attacks in form of kidnapping have led the state governments with no options than to order the closure of all educational institutions in the state. Parents also consider pulling their children out of schools where safety is not guaranteed (Bukar, Shua and Ibrahim, 2020).

1.2 Statement of the Research Problem

Insecurity such as banditry and student abduction has led to shut down of many educational institutions in Nigeria. In December 2020 no fewer than 11,536 schools were closed due to abductions and security issues in Nigeria (UNICEF, 2022) with devastating consequences on the educational development in the country. Also, in 2021 United Nations Children's Funds have reported that, there are about 5,330,631 students whose education were disrupted due to attacks on schools and kidnapping of students in the northern region. The report also stated that 618 schools were shut down and remained closed in the northern states owing to banditry and kidnapping (Punch, 2021).

It became famous that the educational development of Zamfara state has been threatened by banditry and declining over the years. For the past two decades (2011 to-date) banditry have become a cog to the wheel of educational success in the State. The state has been battling with the incessant banditry attacks and kidnapping of school children's. Zamfara State has recorded the highest number of abduction of about 327 learners on incidences of attacks on secondary school's education in the country (Tribune, 2021). Bandits arrived in schools; mostly they dressed in military uniforms at night. Sometimes School children were forced to trek using footpath, others were herded away. Once their victims were in their custody or hideouts, they demanded ransom from the authorities. In fact, between 2018 and 2021 no fewer than 73 secondary schools in Zamfara state were shut down at the middle of external examination (Premium Times, 2021) this is a major setback ever in the history and educational development of the state.

Banditry and kidnapping has unarguably poses threats to the secondary student's enrolment and retention in Zamfara state. There is unprecedented decreased in student's enrolment and retention in the state. Statistical data available indicated that as at 2011 the rate of educational enrolment and retention of secondary school students declined to about 23% owing to incessant attacked by bandits, kidnapping of school's students and village raiding in the State. The declined in the rate of student's enrolment however increased to 37% in 2012, slight decreased to 39% in 2013, increased to 45% in 2014, 47% in 2015, 51% in 2016, slight decreased to 43% in 2017 and increased to 55% in 2018, 58% in 2019, 62% in 2020 and to about 74.8% in 2021(Zamfara State Ministry of Education, 2021). These deteriorating incidents of banditry attacks and kidnapping has significantly affected secondary school educational enrollment, retention and teacher's attendance in the state.

The wave of banditry attacks and student's abduction in the state has a detrimental effect on academic performance of secondary school students in the state. The statistical data on secondary school's academic performance in the state indicated that in 2011 only 1,940 students representing 5% out of 39,199 students passed the external examinations with five credit and above in Zamfara state on account of insecurity especially kidnapping in the state, 6% in 2012, 5% in 2013. In 2014 however, the performance level was 16% and dropped to 13% in 2015. The percentage also dropped to 6% in 2016

and 4% in 2017 with a slight increased to 8% in 2018, 9% in 2019, 8% in 2020 and decreased to 5% in 2021(Zamfara State Ministry of Education,2021).

Banditry in the state has also scared school inspectors to effectively ensure compliance with sound educational guidelines and quality control of academic activities of the secondary schools in Zamfara State. Most inspectors posted to the banditry prone areas either reject posting or may not report to schools owing to fear of banditry attacks. The enormous consequences of these attacks have also scared parents from sending their children to schools in fear of being kidnapped. Also, teachers are scared of being kidnapped by bandits. These have posed negative implication on educational development in the state.

