



## Assessment of senior secondary school students enrolment and attitude to formal education in banditry-ravaged areas in katisna state

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### Abstract

Formal education, a structured and systematic learning process, has been threatened by banditry activities in Katsina State. The study assessed senior secondary school students' enrolment and attitude to formal education in banditry-ravaged areas in Katsina State. The researchers adopted survey research design for the study. The target population was made up of senior secondary school students' in in banditry-ravaged areas in Katsina State, Nigeria. Multi-stage sampling techniques were utilized for the study. Thus, a total of nine hundred and ninety-one (991) senior secondary school students in banditry-ravaged areas in Katsina State participated in the study. The instrument used for data collection was a questionnaire titled 'Students' Attitude towards Formal Education in Banditry Ravaged Areas Questionnaire (SATFEBRAQ) with test-retest reliability coefficients 0.85. In addition, a Proforma was used to collect five (5) years senior secondary students enrolment in banditry ravaged areas from the principal of the selected schools for the study. Frequency, percentage, standard deviation, mean and rank-order were used to answer research questions while t-test and Analysis of Variance (ANOVA) was used to test the formulated hypotheses. Results show the alarmingly low enrolment rates, which disproportionately affect both male and female students, all the 15 items on the Students' Attitude towards Formal Education in Banditry Ravaged Areas Questionnaire have a significant negative impact on students' attitudes towards formal education in these areas. Moreover,, no significant difference in the attitude of senior secondary school students towards formal education in banditry-ravaged areas of Katsina State with respect to gender  $229 (t = 0.229, df = 989, p > 0.05)$ ; Class  $(F_{1, 989} = 0.753, p > 0.05)$  and age  $(F_{1, 988} = 0.420, p > 0.05)$ . The researchers concluded that banditry activities have negatively impacted senior secondary school students' enrollment rates and attitudes towards formal education in banditry-ravaged areas of Katsina State. The researchers recommend that government should take decisive action to eliminate banditry thereby ensuring a safe and secure environment enables students to attend school without fear.

**Keywords:** Assessment, Attitude, Banditry-Ravaged Areas, Enrolment, Formal Education

### INTRODUCTION

Formal education refers to the structured learning process provided by institutions such as schools, colleges, and universities. It follows a standardized curriculum and typically involves organized instruction, assessment, and certification. Formal education is characterized by its systematic

approach to teaching and learning, with defined objectives, methods, and outcomes. Formal Education is classroom-based learning and it is done by trained teachers (Olutola, Olatoye, & Adamu (2021). This type of education takes place in the formal school system using well-equipped classrooms and conducive teaching environment. Young

(2013) viewed formal education refers to the structured learning process provided by institutions such as schools and universities, characterized by standardized curriculum and assessment. According to Bourdieu and Passeron (2014) formal education encompasses the transmission of cultural capital through institutionalized means, reinforcing social hierarchies and legitimizing dominant forms of knowledge.

Moreover, Dewey (2010) defined formal education is the process through which individuals acquire not only knowledge and skills but also social and moral values, fostering democratic citizenship and personal growth. Formal education serves as a tool for liberation, empowering individuals to critically analyse their social realities and participate in transformative action (Freire, 2018). Formal education often leads to recognized qualifications or degrees and plays a crucial role in imparting knowledge, skills, and socialization to individuals within society. It is important to note that formal education can be influenced by students' attitude.

According to Ajzen, (2012); Eagly and Shelly (2007) attitude refers to a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. Moreover, Petty, and John (2012) viewed that, attitude are relatively enduring evaluations of objects or issues that can be positive or negative. Attitude are mental and neural representations of an entity that are positively or negatively valued and predispose individuals to evaluate the entity favourably or unfavourably. It is important to note that banditry activities can be influenced by students' attitude to formal education.

