



## A Study on Effects of Pervasive Teaching and Learning Conditions in The Midst of Insecurity. A Case Study of Some Selected Affected Areas in Katsina.

<sup>1</sup>Dr Isah Mamman Charanchi, <sup>2</sup>Tukur Muhammad, <sup>3</sup>Auwal Muhammad Faru

<sup>1</sup> Department of Educational Foundation, School of Education, Federal College of Education Katsina.

<sup>3</sup>Department of Adult and Non formal Education, School of Early Childhood Care, Primary Education, Adult and Non Formal Education. Federal College of Education Katsina

<sup>1</sup> Dr Isah Mamman Charanchi , Department of Educational Psychology and Counseling, School of Education, Federal College of Education Katsina. cisahmammanrc@yahoo.com

**Abstract:** *Insecurity phenomenon has continuously exposed Nigeria and particularly North-West Nigeria into social, economic and educational dilemma. The current study is a survey research designed to assess the long term negative effects of insecurity and insurgency on Primary and Secondary Schools educational sector that has dominated the North-West area of Nigeria continuously. The population of the study included the entire primary and secondary schools environments, teachers and the children. Questionnaire instrument were administered to 380 participants randomly selected among all the teachers in the nine local governments that were affected. Descriptive statistics involving frequency counts, percentage, mean and standard deviation were used to answer the research questions. It was also found out that school attendance of both primary and secondary schools is virtually insignificant and alarming with teachers reporting 93.3% in attendance and massive schools destruction within the insecurity zones of Katsina State. The ugly development rendered teachers, children and their parents in endless trauma and psychologically vulnerable whereby almost all the schools activities were paralyzed throughout academic sessions in the state. The study therefore recommended several measures including integrating diverse security precautions, community participation in security network, psychological counseling and remote learning options among others.*

**Key words:** *Banditry, Insecurity, Teaching and Learning.*

### ACKNOWLEDGEMENT

This research work was funded by the Tertiary Education Trust Fund (TETFund) under the Institution Based Research (IBR) Grant. The researchers wish to acknowledge the support of the host institution, Federal College of Education Katsina for facilitating the grant disbursement and timely completion of this research work. The researchers also wish to appreciate and acknowledge the efforts of the research assistants for making valuable contributions toward the success of the research work.

### INTRODUCTION

Nigerian, the most populous country in Africa and indeed the North-West area is currently experiencing a growing problem of insecurity and insurgency. The phenomenon has reached an

alarming rate to the extent that people's daily life activities have become partially paralyzed. Many secondary and primary schools, hospitals, market and other social centers are either closed or function haphazardly. Perhaps there is no country in the world that will ever achieve any sustainable growth and development in education in the face of widespread of insecurity of public lives and properties. Nigeria as country has encountered several violent insecurity challenges from civil war, political riots, militancy, and herdsmen farmer clashes. Surprisingly, the current sudden rise of banditry, kidnapping, cattle rustling, killings and arson in the especially in the North West of Nigeria has created a catastrophic dimension of dangerous trend that has never been witnessed the history of Nigeria.

These days of fourth republic, many of Nigerian Daily Newspaper or social media that one reads, reports of criminal activities cannot escape the attention of a reader. The usual story from the media and the public gist is banditry, kidnapping, murder, and other social atrocities resulting in killing, stealing, arson, and robbery of innocent people, including school children, teachers and the school environment as a whole. These acts are very common and affect the well being of ordinary citizen's economic and social settings. Unfortunately, large numbers of the apprehended culprits in the crimes in the North West Nigeria are teenagers and younger adults. Perhaps, it is needless to mention that thousands of young adolescents are unexpectedly misled, abused, and subjected to partaking in destructive anti-social behaviors causing a lot of damage to the human life and property. This is a very serious problem and an enormous challenge to parents, teachers, governmental and even non-governmental agencies that are specifically concerned and interested in social welfare, and responsible for shaping the personality of the young generation for the desirable future Nigeria. There is an urgent need to understand the phenomenon of indiscriminate banditry terrorism that affects people generally.