Thus, as proactive strategies to avoid attacks particularly banditry and student's abductions in Zamfara state, authorities at both federal and state levels have adopted several measures aimed at curtailing the challenges of insecurity particularly mass abduction of school children in the State. These measures were both militaristic and non-kinetic institutional measures against insecurity. These include counter banditry operation named (Operation Harbin Kunama) launched in 2015, operation accord launched in 2020, banning the sales and use of motorcycle in some part of the insecurity prone areas in 2021, shut down of all telecommunication networks in Zamfara State in 2021, shut down of all markets in the state in 2021, banning the sales of petrol in all fuel station except those operating in local government headquarters in 2021, suspension of all mining activities in the state in 2019, setting up eleven man committee to review the performance of secondary school student external examination 2018, and amnesty programs in the state in 2021. Also the willful damaged caused by the rural banditry has necessitated government and other stakeholders in channeling resources for the consequences of the attack in either construction or rehabilitations of the destructed facilities (Ukwunna and Nwosu, 2019). The Federal Government's also came up with "Safe School Initiative" programme with the aimed to provide teachers, parents and students with adequate information on safety skills to end school kidnappings and attacks.

Unfortunately, these unpleasant phenomena have continued to ravage even more intensively. In 2021, the state government observed that in spite of concerted efforts and plethora of measures in the fight against insecurity in Zamfara State, the security situation especially kidnapping secondary school students is still worsening in the state indicating the failure of these measures, especially with a reported case where gunmen abducted 73 students of Government Secondary School Kaya in Maradun (Premium Times, 2021)). The fundamental question is that, what has been the effect of banditry in the educational development of Zamfara state particularly secondary school educational development. This is the central problem which the paper has investigated.

1.1 Objective of the paper

The objective of the paper is to assess the effect of banditry on educational development in some selected secondary school in Zamfara state.

1.3 Hypothesis

Ho: Banditry has no significant effect on some selected secondary school educational development in Zamfara state.

2.0 Literature Review

2.1 The Concept of Armed Banditry

The concept of armed banditry is not a new one like many other concepts in social science has been subjected to different interpretations in both theoretical and empirical contexts (Baba, 2021). It is the use of modern weapons by hoodlums in perpetrating crimes like rape, armed robbery, kidnapping, cattle rustling, and proliferations of illegal arms. It is an organized crime involving attacking villages and communities engaging in killings and inflicting pains on innocent citizens in order to achieved set economic or retaliating objectives (Okoli and Okpaleke 2014). This assertion is similar with the view of Kwaja and Abdul (2014) who opined that armed banditry is a crime related to cattle rustling or practice

of stealing the cattle from the ranches, mostly driven by economic motives organized by hoodlums; it's tied with incessant conflict between Fulani herdsmen and farmers.

As a phenomenon also, armed banditry is not a new one. According to Rufa'i (2021:2) Banditry activities is not a new phenomenon in the West African countries, it has some historical antecedents in the area. He advocated that:

Cross-border crimes in West Africa have been in existence since the colonial period. Initially, they were manifested in the form of individuals at the borders, as well as transnational syndicates who engaged in the trafficking of drugs, arms and human beings, among other things, as means of livelihood. West African criminal networks are generally characterized by their flexibility and ability to take on different forms and mode of operations. The criminal enterprises in West Africa used similar techniques to that of legitimate traders and business people, typical of lineage-based cities.

This advocacy is similar with the argument made by Jaafar (2018) who argued that rural banditry is not a new one; it has started during the colonial era and has this to say:

In those days, wayfarers and merchants travelling along our local economic roads usually faced the threats and dangers of ambush from nondescript bandits. Armed bandits and criminals were known to be targeting goods ferried on the back of donkeys, camels and ox carts. Those bandits on our trade routes would forcefully take those goods and disappear into the bush. That is just one dimension of the problem. In other instances, the bandit would sometimes raid farming communities and Villages with the intent of willful killing and wanton destruction of property. During Such raids the bandits would destroy virtually everything on their path, including Valuables, farm produce etc. This subculture has been in existence even before the Coming of colonialists to the territories of Northern Nigeria Jafar (2018, 2).

Rufai (2021) in his observation noted that armed banditry was an organized crime using weapons such like self-loading pistols, rifles, carbines, sub-machine guns, assault rifles and AK 47 in perpetrating the crimes consisting of killing, raiding of villages and market by forcefully collecting valuables items from the victims for economic accumulations. He further observed that:

Approximately, there are over 10,000 armed bandits operating across different part of Zamfara State. These have so far killed over 12,000 Peoples and stole about 250,000 live stock from 2011-2021. About 120 villages Destroyed, while 50,000 people were either internally Displaced or made refugees in the neighboring Niger Republic. The traditional praise singers and oral historian spoke on how the activities of bandits affected trade another economic pursuit in the pre- colonial era, some traditional rulers around Dansadai area were accused of Colluding with bandits in armed robbery and rustling around 1891.