Banditry refers to the activities of organized groups or individuals who engage in acts of robbery, theft, extortion, or violence, typically in remote or rural areas. These activities often involve ambushes, raids, and other forms of criminal behaviour aimed at looting valuables, kidnapping for

ransom, or asserting control over territory through intimidation and violence. Banditry remains a pressing security issue across Africa, with bandits inflicting havoc on region such as the Horn of Africa, East and Central Africa, as well as along the trans-Saharan trade routes stretching from Niger Republic to Libya. In West Africa, the growing prevalence and gravity of banditry have significantly exacerbated regional insecurity, posing a potential threat to the integration of the sub-regions (Abdullahi, 2019).

The escalating wave of banditry and its attendant security risks in the Northwest region of Nigeria, notably in Katsina, Zamfara, Kaduna, Sokoto, and Niger states, poses a significant national security challenge and treat to our schools which demand urgent attention (Olaniyan & Yahaya, 2016). It is undeniable that banditry presents a significant challenge not only to the security of Northwest states but also to the entire country due to its escalating impacts and implications (Rosenje & Adeniyi, 2021). Researchers such as Olaniyan and Yahaya (2016), Suleiman (2017), and Mustapha (2019) have identified numerous factors contributing to the emergence and persistence of banditry in Nigeria. These factors include the fragility of the Nigerian state, inadequate state institutions-particularly security agencies, extensive ungoverned territories, porous borders with neighbouring countries facilitating arms proliferation, ineffective leadership, corruption, high unemployment rates, and widespread poverty.

### **Causes of Banditry in Nigeria**

Scholars such as Olaniyan and Yahaya (2016), Suleiman (2017), and Mustapha (2019) have extensively analyzed the root causes and widespread prevalence of banditry in Nigeria. Among the factors they have highlighted are:

- i. Fragility of the Nigerian State: This refers to the state's inability to effectively exert control and provide governance across its territory.
- ii. Weak state institutions, particularly security agencies: The inadequacies within security agencies undermine

their capacity to combat banditry effectively.

- iii. Availability of grossly ungoverned spaces: large areas within Nigeria remain ungoverned, creating fertile ground for banditry to thrive.
- iv. Porosity of Nigeria's borders with neighbouring countries: Weak border control facilitates the infiltration of arms and criminals into Nigeria.
- v. Arms proliferation: The widespread availability of weapons exacerbates the scale and intensity of banditry.
- vi. Weak leadership: Leadership failures contribute to the inability to address underlying socio-economic grievances and effectively combat banditry.
- vii. Corruption: Rampant corruption undermines efforts to tackle banditry by eroding trust in government institutions and diverting resources away from security measures.
- viii. Unemployment and mass poverty: Socio-economic disparities create conditions conducive to recruitment into criminal activities like banditry.
- ix. Illiteracy: This serves as both a consequence and a catalyst of poverty. Consequently, higher level of poverty result in increased recruitment of youths into extremist groups like Boko Haram and armed banditry. When young men lack education, employment and financial stability, they become susceptible to indoctrination. This indoctrination offers them a distorted sense of purpose, resembling employment, and motivates them to act according to the ideologies they have been exposed to. The scenario is prevalent in the Northern region, as described by (Olufemi, 2015).
- x. Quick-money syndrome, as outlined by Dodo, (2010) is identified as a leading cause of kidnapping in Nigeria. Many Nigerians exhibit a reluctance to put in sustained effort, amidst a backdrop where survival is often contingent on out-coming others. Consequently, there is a

prevailing belief that one cannot reap rewards without investing effort. However, driven by ambitious aspirations, numerous Nigerian youths opt for shortcuts, resorting to kidnapping for ransom as a means to realize their dreams without understanding the necessary work.