The insecurity in the region is characterized by banditry, arson, kidnapping, homicide and the so called boko haram etc. In the southern part of the country, the case is insurgency, IPOB militants, armed robbery and other criminalities. Insecurity in form of kidnapping is social problem across World communities including Nigeria that require serious attention. Meanwhile, researchers believed that the foundation of adolescent delinquency is rooted in the kind of home the adolescent is brought up (Odebunmi, 2007; Utti, 2006). Few decades ago, research investigations concerning delinquency among adolescents in Nigeria believed that there are two main categories of delinquent behaviors. These included criminal and status offences (Eke, 2004). The criminal offences include kidnapping, stealing, arson, rape, drug offences, murder, and burglary, pick pocket, and armed robbery. Status offences however include: running away from home, malingering, truancy etc. Relatively, any form of behavior that falls short of societal norms, values, beliefs and expectations are undesirable behaviors and considered delinquency (Okorodudu and Okorodudu, 2003)

## Problem Statement

Insecurity and insurgency in North-West Nigeria particularly in the Katsina State has taken a frightening dimension whereby many primary, secondary schools, teachers and upon the entire learning environment are worst hit. Many violent attacks, armed robbery Cultism, shooting, rape and other deadly undesirable behaviors which are psychologically disturbing have been gradually witnessed by our students, teachers and parents in the recent past. Schools environment across the state that was formally peaceful safe facilitating and secured is presently witnessing the turmoil of insecurity. Parents, teachers and the children are never safe and very sad with the unfortunate situation. Kidnapping of teachers, children parents has become the order of the day that children and teachers have to abandon their schools and seek refuge elsewhere. This ugly phenomenon has a devastating effect on education of our children who are the future hopes of the nation. Even the few parents that send children to school in the areas that is not seriously affected by the insecurity in the state are becoming more apprehensive whenever their children go to school. School attendance and enrolment is seriously depleting despite government efforts in addressing and improving the problem. The ultimate goals of education are severely threatened as a result of this insecurity in Katsina state. It is against this backdrop of insecurity in the affected areas of Katsina state, the present study is determined to explore devastating effects of sporadic banditry attacks on schools (primary and secondary) as well as repercussions on school attendance, teaching and learning process that hinders educational development in the area.

## Objectives of the Study

1. To find out the extent to which of schools (primary and secondary) were closed or destroyed as a result of the threatening insecurity in the some parts of the affected areas in Katsina State.
2. To find out the extent of damages/ destructions of schools (primary and secondary) as a result of banditry attacks in the affected areas in Katsina state.

## LITERITURE REVIEW

### *Definition of insecurity*

The term insecurity has diversified interpretations and connotations depending on situations, people and places. Insecurity may simply be defined and signifies a foreseen danger, hazard; uncertainty and upon all lack of protection and safety of live and properties. For instance, Beland (2005) defines insecurity as the state of fear or anxiety steaming from concrete or alleged lack of protection from danger. This implies that insecurity is a complete absence of peace, stability, order and security of life and properties of people. Achumba, Ighomeroho and Akpor-Robaro (2013) described insecurity from two main perspectives. Firstly, insecurity is the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. In the second

view, the study maintained that insecurity is the state of being exposed to risk or anxiety, whereby anxiety is a vague unpleasant emotion that is experienced in an anticipation of mis-fortune. These two definitions of insecurity underscore a major point that those affected by insecurity are not only uncertain or unaware of what would happen but they are also vulnerable to the threats and danger when it occurs just like the case in the present time of insecurity, characterized by kidnapping for ransom payment, killings, robbery attacks in the North West of Nigeria. Meanwhile, the UNDP (1994) few decades ago viewed security as a protection from hidden and hurtful disruptions in the daily activities at homes, schools, offices or communities etc. This therefore suggests that security borders on ensuring safety of life and properties. Moreover, in a related study, Williams (2008) looked at security settings from social, educational and political perspective and henceforth suggested that security may as well involve the capacity to pursue cherished political, social and educational ambitions. This implies that security and its related concerns is educational as well as socio-political in nature because without it, there can be no political and reported by banditry is described as the incidences of armed robber or allied violent crimes, such as kidnapping, cattle rustling and village or market raids, Okolie and Okpaleke (2014). The act of Banditry is characterized by use of force or threat to intimidate a person or a group of persons in order to rob, rape or kill perpetrated by criminal opportunists and syndicates in the countryside and frontiers of countries". For instance, in the views of Okolie (2019), banditry is an "armed violence driven principally by the criminal intent to steal and plunder. It is motivated by the quest for economic accumulation and the victims are individuals and communities with material valuables". Banditry is an "act of robbery and violence in areas where the rule of law has broken down". It consists of the organization of armed bands for the purpose of attacking state or social institutions on enterprises or individual persons" (Collins, 2000 cited in Ladan & Matawalli, 2020). From the report of Nigeria Watch (2011), banditry means occurrence or prevalence of armed robbery or violence crime. It has been a common genre of crime as well as cause violence in contemporary societies.