According to West African Early Response Network WARN (2019) armed banditry is forcefully taking away victim's properties using threats and sophisticated weapons by the hoodlums. The occurrences of which is mostly associated with killings, village raiding, and destructions of lives and properties of the victims. The report (WARN, 2019) further revealed that, the pervasive armed banditry and its associated threats to human security in the northern region and the multifaceted nature of criminality involve has made the governors of the north-western region with no option other than to negotiate with a number of bandits operating in the region to curb the menace and address the insecurity in the region. For-instance the Katsina State Governor Masari has visited the bandits in their hideout in the forest and pardons the criminals in Jan 2017. Similar to this report was a report by small armed survey (2020), who reported that, armed bandits are group of organized gangs equipped with small arms with the capacity to challenge the states monopoly of legitimate force, perpetrating crimes such as cattle rustling, kidnapping, armed robbery, destructions of lives and properties.

Ogbonnaya (2020) also considered armed banditry as armed violence perpetrated by criminal groups and syndicates in the country's border areas. It comprises criminality targeted at human life and properties. The most common examples of armed banditry in Nigeria are armed robbery, kidnapping, stock theft or cattle rustling. The victims are usually individuals and communities with material

valuables. Okoli & Ugwu (2019) conceptualized armed banditry as organized crimes with violence consisting armed robbery, cattle rustling and kidnapping through the use of force or threat thereby intimidating individuals and groups mostly rural communities, the perpetrators engages in killings, rapping and robbing the victims.

2.2 The Causes and Drivers of Armed Banditry

West African Early Warning and Early Response Network (WARN,2019) suggested many factors that caused banditry activities in the region, these activities comprise farmer-herder clashes, cattle rustling, systemic failure, illicit artisanal gold mining, proliferations of small and light weapons, inequality and poverty, youth unemployment among others (WARN, 2019). Also, Omeiza (2021) stated many critical drivers of banditry in Nigeria to include:

i. Illicit Artisanal Gold Mining in the Region.

The complexity and dynamic nature of armed banditry was more pronounced with the illicit artisanal gold mining in the region. A document from West African Early Warning and Early Response Network (WARN, 2016) reported that:

On November, 2016 in Bindim community, Maru LGA of Zamfara state, over 45 illegal miners were killed, as bandits invaded the mining site in Search of gold, other precious stones and money. They succeeded in killing the miners and stealing theirs precious stones and money.

The WARN (2019) also reported that:

Around 80% of the mining of mineral deposit especially Gold in the region are carried out on an illegal and artisanal basis. Where the gold sectors weak regulations, and the cash-based nature of transactions in the mining have attracted rural-banditry in the areas.

ii. Proliferation of Small and Light Weapons (SALW).

Arms proliferation facilitated violent conflict and posed a serious challenge to national security in nigeria (Tukur, Q.D, Hamza, K and Rabi, I, 2020). Arms proliferation is the possession of small arms and light weapons by a non-license and a non-state actors or entities beyond the state control in perpetrating the crime like kidnapping the secondary school students for a ransom or village raiding and other related crimes.

Okoli and Ugwu (2019) stated that: In September 2018, security apparatus in a joint operation apprehended suspected illicit armed dealers with about 1,479 rounds of 7.62mm (special) ammunition on their way Funtua to Zamfara to deliver to the armed bandits. Such an incidence will further complicate the activities of armed banditry in the state

iii. Weak Governance and Lack of Security Capacities

The weak and lack of transparency in governance has triggered the activities of armed banditry in most rural communities in Nigeria. As reported by Armed Violence in Nigeria (AVN, 2012) actions and inactions of governmental institutions coupled with excessive corruptions and week governance contributed to the deteriorating armed violence in Nigeria. Many Nigerians lost confidence in security apparatus.