Banditry, particularly in regions prone to conflict or insecurity, can have significant adverse effects on student enrolment. These are some potential impacts supported by scholarly research:

- i. Fear and Safety Concerns: Banditry creates an atmosphere of fear and insecurity, making parents reluctant to send their children to school. Studies have shown that parents prioritize their children's safety above all else, and when schools are located in areas plagued by banditry, enrolment rates tend to decline (Save the Children, 2012).
- ii. Disruption of Education Infrastructure: Banditry often leads to the destruction or closure of schools. Attacks on school buildings, teachers, and students can render educational facilities non-functional, further discouraging enrolment (Global Coalition to Protect Education from Attack, 2014).
- iii. Displacement: Families fleeing conflict or banditry may become internally displaced or refugees, disrupting children's education. Displacement often leads to loss of documentation, lack of access to schools, and increased vulnerability, all of which can hinder enrolment (United Nations High Commissioner for Refugees (UNHCR), 2019).
- iv. Economic Hardship: Banditry can disrupt economic activities in affected areas, leading to loss of livelihoods and increased poverty. Families struggling economically may prioritize immediate needs over education, leading to lower enrolment rates (Save the Children, 2013).

- v. Psychological Impact: Persistent exposure to violence and insecurity can have profound psychological effects on children, affecting their willingness and ability to attend school. Trauma resulting from witnessing or experiencing violence may lead to decreased motivation and concentration in learning environments (Betancourt & Khan, 2008).

Duflo and Banerjee (2011) discussed the role of formal education in addressing barriers to enrolment, such as poverty and gender inequality. Nevertheless, Psacharopoulos and Patrinos (2018) examined the impact of education policies and reforms on enrolment rates across various countries. These scholars' works demonstrate that formal education systems, policies, and interventions can significantly influence student enrolment rates by addressing barriers, providing incentives, and improving access to quality education. However, the specific mechanisms through which formal education affects enrolment may vary depending on factors such as socio-economic context, government policies, cultural norms and banditry activities.

In view of the challenges faced secondary school students by banditry, this study investigated the assessment of senior secondary school students' enrolment and attitude to formal education in banditry-ravaged areas in Katsina State.

## METHODOLOGY

The survey research design was adopted for this study. The population of the study consist of all the secondary school students in banditry-ravaged areas in Katsina State, Nigeria while the target population consists of all the senior secondary school students in banditry ravaged areas in Katsina State, Nigeria. Multi-stage sampling techniques will be used for the study.

Firstly, all the schools in Katsina State, Nigeria were divided into two (banditry ravaged areas) using the existing geopolitical zones (Katsina Central & Katsina South). Secondly, the researchers identified all the banditry ravaged Local Government Areas in

each geopolitical zones of Katsina State using the number of cases of banditry attack recorded and frequency of attack. Thirdly, purposive sampling technique was used to select four (4) banditry ravaged Local Government Areas from each geopolitical zone and eight (8) senior secondary schools from each geopolitical zone. Thus, a total of eight (8) Local Government Areas, sixteen (16) senior secondary schools, sixteen (16) principals and nine hundred and ninety-one (991) senior secondary school students in banditry-ravaged areas in Katsina State were selected for this study.

The instrument used for data collection was a questionnaire which consists of two (2) sections. Section A consists of six (6) personal information of the respondents such as name of school, name of Local Government Area, zone, gender, age and class. Section B contains 'Students' Attitude towards Formal Education in Banditry Ravaged Areas Questionnaire (SATFEBRAQ) with fifteen (15) items'. All items in SATFEBRAQ were answered using strongly agree (4), agree (3), disagree (2) and strongly disagree (1). Two experts in educational measurement and evaluation ascertained the face and content validities of the instruments while test-retest reliability method was used to establish the reliability of the instruments. Reliability coefficients 0.85 was obtained for the SATFEBRAQ. This shows that the instrument is reliable for the study. In addition, a Proforma was used to collect five (5) years senior secondary students enrolment in banditry ravaged areas from the principal of the selected schools for the study. The data collected from the study were analyzed with respect to the research questions asked and hypotheses formulated for the study. Frequency, percentage and mean were used to answer research question one (1) and two (2). Moreover, hypothesis one (1) was analyzed using t-test, hypothesis two (2) and three (3) were analyzed using Analysis of Variance (ANOVA).

## RESULTS

The two research questions were asked and answered using frequency, percentage

and mean. Answers to research questions are shown below:

**Research Question One:** What is the nature of senior secondary school students' enrolment in banditry-ravaged areas in Katsina State?