The term insecurity differs in many perspectives and is caused by many factors. Research evidences have indicated variety of causative agents. Musa (2021) identified high rate of un-employment among youth, particularly in the North-West Nigeria who are mostly poor and have no work to earn a living.

### **Intermittent banditry attacks on Schools in the North-West**

As by the Amnesty International, over 600 schools were shut down in at least six North-West schools (Obiezu, 2021). A sitting governor of Katsina state at a particular time ordered the closure of all boarding secondary schools as a result of frequent banditry attacks in the state (leadership.ng). In a related development within Katsina state, the Education secretary of Katsina local government ordered the closure of all public primary schools due to the spate of attacks in schools by the bandits.

The closure has almost affected teaching and learning process of no less than 9,113 pupils comprising of 4,819 boys and 4,294 girls (leadership.ng).

Perhaps, more than 10 million children in Nigeria are out of school. There may be several reasons for that, but in the North-West of the country, kidnapping and banditry attacks are the main motivation for keeping children away from pursuing their education. In the present situation now, at least 1,400 school children have been abducted in the North-West of the country (AMNESTY)

**Table 1 Analysis of insecurity in Nigeria by Geographical Zones in 2021**

Geographical Zone	Number of Death casualties as at 2020/21 as a result of frequent banditry attacks
South-West	3,534
South-South	5,710
South-East	3,020
North-Central	10,119
North-East	44,247
North-West	12,743
Total	79,373

**Sources:** Adopted from Eons Intelligence (2021)

**Table 2. Few Selected Banditry Attacks Within North-West**

Year and the affected States	Schools involved in the attack s/ Destructions	Death/ casualties	Sources
December, 2020 in Katsina State	GSSD Kankara	344 Students Kidnapped	www.tribuneonlineng.com
December, 2020 in Katsina State	Mahuta, Dandume L G	80 Islamiyya children kidnapped	www.tribuneonlineng.com
February, 2021 in Niger State	Kagara Secondary School	More than 100 students kidnapped	(Orjinmo, 2021)
March, 2021 in Zamfara State	GGSS Jangebe	300 Students kidnapped	(Orjinmo, 2021)
March, 2021 in Kaduna State	Greenfield University	Many students attacked and kidnapped	(Orjinmo, 2021)
May, 2021 in Niger State	Islamic Seminary	136 students kidnapped	(Orjinmo, 2021)
June, 2021 in Kebbi State	FGC Birnin Ywuri	80 students and 5 teachers were kidnapped	(Reuters, 2021)
August, 2021 in Katsina state	Sakkai in Faskari LG	10 students and some teachers were kidnapped	www.tribuneonlineng.com
July, 2022 in Katsina State	Unguwar Tabki and Unguwar Isiaku village schools	Many killed and a school principal kidnapped	www.tribuneonlineng.com



## Methodology

The present study employed descriptive survey research design. This offers the researcher the privilege to collect data from the population across schools locations. The population of the study consisted of all the teachers of the respective most affected local government areas who were directly challenged by frequently banditry attacks. Those local government areas in Katsina state included Jibia, Batsari, Kurfi, Dutsinma, Safana, Kankara, Sabuwa, Faskari and Dandume. Data was collected from all the respective teachers and parents of all schools. Proportionate and simple random sampling technique was used in selecting the sample size. Altogether, 380 made the sample size for the study with each local government represented by 30 (male and female) participants from each local government area that is more seriously challenged with insecurity in the state. Questionnaire items structured on a 4-point Likerts type scale were used as instruments to elicit information regarding the turmoil of insecurity in the affected areas from both parents and the teachers who are the most vulnerable recipients of banditry attacks. Questionnaire on teachers and parents was adapted from the two research questions pertaining to children attendance and school destruction by the bandits in Katsina state. The instrument was considered valid and reliable by test experts. Descriptive statistics involving frequency counts, percentage, mean and standard deviation were used to answer the research questions based on data collected.

