

EFFECT OF BANDITRY ON EDUCATIONAL DEVELOPMENT IN NIGER STATE

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Abstract

This paper examines the effect of banditry on educational development of Niger State. Development of this education can be achieved only in an environment of peace and harmony. It is not a hidden fact that Niger State is under severe security threat occasioned by banditry and kidnapping and other form of security challenges which affected educational development in the state. This paper relied on documentary method to analyze its data. However, the paper used telcott person's model of structural functionalism which is traceable to the work of Herbert Spencer (1869), the theory was chosen on the basis of its arguments that society is made up of groups and institutions which constitutes the whole. It states further that each of these institutions that formed the society plays a part for the survival of the system. The paper found out that the incidence of banditry has greatly affected students' performance, enrolment and attendance, and thereby concludes that, the problems of banditry is traceable to the problem of unemployment among citizens, injustice by those in position of authority, porous nature of Nigerian borders, poor motivation of security agents among others. It recommends measures in arresting the menace of banditry in the state, Government boarding schools in the affected communities should be converted to day secondary schools to encourage students attendance as mostly bandits operate in these communities at night, government should embark on enlightenment campaign when schools are reopened assuring the students, staff and parents of the safety of the students and staff so that they can concentrate on the normal academic activities which will lead to improvement in student's performance, government should strengthen security personnel's by providing them with sophisticated weapon to enable them confront bandits in other restore peace in this affected communities so that schools that are shut down can be reopened which will give opportunity to those children that could not attend school as a result of closure of schools, government should as matter of fact provide standby security in every school located in most of these affected communities as these will reduce fear and anxiety among the students and also encourage them to attend school regularly without any fear.

Key words: Banditry, Education, Development, Students Performance.

Introduction

Development of education in many societies today can only be achieved in an environment of peace and tranquility. The prevalent incidence of Banditry in Niger State is affecting the development of education in the state because it affects the student's performance, attendance and enrolment. Nations that have reached the state of excellence in educational development only achieved that by providing conducive environment for the students to learn and the staff to impart needed knowledge on the students (Anyagwa, 2016).

Prior to the emergence of banditry in Niger State, educational development in the state had been going on undisrupted. Because, students were attending schools regularly and students performance was then encouraging. Available record of (Annual school census, 2017 – 2020),

shows that students enrolment in most affected areas have been soaring up over the years.

Schools in different communities in Niger state have severally attacked by the bandit groups, these bandit groups usually kidnap students and staff of schools with the aim of collecting ransom to secure their release. Sometimes, some victims were sexually assaulted, raped and brutalized leading to serious injuries and death of some victims. There was example, in banditry attack on government science school Kagara when a student's was shoot to death instantly and 14 others were abducted.

This ugly situation has negatively impacted on student's performance, attendance and enrolment in the affected areas of the state by reducing students attendance in many of the schools. While, in some cases, parents have been constrained by such circumstances to withdraw their children from schools.

Government at a time was forced to close schools, the government whose primary responsibility is to provide adequate security over lives and properties of it's citizens has not been able to provide such sufficiently and effectively.

Olufemi (2015), said that Nigeria government has spent 4.62trillion on National Security over past years but the situation persisted despite the huge financial allocation committed to tackle insecurity. Besides, the fact that both federal and state government made some serious effort to end this carnage, so also various communities resorted to self-help, these initiatives offers to be uncoordinated, inadequate and subsequently ineffectively.

The consequence of the above scenario appears to be apparent collapse of education in the affected communities in Niger State, because gradually parents began to withdraw their children from schools because of the fear of been adopted leading to downturn of students enrolment and attendance at schools (Peterside, 2021). Students absence from schools invariably started to have toll on student's academic performance, as student result became discouraging (WAECB Result statistics 2016 – 2019 (NBS).

According to Section 14(6) is of constitution of Federal Republic of Nigeria, the welfare and security of the populace must be the state's primary goal. The security and well being of the people are jointly stated as the only goals in this declaration (Okeke, 2022). Every requirement is present when one desires to grasp security. All people, both government and non-governmental are extensively concerned about security (Akpan 2017).

The need for security became a vital issues of political taught of perceived improbability and danger. It channels abroad yearning for more dependability, stability and trugibleness in the face of the terrifying forces of unpredictability, rapid transformation and complexity.