**Table 1**  
**Summary Table of Frequency and Percentage of senior secondary school students' enrolment in banditry-ravaged areas in Katsina State**

School	Year	Total Enrolment	Senior Secondary School	
			Male	Female
1	2020	1153	214 (19%)	939 (81%)
	2021	330	205 (62%)	125 (38%)
	2022	469	200 (43%)	269 (57%)
	2023	276	176 (64%)	100 (36%)
	2024	804	205 (25%)	599 (75%)
2	2020	834	542 (65%)	292 (35%)
	2021	665	335 (50%)	330 (50%)
	2022	435	385 (89%)	50 (11%)
	2023	507	267 (53%)	240 (47%)
	2024	538	278 (52%)	260 (48%)
3	2020	856	596 (70%)	260 (30%)
	2021	957	440 (46%)	517 (54%)
	2022	641	276 (43%)	365 (57%)
	2023	448	188 (42%)	260 (58%)
	2024	644	470 (73%)	174 (27%)
4	2020	452	226 (50%)	226 (50%)
	2021	967	452 (47%)	515 (53%)
	2022	111	49 (44%)	62 (66%)
	2023	714	316 (44%)	398 (66%)
	2024	707	323 (46%)	384 (54%)
5	2020	547	253 (46%)	294 (54%)
	2021	348	165 (47%)	183 (53%)
	2022	560	269 (48%)	291 (52%)
	2023	673	309 (46%)	364 (54%)
	2024	276	134 (49%)	142 (51%)
6	2020	613	327 (53%)	286 (47%)
	2021	765	263 (34%)	502 (66%)
	2022	549	449 (82%)	100 (18%)
	2023	439	95 (21%)	344 (89%)
	2024	687	299 (44%)	388 (56%)
7	2020	497	225 (45%)	272 (55%)
	2021	501	222 (44%)	279 (56%)
	2022	500	225 (45%)	275 (55%)
	2023	503	225 (45%)	278 (55%)
	2024	518	231 (45%)	287 (55%)
8	2020	467	258 (55%)	209 (45%)
	2021	459	251 (55%)	208 (45%)
	2022	459	250 (54%)	209 (46%)

	2023	459	253 (55%)	206 (45%)
	2024	458	246 (54%)	212 (46%)
<b>9</b>	2020	402	212 (53%)	190 (47%)
	2021	355	211 (59%)	144 (41%)
	2022	299	207 (69%)	92 (31%)
	2023	294	219 (74%)	75 (26%)
	2024	398	218 (55%)	180 (45%)
<b>10</b>	2020	330	236 (72%)	94 (28%)
	2021	521	252 (48%)	269 (52%)
	2022	431	250 (58%)	181 (42%)
	2023	460	250 (54%)	210 (56%)
	2024	484	252 (52%)	232 (48%)
<b>11</b>	2020	374	265 (71%)	109 (29%)
	2021	372	268 (72%)	104 (28%)
	2022	346	269 (78%)	77 (22%)
	2023	363	266 (73%)	97 (27%)
	2024	374	267 (71%)	107 (29%)
<b>12</b>	2020	212	106 (50%)	106 (50%)
	2021	217	112 (52%)	105 (48%)
	2022	221	109 (49%)	112 (51%)
	2023	224	106 (47%)	118 (53%)
	2024	232	110 (47%)	122 (53%)
<b>13</b>	2020	257	132 (51%)	125 (49%)
	2021	262	124 (47%)	138 (53%)
	2022	266	132 (50%)	134 (50%)
	2023	269	125 (46%)	144 (54%)
	2024	277	130 (47%)	147 (53%)
<b>14</b>	2020	265	165 (62%)	100 (38%)
	2021	294	161 (55%)	133 (45%)
	2022	314	165 (53%)	149 (47%)
	2023	296	162 (55%)	134 (45%)
	2024	286	160 (56%)	126 (44%)
<b>15</b>	2020	261	162 (62%)	99 (38%)
	2021	258	160 (62%)	98 (38%)
	2022	245	142 (58%)	103 (42%)
	2023	257	137 (53%)	120 (47%)
	2024	241	138 (57%)	103 (43%)
<b>16</b>	2020	252	127 (50%)	125 (50%)
	2021	248	119 (48%)	129 (52%)
	2022	243	121 (50%)	122 (50%)
	2023	264	133 (50%)	131 (50%)
	2024	252	127 (50%)	125 (50%)