## Data Analysis and Results

The bio-data of the respondents were determined and presented in table 1

**Table 3: Bio-data of the respondents**

SN	Items	Category	Number	Percentage (%)
1	Gender of the respondents	Male	265	73.6
		Female	95	26.4
		Total	360	100.0
2	Age of respondents	20-30 years	178	49.4
		31-40 years	120	33.3
		41-50 years	62	17.4
		Total	360	100.0
3	Level of education	Secondary	14	3.9
		OND	81	22.5
		NCE	172	47.8
		Degree and above	93	25.8
		Total	360	100.0

The results in table 1 showed that 73.6% of the respondents are male and 26.4% are female. The age of the respondents showed that 49.4% are within the age range of 20-30 years, 33.3% are within the age range of 31-40 years and 17.4% are within the age range of 41-50 years. The level of education of the respondents showed that 47.8% possesses NCE certificate, 25.8% possesses degree and higher qualification, 22.5% possesses OND certificate and 3.9% possess secondary education,

**Research Question 1:** Do children attend normal schools (primary and secondary) despite the banditry attacks in Katsina state?

**Table 4: School attendance of children despite bandits attacks in Katsina state**

SN	Items	Agree (%)	Disagree (%)	Mean	Std dev
1	Many schools do not close and normal lessons are carried out despite the frequent banditry attacks in my LGA	34 (9.5)	326 (90.5)	1.91	0.579
2	Only few schools were opened as a results of frequent banditry attacks in my LGA	276 (76.7)	84 (23.3)	2.81	0.649
3	All schools were closed as a result of frequent banditry attacks in my LGA	46 (12.7)	314 (87.3)	1.94	0.585
4	Children attendance is generally very poor as a result of frequent banditry attacks in my LGA	319 (88.6)	41 (11.4)	3.01	0.571
5	Children attendance is normal despite the frequent banditry attacks in my LGA	53 (14.8)	307 (85.2)	1.95	0.602
6	Children in schools do not attend schools because of frequent banditry attacks	336 (93.3)	24 (6.7)	3.08	0.500

Table 4 showed the results of school attendance of children despite bandit attacks in Katsina state. 93.3% of the respondents agreed that children located in insecurity prone areas do not attend schools because of frequent banditry attacks, 88.6% agreed that children attendance is very poor as a result of banditry attacks in their area and 76.7% agreed that only few schools were opened as a result of frequent banditry attacks in their area. However, 90.5% of the respondents disagreed that many schools do not close and normal lessons are carried out despite the frequent banditry attacks in their area, 87.3% disagreed that all schools were closed as a result of frequent banditry attacks and 85.2% agreed that children attendance is normal despite the frequent banditry attacks in their area.

**Research Question 2:** Do the bandits attack and destroy schools (primary and secondary) in the current insecurity situation in Katsina state?

**Table 5: Banditry attacks destroy schools in Katsina state**

SN	Items	Agree (%)	Disagree (%)	Mean	Std dev
1	No school is destroyed/damaged despite the banditry attacks in my LGA	70 (19.5)	290 (80.6)	2.04	0.605
2	Only few schools were destroyed/damaged despite the frequent banditry attacks in my LGA	156 (43.3)	204 (56.7)	2.43	0.616
3	Many schools were completely destroyed/damaged as a result of banditry attacks in my LGA	232 (64.5)	128 (35.5)	2.67	0.605
4	All schools were destroyed/damaged because of frequent banditry attacks in my LGA	166 (46.1)	194 (53.9)	2.45	0.618
5	There is no school that is destroyed despite	28 (7.8)	332 (92.2)	1.73	0.630

	the frequent banditry attacks in my LGA				
6	Bandits do not attack or damage schools in my LGA	34 (9.4)	326 (90.6)	1.79	0.633
7	Bandits attack schools in my LGA	274 (76.1)	86 (23.9)	2.83	0.641

The results in table 5 showed that 76.1% of the respondents affirmed that bandits attack schools in their area and 64.5% agreed that many schools were completely destroyed or damaged as results of banditry attacks in their area. However, 92.2% disagreed that there is no school that is destroyed despite the frequent banditry attacks in their area, 90.6% disagreed that bandits do not attack or damage schools in their area, 80.6% disagreed that no school is destroyed or damaged despite the frequent banditry attacks in their area, 56.7% disagreed that only few schools were destroyed despite frequent banditry attacks in their area and 53.9% disagreed that all schools were destroyed or damaged because of frequent banditry attacks in their area some were not tempered with.