Hence, banditry is a threat to the educational development of Niger State because it affect student's performance. School structure, discourages both local and foreign investment, reduces the quality of life, destroys human and social capital, and affects development in general. Adegoke S.G (2019)

This is why Rounke (2008), as cited in Oladimeji and Olusegun 2012), posit that war, terrorism and other forms of transitional political violence are in many ways more threatening than ever before as civilian casualty has been on the increase.

Statement of Problem

The continuous attacks by bandits on school system of Niger State is affecting students enrolment, attendance and performance of students. As a result of these insidious attacks, large numbers of students and staff were abducted, and forced to pay huge ransom before they were eventually released. Nigerian society has now been characterized and manifested into insecure environment. Peace makes all things possible and without it life will be meaningless.

According to United Nations children emergency fund (UNICEF 2018, P.1), Insecurity challenge had led to the slaughtering of at least 200 teachers and student across Northern Nigeria and many schools dislodged. This menace has led to closure of schools, parent withdrawal of students from school, transfer of students, teachers transfer, decrease in students enrolment, increase in the number of out of – school children, poor students performance, fear among teachers and students and many others.

Scholars like Olaniyan (2018), Tauna (2016), Hayaha (2016), Ibrahim (2021), Usman (2020), posited that high level of unemployment, Porous nature of Nigeria's borders, corruption among others are the major causes of banditry and kidnapping in Nigeria which have negative effect on student's performance, enrolment and attendance of students in Niger State. The scenario which is affecting the educational development of the state. Looking at the above reasons and in the light of limited scope of empirical studies, the needed empirical impetus to resolve the incidence of banditry in this country has its affect educational development not been extensively research on, and this form the key focus of this studies.

Research Question

- (1) To what extend has banditry affected the performance of schooling students in Niger State?
- (2) What is the effect of banditry on student's enrolment in Niger State?
- (3) What is the effect of banditry on student's attendance in Niger State?

Objectives of the Study

- (1) To examine the extent at which banditry might affected the performance of students in Niger state.
- (2) To determine the effect of banditry on student's enrolment in Niger State?
- (3) To examine the effect of banditry on student's attendance in Niger State

Literature Review

Concept of Banditry

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

brazen and gruesome massacre of people of Nigerian communities with sophisticated weapons by suspected men which carry reprisal attacks from surviving victims. A development that has been brought to the front burner of national security (Uche&Iwuamadi, 2018).

In this perception, Shalangwa (2013) regards banditry as the practice of raiding and attacking victims by members of an armed group. Whether or not premeditated, using weapons of offence or defense, especially in semi-organized groups for the purpose of overpowering the victim and obtaining loot or achieving some political goals, such bandits are usually perceived as outlaws, desperate and lawless marauders who do not have a definite residence or destination but roam around the forest and mountains to avoid being identified, detected and arrested.

However, where the term banditry is connected to rural, it implies a group of rural outlawed involved in illicit activities such as raiding of villages, kidnappings and cattle rustling for primitive accumulation of wealth. Thus, bandits are gang or groups terrorizing and dispossessing local people or travelers of their valuable items of properties such as merchandise, money, cattle, camel, and sheep, among others. They operate within and along rural borders with the assistance of their local collaborators including in some cases, security agents deployed to work for the safety and security of the people (Abdullahi, 2019).

Factors Promoting Banditry in Northwest /North Central Region of Nigeria

Several factors have been adduced as the driving forces of banditry in Nigeria and most especially in the northwest region of the country. Drivers of banditry in northwestern and north central Nigeria consist in some socio-existential conditions that characterize the interior as well as the frontiers of the region. Prominent among these conditions are the scarcely governed spaces the hinterlands, forestlands and borderlines of the region. The northwestern hinterlands are marked by extremely dispersed rural settlements, separated by rangelands and farmlands that are susceptible to violent contestations (Gaye, 2018).

1. Forestland: They are also interspersed by diverse forested landscapes, some of which are dotted by wetlands, rocks and caves. Apart from being separated from each other they are equally far separated from the centers of governance at the local and state levels. The forestlands of the region are vast, rugged and hazardous. Most importantly they are grossly under-policed to the point that makes them conducive for all forms of jungle criminality. In view of this, violent crimes, such as banditry, have festered and thrived in such forested areas. Most attacks occur in remote villages, close to forested regions in the north-west where there is little security presence (Gaye, 2018).