Table 1 presents the enrolment trends of senior secondary school students in banditry-ravaged areas of Katsina State from 2020 to 2024. The data reveals that banditry activities

significantly impacted student enrolment in all 16 schools, with varying degrees of disruption across different years. Specifically, the affected schools and years are: school 1

(2021 & 2023); school 2 (2021 & 2022); school 3 (2023); school 4 (2020 & 2022); school 5 (2021 & 2024); school 6 (2022 & 2023); school 7 (2020); school 8 (2020); school 9 (2021, 2022, 2023 & 2024); school 10 (2020, 2022, 2023 & 2024); school 11 (2020 & 2023); school 12 (2020, 2021, 2022, 2023 & 2024) enrolment of students was very poor; school 13 (2020 & 2021); school 14 (2020, 2023 & 2024); school 15 (2021, 2022, 2023 & 2024); and school 16 (2021, 2022 & 2024).

Overall, the data indicates that the unstable and poor enrolment trends affected both male and female students. Furthermore, the enrolment rates are not encouraging, and the banditry activities have negatively impacted students' attitudes towards formal education.

**Research Question Two:** What is the attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State?

**Table 2**

**Summary Table of Frequency, Percentage, standard deviation and mean of attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State**

S/N	Statement	SA	A	D	SD	Mean	Decision
1.	I do not have interest in formal education because of fear of bandits	377 (37.9%)	383 (38.6%)	188 (19.0)	44 (4.4%)	3.1009	Agree
2.	My experience with bandits is not allowing me to go to school everyday	292 (29.5%)	416 (42.0%)	223 (22.5%)	60 (6.1%)	2.8375	Agree
3.	I wish my parents withdraw me from school as a result of banditry	306 (30.9%)	350 (35.3%)	203 (20.5%)	132 (13.3%)	2.8375	Agree
4.	I like school but I am afraid of being attacked by bandits	314 (31.7%)	348 (35.1%)	203 (20.5%)	126 (12.7%)	2.8577	Agree
5.	I will not further my education because I do not want bandits to kill me	266 (26.8%)	388 (39.2%)	227 (22.9%)	110 (11.1%)	2.8174	Agree
6.	I am afraid of going to school	308 (31.1%)	353 (35.6%)	166 (16.8%)	164 (16.5%)	2.8123	Agree
7.	I am always scared when I am in school because I do not want bandits to attack me	341 (34.4%)	345 (34.8%)	244 (24.6%)	61 (6.2%)	2.9748	Agree
8.	I do not pay attention to my teachers during lessons because of fear of being attacked	295 (29.8%)	356 (35.9%)	254 (25.8%)	86 (8.7%)	2.8678	Agree
9.	I did not like school because it exposes me to bandits	334 (33.7%)	345 (34.8%)	215 (21.7%)	97 (9.8%)	2.9243	Agree
10.	I like formal education because it will enlighten me	327 (33.0%)	305 (30.8%)	219 (22.1%)	140 (14.1%)	2.8264	Agree
11.	I am going to school because my parents forced me	322 (32.5%)	439 (44.3%)	148 (14.9%)	82 (8.3%)	3.0101	Agree
12.	I do not have interest in schooling because my parents are illiterate	231 (23.3%)	464 (46.8%)	191 (19.3%)	105 (10.6%)	2.8285	Agree
13.	I am planning to drop out of school	335	366	219	78	2.9606	Agree

	because of banditry activities	(33.8%)	(36.3%)	(22.0%)	(7.9%)		
14.	My parents are planning to withdraw me from school because of banditry activities	344 (34.7%)	378 (38.1%)	126 (12.7%)	143 (14.6%)	2.9314	Agree
15.	Banditry has made me hate school	317 (32.0%)	359 (36.2%)	204 (20.6%)	111 (11.2%)	2.8900	Agree

**Note: SA = Strongly Agree; A = Agree; D =Disagree; SD = Strongly Disagree**

Table 2 presents the mean responses of participants regarding the attitude of senior secondary school students towards formal education in banditry-ravaged areas of Katsina State. The table ranks the mean responses for items 1-15, with a mid-point scale value of 2.5 serving as the reference mean. The results indicate that all 15 items have mean values exceeding the reference mean of 2.50.