### Conclusions

Addressing the issue of banditry attacks on schools requires a multi-faceted approach that involves the collaboration of various stakeholders, including the government, law enforcement agencies, school authorities, communities, and international organizations. By implementing the recommended measures, it is possible to mitigate the impact of banditry attacks on school attendance and create a safer learning environment for students and educators. It is essential to prioritize the safety and education of children and provide them with the necessary support to continue their studies even in challenging circumstances.

Effect of School Damages due to Bandit Attacks included Disruption of Education of which Bandit attacks often result in physical damage to school buildings and infrastructure, rendering them unsafe and unusable. This disruption leads to the temporary or prolonged suspension of classes, causing significant interruptions to students' education and academic progress. The next is Fear and Trauma where the destruction caused by bandit attacks creates an atmosphere of fear and trauma among students, teachers, and school communities. This fear can deter students from returning to school even after repairs have been made, impacting their psychological well-being and overall educational experience. Decreased Enrollment due to continuous attacks on schools can lead to a decline in student enrollment rates as parents may be reluctant to send their children to a school that is vulnerable to violence and destruction. This, in turn, affects the sustainability and viability of the school itself.

Loss of Educational Resources when bandits attack often results in the loss of valuable educational resources such as textbooks, learning materials, and equipment. Replacing these resources can be challenging for already underfunded schools, hindering the quality of education provided to students. Displacement of Teachers and Students as seen in some cases, bandit attacks force teachers and students to flee from the affected area, disrupting the continuity of teaching and learning. This displacement can lead to a shortage of qualified teachers and a loss of peer support for students.



The effect of banditry attacks on primary and secondary school attendance is significant and far-reaching. These attacks instill fear and insecurity in the affected communities, leading to a decline in school attendance rates. The safety and well-being of students and teachers become a paramount concern, and the overall quality of education suffers as a result. Banditry attacks disrupt the learning process, creating an atmosphere of uncertainty that can discourage students from attending school regularly. This, in turn, hinders their academic progress and limits their future opportunities. Additionally, teachers may also be reluctant to work in high-risk areas, resulting in a shortage of qualified educators.

Bandit attacks on schools have far-reaching consequences, affecting education, safety, and the well-being of students and teachers. By implementing a comprehensive approach that involves rebuilding damaged infrastructure, enhancing security measures, and providing psychological support, it is possible to mitigate the impact of such attacks and create a safer learning environment for all. The collective efforts of governments, communities, and international partners are essential to pave the way forward and ensure that every child has access to a safe and quality education.

### **Recommendations**

1. **Improve Security Measures:** Enhancing security around primary and secondary schools is crucial to deter banditry attacks. Implementing measures such as installing surveillance cameras, employing security guards, and setting up security checkpoints can help create a safer environment for students and teachers.
2. **Community Involvement:** Encourage community engagement and cooperation with law enforcement agencies to address the issue of banditry attacks. Creating community watch programs and involving local leaders can help gather valuable intelligence and prevent attacks before they occur.
3. **Safe Transportation:** Focus on providing safe transportation options for students who live in areas prone to banditry attacks. School buses or organized group transportation with appropriate security measures can reduce the vulnerability of students during their commute to and from school.
4. **Early Warning Systems:** Develop and implement early warning systems to alert schools and relevant authorities about potential threats or suspicious activities in the vicinity. Timely information can help take preventive actions and protect students and staff.
5. **Psychological Support:** Banditry attacks can have a severe psychological impact on students, teachers, and school communities. Offer counseling and psychological support services to those affected to help them cope with the trauma and minimize the long-term effects on school attendance.
6. **Educational Awareness:** Conduct workshops and awareness campaigns in schools and communities to educate students, parents, and teachers about safety protocols during banditry

attacks. Equipping them with knowledge and skills can empower individuals to respond effectively in emergencies.