In likewise manner, banditry occurs in large swathes of forest reserves that are generally out of the reach of the Nigerian security operatives. Most of the bandit activities take place in state-owned reserves such as the Kamuku, Kiyanbana, and Fagore forests in Northern Nigeria. The forests offer perfect locations as hide outs for the criminals to evade arrest from security forces. The reluctance of the Nigerian security operatives to enter these forest areas seems to be largely due to inefficiency, connivance of the local people, lack of sophisticated equipment and poor motivation of the Nigerian security forces (Olaniyan & Yahaya, 2016).

2. Unemployment: Another factor that promotes banditry in Nigeria is the high level of

unemployment rate. The National Bureau of Statistics (NBS) in 2019 puts Nigeria's unemployment rate at 23.1% of which youth unemployment is 55.4%. Equally, the poverty index in the Northwest is 77.7% (NBS, 2012; Bosenje & Moliki, 2016). These figures have continued to drastically increase yearly as Nigerian institutions keep graduating batches of youths with the prior impression of getting better jobs and opportunities after graduation (Adegoke, 2019). The anxiety from Nigerian graduates that later turn to frustration and then to aggression on the government is what has fuelled the emergence of most of these bandit attacks and security threats in the country (Suleiman, 2017, Mustapha, 2019). Furthermore, Kilishio, Mobolaji, Usman, Yakubu and Yaru (2014 as cited in Abdullahi, 2017). Canvassed that the rising wave of crime in Nigeria has been blamed on the increasing level of unemployment. Thus, the idle youths tend to engage in illegal activities in order to meet up with contemporary trends. Suffice to say that the youths easily get enticed to riches as a result of the prevailing "get rich quick syndrome" that pervade the country. Hence, they tend to do whatever it takes to get rich quick. Therefore, the Nigeria's high rate of unemployment, especially the increasing rate of youth's unemployment is what majorly prompts the jobless youth in the country to resort to violent crime like banditry (Adagab, Ugwu, & Eme, 2012 Epron, 2019).

3. **Weak Security System:** There is no gain saying the fact that weak security system complements the alarming rate of banditry in the northwest region of Nigeria. This could have possibly been caused by the inadequate equipment for the security arm of government, both in weaponry and training Achumbalghomereho, & Akpor-Rabaro, 2013) this is in addition to poor attitudinal and behavioural disposition of security personnel. In many cases, security personnel assigned to deal with given security situations lack the expertise and equipment to handle the situations in a way to prevent them from occurring. Even when these exist, some personnel get influenced by ethnic, religious or communal sentiment and are easily prejudiced by their personal interest to serve their people, rather than the nation (Achumba, Ighomereho, & Akpor-Rabaro, 2013). Thus, instead of being national watch dogs and defending national interest and values, and protecting people from being harmed by criminals, they soon become saboteurs of government efforts, by supporting and fueling insecurity through either leaking vital security information or conniving with criminals to acquire weapons or to escape the long arm of the law (Offerm & Ichoku, 2015).
4. **Poverty/Poor Governance:** Adeolu (2018) noted that, poverty as well as poor governance contributed significantly to the rising wave of banditry in Nigeria. The failure of successive administrations in Nigeria to address the challenges of poverty bedeviling the nation has made life burdensome and only the fittest survive. In concurrence with Adebayo (2018) perception, Adeolu, (2018) noted that Nigeria has overtaken India as the country with the largest number of people living in extreme poverty, with an estimated 87 million Nigerians, or around half of the country's population, estimated to be living on less than \$1.90 a day, Also, Atere and Alao (2015) linked banditry, terrorism and other criminal acts to poverty. Although not all forms of criminal acts could be linked to poverty, it has been contended that economic deprivation influences people to resort to illegal means of meeting their daily needs. It was discovered that because of the attractive benefits accruing from

banditry activity, most people, especially the youths tend to join the bandit gangs in the Northwest of Nigeria (Epron, 2014, Adegoke, 2019).