Specifically, these are rank means of attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State listed above; item 1, I do not have interest in formal education because of fear of bandits (Mean = 3.1009), item 11, I am going to school because my parents forced me (Mean = 3.0101), item 7, I am always scared when I am in school because I do not want bandits to attack me (Mean = 2.9748), item 13, I am planning to drop out of school because of banditry activities (Mean = 2.9606), item 2, My experience with bandits is not allowing me to go to school every-day (Mean = 2.9485), item 14. My parents are planning to withdraw me from school because of banditry activities (Mean = 2.9314), item 9, I did not like school because it exposes me to bandits (Mean = 2.9243), item 15, Banditry has made me hate school (Mean = 2.8900), item 8, I do not pay attention to my teachers during lessons because of fear of being attacked (Mean =2.8678), item 4, I like school but I am afraid of being attacked by bandits

(Mean = 2.8577), item 3, I wish my parents withdraw me from school as a result of banditry (Mean = 2.8579), item 12, I do not have interest in schooling because my parents are illiterate(Mean = 2.8285), item 10, I like formal education because it will enlighten me (Mean = 2.8264) and item 5, I will not further my education because I do not want bandits to kill me (Mean = 2.8174) and item 6, I am afraid of going to school (Mean =2.8123).

These findings confirm that senior secondary school students agree that all 15 items negatively impact their attitude towards formal education in banditry-ravaged areas of Katsina State. Consequently, the study reveals that banditry activities have adversely affected students' attitudes towards formal education.

### Hypotheses Testing

The summaries of t-test and Analysis of Variance (ANOVA) are presented on Tables 4 to 6 with respect to the hypotheses tested.

**Hypothesis One:** There is no significant difference in the attitude of male and female senior secondary school students to formal education in banditry-ravaged areas in Katsina State.

The t-test analysis was used to determine the in the attitude of male and female senior secondary school students to formal education in banditry-ravaged areas in Katsina State.

**Table 3**  
**t-test summary Table showing the difference in the in the attitude of male and female senior secondary school students to formal education in banditry-ravaged areas in Katsina State.**

Variable	Gender	N	Mean	SD	DF	t-cal.	Sig. t-value
	Male	551	43.6243	5.58752			



<b>Attitude to Formal Education</b>	Female	440	43.5432	5.63854	989	0.229	0.821 (NS)
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NS: Not significant at 0.05 alpha level of significance.

Table 3 presents the results of the independent samples t-test, which yielded a calculated t-value of 0.229 ( $t = 0.229$ ,  $df = 989$ ,  $p > 0.05$ ). Since the p-value of 0.821 exceeds the 0.05 alpha level, the null hypothesis is accepted. This finding indicates that there is no statistically significant difference in the attitudes of male and female senior secondary school students towards formal education in banditry-affected areas of Katsina State. In other words, both male and

female students exhibit similar attitudes towards formal education in these areas. This similarity in attitudes may be attributed to their shared experiences with banditry.

**Hypothesis Two:** There is no significant difference in the attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State across the class level.

**Table 4**

**ANOVA Summary Table Showing the difference in the attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State across the class level.**

Source	Sum of Squares	DF	Mean Square	F- Value	Sig. F-value
Between Group	23.694	1	23.694		
Within Group	31106.330	989	31.452	.753	.386
<b>Total</b>	<b>31130.024</b>	<b>990</b>			

Table 4 presents the results of the ANOVA analysis, which yielded an F-value of 0.753 ( $F_{1, 989} = 0.753$ ,  $p > 0.05$ ). Since the p-value (0.386) exceeds the 0.05 alpha level, the null hypothesis two is accepted. This finding suggests that there is no statistically significant difference in the attitudes of senior secondary school students towards formal education in banditry-affected areas of Katsina State across different class levels. In

other words, the attitudes of students towards formal education remain consistent across various class levels.