7. Remote Learning Options: In areas where the risk of banditry attacks is high, consider implementing remote learning options. Online classes or distance education programs can ensure continuous access to education without exposing students and staff to physical threats.

## References

1. Achumba, I.C., Ighomereho, O.S. & Akpor-Robaro, M.O. (2013). "Security challenges in Nigeria and the implications for Business activities and sustainable development". *Journal of Economics and Sustainable Development*, 4(2), 77-99.
2. Beland, D. (2005). *The Political Construction of Collective Insecurity; From Moral Panic to Blame Avoidance and Organized Irresponsibility*. Centre for European Studies Working Paper Series 126.
3. Eke, E. (2004) *Facing New Challenges in Adolescence*, Enugu, E. L. Demak (Publishers)  
*for Nigerian Women and Girls*. <https://www.hrw.org/report/2016/04/11>.
4. GCPEA, (2019). *"I will never go back to School": The Impact of Attacks on Education*
5. Guardian(2014) Nigerian bomb blast kills at least eight <https://www.bbc.com/news/world-africa>. Retrieved 30/6/2021.
6. Ladan, S. I., & Matawalli, B. U. (2020). Impacts of banditry on food security in Katsina state, Nigeria. *Direct Research Journal of Agriculture and Food Sciences*, 8, 439-447. <https://doi.org/10.26765/DRJAFS278190136>
7. Musa, G.U & Deepali, S. (2021). The persistence of Insecurity in Nigeria: A critical analysis on Banditry. *NIU International Journal of Human Right*, 8(XVIII), 11-27
8. Ndubuisi-Okolo Purity, U., & Anekwe Rita, I. (2018). Strategies for Achieving Sustainable Development in Nigeria: The Nexus. *International Journal of Academic Research in Business and Social Sciences*, 8(6), 168–180.
9. Nigeria Watch (2011). *Herders against farmers: Nigeria's expanding deadly conflict*. Retrieved from <https://www.crisisgroup.org/africa/west-africa/nigeria> on 25th June, 2021
10. Obiezu, T. (2021). *Search Underway for Kidnapped Students from Nigeria's Kaduna*
11. Odeunmi, A. (2007). *Parenting: A cross-cultural and psychological perspective*. Abuja: Afabunmi Nigeria Limited.
12. Okoli, C. A. & Okpaleke, N. F. (2014). Banditry and crisis of public safety in Nigeria: Issues in national security strategic. *European Scientific Journal*, 10(4), 350-362.
13. Okoli, C. A. (2019). What can be done to fight viral banditry in northern Nigeria. Retrieved from [reliefre.int](http://reliefre.int) on 25th June, 2021.

14. Okonkwo, Ndubuisi-Okolo & Anigbogu (2015). Security Challenges and the Implications for Business Activities in Nigeria: A Critical Review. *Journal of Policy and Development Studies* 9 (2), 154-158.
15. Okorodudu, R.I & Okorodudu, G.N(2003). An overview of conduct problems of the Nigeria Child. Online publication by the World Childcare and Education, Acapulco Mexico <http://www.ied/edu.hk/cric/new/apjted/index.htm>
16. Orjinmo, N. (2021). *Nigeria's School Abductions: Why Children are being targeted*. Retrieved 30/6/2021.
17. Reuters, (2021). *Nigeria: Gunmen Kidnap over 80 Students from School*. state. <https://www.voanews.com/africa/search>. Retrieved 30/6/2021
18. Tribune (2021). Education in Disarray. More than 10,000 schools in the North closed, 400,000 Students Affected <https://tribuneonline.ng/education-in-disarray-more-than-10,000-schools-in-the-north-closed-400,000-students-affected/>
19. UNDP (1994) "Human Development Report" New York; Oxford University Press.
20. Utti, A. (2006). Relationship between parenting styles and students' academic achievement in secondary schools in Ethiope East L. G. A. of Delta State. Unpublished M. Ed Thesis of Delta State University, Abraka.
21. William, P. D. (2008). *Security Studies; An Introduction* New York; Routledge,