iv. Poverty, Inequality and under-development/uneven growth

A study conducted by National Working Group on Armed Violence (AVN,2012) and Action on Armed Violence (AOAV) on overview of armed violence in Nigeria. The findings of the study were apt in establishing the relationship between the poverty and armed banditry in Nigeria. The study further advocated that:

In spite of Nigeria's vast and abundance resources, the majority of Nigerians live in absolute poverty. Even at state level poverty exists absolutely; there exist differences between elites

and the rest of the population. Equally there is inequality of income and wealth in the nation. Incidence of this nature will trigger conflict and by extension an indicator of armed banditry in the country.

v. Ungoverned Space

There is persistence increase in the insurgencies and banditry activities of kidnapping which is influence by the prevailing ungoverned space. Clunnan and Trinkunas (2010) in conceptualizing the ungoverned space noted that: Ungoverned space are viewed as social, political and economic space where states do not exercise effectively sovereignty or where state control is absent, weak or contested. The ungoverned space become threat to the security and peaceful co-existence of the state, as it sheltered terrorist organization and other criminal networks posing a threat to national security.

2.3 Educational Development

The educational development of a country is determined by countries ability to guarantee its citizen access to qualitative and quantitative education. Kennewell et al, (2007) noted that secondary school educational development is to make teaching and learning an outstanding by integrating the system so that staff development is linked to performance management (Kennewell et al,2007).

Ntula and Nawe (2008) advocated that educational development as a concept refers to improvement in the quality and quantity of learning and teaching needs. This involves the improvement in the quality of class rooms, library collections and library expert, access to books, e-learning and educational facilities Kuluchumila (2013) Menter et al (2010) also opines that educational development is achieved when the quality of teaching has been improving more systematically, where teachers set a planning lesson with clear expectations and proposed learning outcomes. Moreover, Usaid (2011) advocated that secondary school educational development focuses on the improvement on vocational or workforce developmental programs to increase equitable access to education.

2.3.1 Educational Enrolment

The trends in school enrolment become paramount involving access to quality educational training and opportunities (Opon et al, 2020). As contained in the Universal Basic Education policy which was initially launched in (1999) the policy aimed at adequate provision to access to qualitative education to all children in the country. The policy made education as a compulsory and free (UBE, 1999). These have made education accessible to the specified children and are entitled to free educational training, educational services and educational opportunities (Opon et al, 2020). The banditry activities have compounded the already existing limited access and poor quality of teaching and learning in rural areas. Many parents are afraid to enroll their children to secondary schools especially in the rural areas affected by the incidences of frequent attacks and kidnapping of secondary school's students. Table 2.1 shows the unprecedented decreased of enrolment of some selected secondary schools in Zamfara State.

Table 2.1 Showing the unprecedented decreased of student's enrolment in the study area

Academic year	Enrolment per session	Decreased Enrolment per session	Percentage of enrolment per session	Percentage increased	Percentage decreased
2010	12019	-	100%	-	-
2011	9255	2764	77%	-	23%
2012	7572	4447	63%	-	37%
2013	7332	4687	61%	-	39%
2014	6610	5409	55%	-	45%
2015	6370	5649	53%	-	47%
2016	5889	6130	49	-	51%
2017	6851	5168	57%	-	43%

2018	5409	6610	45%	-	55%
2019	5048	6791	42%	-	58%
2020	4567	7452	38%	-	62%
2021	3029	8990	25.2%	-	74.8%

Source: Zamfara State Ministry of Education (2021)

The table above 2.2 indicated the unprecedented decreased in the students' enrolment per session in the study area. In 2011 to date educational enrolment and retention of secondary school students has declined to about 23% from (12019) in 2010 to (9255) in 2011. Students enrolment however increased to 37% (7572) in 2012, slight decreased to 39%(7332) in 2013, increased to 45% (6610) in 2014, 47% (6370) in 2015, 51%(5889) in 2016, slight decreased to 43%(6851) in 2017 and increased to 55%(5409) in 2018, 58%(5048) in 2019, 62%(4567) in 2020 and to about 74.8%(3029) in 2021

2.3.2 Academic Performance

Olufemi and Adediran (2018) posited that academic achievement through students' performance is the vital objective of any institutions of learning (Olufemi & Adediran, 2018). Academic performance has become a phenomenon of interest by all educational stakeholders (Saleh, et al, 2020). This is especially with the effort of educational psychologist to identify factors that promote academic excellent in the secondary schools and those factors which produce individual difference in the academic achievement to include: Conducive learning environment, commitment, and dedication (Saleh et al, 2020).