**Hypothesis Three:** There is no significant difference in the attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State across the age group.

**Table 5**

**ANOVA Summary Table Showing the difference in the attitude of senior secondary school students to formal education in banditry-ravaged areas in Katsina State across the age group.**

Source	Sum of Squares	DF	Mean Square	F- Value	Sig. F-value
Between Group	26.421	2	13.210		
Within Group	31103.603	988	31.481	.420	.657
<b>Total</b>	<b>31130.024</b>	<b>990</b>			

Table 5 presents the results of the ANOVA analysis, which yielded an F-value of 0.420 ( $F_{1, 988} = 0.420$ ,  $p > 0.05$ ). Since the p-value (0.657) exceeds the 0.05 alpha level, the null hypothesis three is accepted. This finding suggests that there is no statistically

significant difference in the attitudes of senior secondary school students towards formal education in banditry-affected areas of Katsina State across different age groups. In other words, the attitudes of students towards

formal education remain consistent across various age groups.

### Discussion of Findings

The findings of research question one reveals that senior secondary school students' enrolment rates in banditry-affected areas of Katsina State are alarmingly low and disproportionately affect both male and female students. The results are further supported by Ahmed, Muhammad, and Omache (2024), who examined the impacts of banditry on girls' education in Katsina State. Their study revealed that banditry has severe consequences, including instilling fear of physical attack and abduction, closing schools, hindering teachers' ability to teach effectively, disrupting students' ability to learn and creating an un conducive environment for teaching and learning. These factors ultimately lead to decreased enrollment and retention of female students in schools. Additionally, the findings are consistent with Ezirim, Haruna, Paul, Kachalla, and Ayeni (2023), who noted that insecurity has negatively impacted student enrollment in northeast Nigeria.

The results of research question two indicate that all 15 items on the Students' Attitude towards Formal Education in Banditry Ravaged Areas Questionnaire (SATFEBRAQ) have a significant negative impact on senior secondary school students' attitudes towards formal education in banditry-affected areas of Katsina State. These findings are consistent with Birmati, Aide, Mohammed and Goje (2023) which observed that banditry has led to the destruction of schools, resulting in decreased student attendance, poor attitudes towards formal education, and parental reluctance to send their children to distant schools due to fear of kidnapping or violence by armed bandits. The results of the tested hypotheses (1, 2, & 3) indicates that there is no statistically significant difference in the attitudes of senior secondary school students towards formal education in banditry-affected areas of Katsina State with respect to gender, class level, and age.

### CONCLUSION

This study examined the enrolment rates and attitudes of senior secondary school students towards formal education in banditry-ravaged areas of Katsina State. The findings reveals alarmingly low enrolment rates, which disproportionately affect both male and female students. Furthermore, the results indicate that all 15 items on the Students' Attitude towards Formal Education in Banditry Ravaged Areas Questionnaire have a significant negative impact on students' attitudes towards formal education in these areas. However, the findings also shows that there is no significant difference in attitudes towards formal education with respect to gender, class level, and age."

### RECOMMENDATIONS

The following recommendations are made based on the findings and conclusions drawn in this study.

1. The government should take decisive action to eliminate banditry, ensuring a secure environment for students to attend school.
2. Government should offer free education and other incentives to encourage students to enroll and remain in school.
3. In order to eradicate banditry, government should equip security agencies with modern equipment and provide reasonable incentives for them to improve their effectiveness in combating banditry.
4. Professional Counsellors should be employ by government to schools to help students overcome their emotional trauma caused as a result of banditry.
5. Non-governmental organizations should play a crucial role through sensitizing the dwellers in banditry-ravaged areas on the effects of banditry and promoting proactive measures to combat the issue.

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