As noted by Rahamat, & Tambuwal (2017) the overall objectives of any institute of learning is to commit all efforts in the attainment of academic excellent of students that lead to sound scholarship. According to Odo (2018) academic performance denotes the scholastic standing of a studied and academic distinction; it refers to how individual learners were able to demonstrate his or her intellectual abilities and to socially apply what has been learned. Academic performance therefore is the ability for the academic learners to achieve maximally in their academic pursuit, through learning, acquiring grades and excellently demonstrating in their academic disciplines.

Table 2.2 shows the affected academic performance of secondary school in the state

Academic session	Number of enrolled student for external exams	Students with five credit and above including English and mathematics	Percentages of Students with five credit and above including English and mathematics
2011	39199	1940	5%
2012	37220	2233	6%
2013	35170	1758	5%
2014	33190	5310	16%
2015	34218	4448	13%
2016	32752	1965	6%
2017	29153	1166	4%
2018	28523	2282	8%
2019	30122	2710	9%
2020	25452	2036	8%
2021	21776	1088	5%

Source: Zamfara State Ministry of Education, 2022.

2.4 Empirical Studies

Rufai (2021) conducted a study on “Iam a bandit” the study centrally reviewed the historical antecedents of the phenomenon of armed banditry activities in Zamfara state, the factors, actors responsible for the perpetrating the banditry activities, the sources of armed and ammunition, the incidence of armed renting and prices. The findings of the study revealed that armed bandits are becoming more sophisticated in strength, tactics, and connections. These gangs have trans-national networks with similar gangs across different part of the West African sub-region. These gangs rose to 120 gangs across six states in the region in 2021; bandits have grounded the rural economy and subjected the masses to social penury.

The major gap in this study is its inability to take into consideration the effects of banditry village raiding and its negative implications on educational infrastructures such as school laboratories, libraries and classes. Also, the methodology adopted in the study relied on the secondary data without observation. The observation will make on the spot assessment of destructions made as a result of village raiding. The destructions made can be ascertained through observation and observation will complement the data obtained in the secondary sources.

Shalangwa (2013) conducted a study “on the nature and consequences of armed banditry in border communities of Adamawa state” with a special emphasis on the nature, pattern and consequences of armed banditry in the border communities. Being a survey research, data were collected using both questionnaire and in-depth interview. The research made the use of both primary and secondary data using a mixed method and the population of the study consists of the selected border community leaders, police officers and some victims of armed banditry in the banditry prone communities. Findings of the study show that armed banditry can be attributed to a number of factors among which include influx of ex-combatants from the Nigeria’s neighboring war torn countries especially Chad, Niger and Cameroon, unemployment among the teeming youth and the proliferations of small and light weapons.

The major gap in the study is its inability to capture how the abduction of secondary school students affected them in academic performance. Hence, there is a need for a further study to be carried out to understand the extent at which the banditry activities affected secondary student’s academic performance.

2.5 Theory of Educational Productivity

The theory of educational productivity was propounded by Herbert J. Walberg in (1981). The theory believes that, there existed certain factors that affected the academic performance of students in any educational environment. These factors according to the theory include: Conducive educational environment, Classroom climate and classroom management, parental support, students-teacher interaction, social-behavioral attributes and motivational attributes. The theory further explained that, these variables have certain effects that might cause problems with the academic performance of students if not properly guided. Also, according to the theory, the students’ academic performance depends on a number of socio-economic factors like, attendance in the class, conducive learning environment and teacher-student’s ratio.

2.5.2 Relevance of the Theory to this Study

The educational productivity theory is considered relevant to this study as a theoretical framework. Considering the fact that, the academic performance of the secondary school students in the study area have been affected due to the social, psychological and environmental effects posed by insecurity in the area. The psychological trauma posed by the banditry, school kidnapping and school raiding have significantly affected the student’s productivity and academic performance particularly external examinations.

3.1 Methodology of the study

This paper employed a mixed research method using concurrent embedded design. This is because mixed research method enables us to collect both qualitative and quantitative data relating to independent and dependent variables of the study in the field through the instrument of questionnaire and interview. The total population of the study and the sample size using research advisor stood at 4285 and 393 respectively. This is presented below:

Table 3.1 Showing the Total Number of the Population and Sample Size of the Study

Population Category	No. of Population	Distribution of Sample
Teachers	192	$19/4285 \times 393 = 18$
Students	3029	$3028/4285 \times 393 = 277$
Parents	1012	$1012/4285 \times 393 = 93$
Inspectors	22	$22/4285 \times 393 = 2$
SBMC	30	$30/4285 \times 393 = 3$
Total	4285	393

Sources: Researcher's Survey, 2022

The paper employed purposive sampling technique for qualitative data and stratified random sampling technique for quantitative data. The study consisted of five different populations; this comprises the teachers, parents, students, officials of SBMC, and staff of the Ministry of Education. Using this technique (stratified sampling technique) the researcher first divided the target population into categories and then selection was done from each category of the population by random sampling. The data were generated from both primary and secondary source, the primary data include questionnaire and interview while the secondary source include ZSME record on student enrolment, academic performance and quality assurance, journals, textbooks, internet etc. The study employed both inferential and descriptive method in describing and analyzing data, also regression was used as a tool for analyzing the statistical data.

4. Result and Discussion

Table 4.1 Summary of Response Rate

Detail	Frequency	Percentage (%)
Number of questionnaires distributed	393	100%
Returned questionnaires	373	95%
Unreturned questionnaires	20	5%

Source: Compiled by the Researcher's Survey, (2022)

Table 4.1 shows the questionnaires rate of return. The sample size for the study is 393. The return rate is 95% as 373 respondents duly filled and returned their questionnaires, while 20 questionnaires, representing 5% were not returned. Therefore, since the rate of return is not below the sample size, the 95% rate of return is enough to make inferences from the sample.

4.1 Data presentation on Hypothesis

Data analysis for the hypothesis which stated that, "Banditry has no significant effect on some selected secondary school educational development in Zamfara state". The data collected were presented and analyzed as follows:

Table 4.2 Banditry has affected secondary schools student enrolment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1.1	1.1	1.1

Disagree	2	.5	.5	1.6
Undecided	2	.5	.5	2.1
Agree	365	97.8	97.8	97.9
Total	373	100.0	100.0	

Source: Researcher's Survey, 2022

Table 4.2 shows that majority of the respondents are of the opinion that banditry has affected secondary school's student enrolment. 365 respondents representing 97.8% agree that banditry has affected secondary school's student enrolment and retention. On the other hand, 4 respondents representing 1.1% and 2 respondents representing .5% strongly disagreed and disagree with that opinion, while 2 respondents representing .5% had a neutral stand.

This has conformed with the responses of the interview on how banditry affected secondary school's enrolment and retention shows that, incident of banditry has affected the student's enrolment and retention. For example, respondent A was quoted saying that "one of the respondent who happened to be the principal of one of the secondary school while responding to the above question has categorically posited that, the school enrolment has reduced to about 50% in 2019 and 74% in 2021 on account of insecurity in the areas". He further observed that "70% of the students have withdrawn from attending the school".

Table 4.3 Banditry has affected secondary school's students' academic activities such as learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1.1	1.1	1.1
Disagree	1	.3	.3	1.3
Undecided	4	1.1	1.1	2.4
Agree	364	97.6	97.6	97.7
Total	373	100.0	100.0	

Source: Researcher's survey, 2022

Table 4.3 above shows the analysis of the data on whether Banditry has affected secondary school's students' academic activities consisting effective learning or not. 1 respondents representing .3% disagree, 4 respondents representing 1.1% strongly disagree. 364 respondents representing 97.6% agree, while 4 respondents representing 1.1% are undecided.

From the findings of the in-depth interview conducted it was affirmed that kidnapping of school students for ransom has posed teachers and students attendance of academic activities.

This has conformed with the respondent view who happened to be a teacher in one of the schools was quoted saying that student's abduction has deterred academic activities in the school, teachers are afraid of attending the normal academic activities such as class attendance, library attendance, laboratory attendance, quiz competition and debate competition that are common in secondary schools

Table 4.4 Banditry has affected the academic performance of secondary school students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	.8	.8	.8
Disagree	8	2.1	2.1	2.9

Undecided	27	7.2	7.2	10.2
Agree	335	89.8	89.8	89.9.0
Total	373	100.0	100.0	

Source: Researcher's Survey, 2022

Table 4.4 above shows the analysis of the data on whether banditry has affected the performance of secondary school students. The result depicts that majority of the respondents agree with the notion as 335 respondents representing 89.8%. On the other hand, 8 respondents representing 2.1% and 3 respondents representing .8% disagree and strongly disagree with the notion. 27 respondents representing 7.2% are undecided.

Table 4.5 Insecurity in the secondary schools has reduced educational intervention fund

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	.8	.8	.8
Disagree	2	.5	.5	1.3
Undecided	10	2.7	2.7	4.0
Strongly agree	358	96.0	96.0	100.0
Total	373	100.0	100.0	

Source: Researcher's survey, 2022

Table 4.5 above shows that majority of the respondents agree that insecurity in the secondary schools has reduced educational intervention fund and projects in the area prone to banditry attack as 358 respondents representing 96.0% agree with the notion. On the contrary, 2 respondents representing .5% and 3 respondents representing .8% disagree and strongly disagree with the notion, while 10 respondents representing 2.7% had a neutral view.

Table 4.6 Parent are posed with psychological fear not to send their children to school in banditry prone area

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	.8	.8	.8
Disagree	1	.3	.3	1.1
Undecided	9	2.4	2.4	3.5
Agree	360	96.4	96.4	97.6
Total	373	100.0	100.0	

Source: Researcher's survey, 2022

Table 4.6 above shows the analysis of the data as regards parent are pose with psychological fear not to send their children to school in banditry prone area. The result shows that 360 respondents representing 96.4% agree that parent are pose with psychological fear not to send their children to school in banditry prone area. 1 respondent representing .3% disagree and 3 respondents representing .8% strongly disagree, while 9 respondents representing 2.4% are of a neutral view.

Table 4.7 Student Learned in fear of being Attack by Banditry in Schools Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	.5	.5	.5
Disagree	2	.5	.5	1.1

Undecided	8	2.1	2.1	3.2
Agree	361	96.8	96.8	96.9
Total	373	100.0	100.0	

Source: Researcher's Survey, 2022

Table 4.7 above shows the analysis of the data as regards student learned in fear of being attack by banditry in school's environment. The result shows that 361 respondents representing agree that student learned in fear of being attack by banditry in school's environment. 2 respondents representing .5% disagree and 2 respondents representing .5% strongly disagree, while 8 respondents representing 2.1% are of a neutral view.

Table 4.8 Banditry has affected the quality assurance by the school inspectors

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	.8	.8	.8
Disagree	2	.5	.5	1.3
Undecided	5	1.3	1.3	2.7
Agree	363	97.3	97.3	97.4
Total	373	100.0	100.0	

Source: Researcher's Survey, 2022

Table 4.8 above shows that majority of the respondents agree that banditry has affected the quality assurance by the school inspectors and hindered compliance with sound educational guideline as 363 respondents representing agree with the notion. On the contrary, 2 respondents representing .5% and 3 respondents representing .8% disagree and strongly disagree with the notion, while 5 respondents representing 1.3% had a neutral view.

4.2 Test of hypothesis

The hypothesis for the study state that:

H₀: Banditry has no significant effect on some selected secondary school educational development in Zamfara state.

H₁: Banditry has significant effect on some selected secondary school educational development in Zamfara state.

The independent variable (IV) of the study is Banditry while the Dependent Variable of the study (DV) is Educational Development

For the purpose of performing regression analysis SPSS version 25 package was used and the following result was obtained:

Table 4.9 Regression output

Variables	Unstandardized Coefficient	Standardize Coefficient	t-statistics	Sig.s
Constant	2.523	.135	18.668	.000
Armed Banditry	-.140	.169	6.774	.000
R	.331 ^a			
R-squared	.110			
Adjusted R-squared	.108			
F-statistic	61.196			.000

Table 4.9 above shows the results from the regression analysis which tests the effect of banditry on educational development of some selected secondary school in Zamfara State. The F-statistic which measures the adequacy and goodness of fit of the model used in the study stood at 61.196 with a p-value of 0.000^b which is significant at 5%; this shows that the model is fit for the data.

The empirical findings show that R, the correlation coefficient, stood at .331^a which indicates a correlation. R², the coefficients of determination of the variables stood at .110 indicating that about 11% of the total variation in educational development at Zamfara State is explained by variations in the independent variables (Banditry) captured in the study. The adjusted R² being .108 also indicates that the independent variables will still explain 10% of the variations in educational development even if other variables were added to the study.

The coefficient of “Banditry of secondary school teacher and student” stood at - 0.140 which is negative. This implies that a percentage increase in Banditry in selected secondary schools would lead to 14% decreased in Educational Development in some selected Zamfara State.

However, the significance of this can be judged from the P-value represented as "sig".

The Probability value of “Armed Banditry” stood at 0.000. The p-value is less than 0.05 (5%), indicating that the relationship depicted in the model is statistically significant at 5% level of probability. This implies that the study has enough statistical evidence to reject the null hypothesis. Based on the above analysis, the study therefore rejects the null hypothesis H0₂, which states that Armed Banditry has no significant effect on Educational Development of some selected secondary schools in Zamfara State. This means that Armed Banditry is a significant factor that affected the level of Educational Development in Zamfara State.

4.3 Research of Findings

1. The study revealed that Banditry has significant effects on student's enrolment and retention as core of educational development in Zamfara state, as depicted in table 4.9
2. The study also found that Banditry has significant influence on academic performance of students as component of educational development in Zamfara state, as depicted in table 4.9
3. It was also found that Banditry has significant influence on school facilities, inspections and external examinations which affected educational development in Zamfara state, as depicted in table 4.9

5. Conclusion and Recommendation

Based on the findings of this study, the study concluded that Banditry has negatively affected enrolment and retention of students in selected secondary schools located in the Banditry prone areas in Zamfara State. Armed Banditry constitutes a threat to school environment which posed a psychological and mental disorder. It has affected academic performance of students; Armed Banditry has negatively affected teaching and learning process in the selected areas of secondary schools in Zamfara state. Most of the parents are no longer willing to send their children to schools. Most teachers posted to insecurity prone areas either reject the posting or may not report to schools for fear of being kidnap.

Based on the findings above, the following recommendations are made:

1. Firstly, there is need for government at both federal and state to evacuate and accommodate the affected students to a more secured learning environment within the state in order to reduce the declining rate of students' enrolment in the state.
2. There is need for more resources allocation to the education sector to enable effective utilization of modern intelligence information gathering, sharing and deployment of advance technology like security satellite, in intelligence gathering, intelligence sharing and managing security challenges in the banditry prone areas in the state. This will go a long way in reducing incessant banditry attacks which will guarantee secured learning environment and improve students' academic performance in the state.

3. With regards to the destructions of secondary school's facilities governments at different level should channel resources in either construction or rehabilitations of the destructed facilities in the school located in the insecurity prone areas. Also, there is need for social-inclusiveness of members of the various people and communities that made up of the state as well as providing those basic human needs that are intrinsic to the people in the entire state among which are good and accessible road network; Medical centers, schools and portable drinking water among other things.

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