5. Proliferation of Arms: Another driving factor of banditry in Northwestern/North Central of Nigeria worthy of mentioning is the issue of arms proliferation. There has been an incremental influx of small arms and light weapons (SALWS) into Nigeria from the Sahel since the fall of Ghadffi's regime in Libya (Gaye, 2018). These arms and weapons end up in the hands of non-state actors like terrorists, militants and bandits, who use them to terrorize individuals and communities. In September 2018, military troops in joint operations with personnel of the department of State Service (DSS) arrested two suspected illicit arms dealers along Funtua-Gusau road with 1, 479 rounds 7.62mm (Special) ammunition, on their way to deliver the weapons to armed bandits (Adeniyi, 2018). Incidents such as this have been prevalent in the various states of northwestern Nigeria where banditry has become the order of the day (Okoli&Ugwu, 2019).
6. Illegal Mining Activities: Completion over access to mineral resources deposits in most of the affected states exacerbates already existing tensions. Order terror groups control the minefields and are able to act with inequity because of the undue patronage they benefit from the authorities through continece. The syndicates also fund banditry and cattle rusty in mining communities, displacing and inciting violence among Fulani pastoralist and farming communities.
7. Controversial Peace Agreements between some state governments and criminal groups: In an attempt to stop these attacks, and due to larger failures on the part of the federal government initiated direct negotiations with these criminal groups. As part of these negotiations, the governors offered the criminal groups amnesties and other incentives to end violent attacks. Some have even agreed to release all arrested persons from such groups in exchange for hostages. So far, these agreement have failed for a number of reasons first these criminal groups lack central command and a common goal, so it has been difficult to bring them all to a common negotiation. Moreover, agreements made with one group are not banded on others secondly, the dialogues excluded the local communities that bear the brunt of violence and expect the state to deliver forms of compensation, justice and protection as a condition for durable peace.
8. Porous Nigerian's Borders: Nigeria's border with Niger. Cameroon, Chad and Benin Republic is poorly policed by the Nigeria Custom and Immigration Services. The porous nature of these borders heightens the potential spread of terrorist activities into Northwestern/North Central of Nigeria.

Concept of Education

The term education as a concept is quite elusive and not easy to define. The complexity of the discipline is necessitated by the functions education has to perform in society as one of its institution. For the purpose of this paper, we shall therefore have a look at few definitions of education.

From the etymological point of view, the word 'education' is derived from two latin words "educere" which means "to lead out" and "educare" which means 'to bring up". This means that

education bring out skills in someone and build them up.

Okoorosaye-Orubite (2019) defined education as a social creation, designed to meet the specific needs of the society at any particular point in time. Its form, content, methodology and clientele are determined by the society.

Nzewu (1985) sees education to play a role of preparing or nurturing individuals to live in society and thus being able to perform specific functions for society.

Clark cited in Vikoo (2016) aptly describe education as an interaction between a teacher and a student under the teachers responsibility in order to bring about the expected change in the student's behaviour.

Connor(1966) also noted that educational system of any society is a more or less elaborate mechanism design by society to instill in individuals certain skills or attitude that are judge to be useful and desirable in that society. In a related development.

Adelowo (2010) conceptualized education as an enterprise which sets out to instill values, attitude and skills in members of the society. This was aptly supported by Pauley and Buseri (2019), that see education as a socializing agent that equips all its beneficiaries with the necessary tools such as knowledge, skills, attitude, cultural values, language and social skills to enable them conform to the desires/demand of their society.

To crown it all, the definition of education provided by Nwala is still relevant. For Nwala (1985),

“Education whether formal or informal, is the recognized method whereby a person acquire most of his ideas, beliefs and attitude: in short his knowledge, skill and manners necessary, not only to combat the hazards and problem of life and to secure the needs of but also to fit into the company of his fellow human being (P.242).

Structure of Educational System in Nigeria

The Nigerian educational system comprises of four levels of organization. The first is Informal and the remaining three make up the formal system of education. They includes:-

1. Pre-primary Education:- This is regarded as early child care and development education, Although informal, this level of education is meant for children of the age range of 2 to 5 years. These schools were established under degree No. 16 of 1985 (National minimum standards and establishment of institutions) It is been run as day care centers and nursery/kindergarten schools by private agencies and individuals. The major objectives is to cultivate and inculcate appropriate schooling attitude and awareness into the young child.
2. Primary Education: This is the first level of the formal system of education. It provides a six-year course for children of age range of 6-12 years. This level is regarded as the officially recognized starting point of education, as the key to success or failure of the entire system. The objective includes the preparation for a broad-based education with emphasis on the attainment of permanent and functional literacy, numeracy and effective communicative skills.
3. Secondary Education: This is the type of education that children receive after

primary school. The secondary school has two stages covering six years duration. The first stage run classes from J.S.S 1 to J.S.S 3. At the end of J.S.S 3, the students are required to sit for and pass the junior secondary school certificate examination (JSSCE). Most of the students are within the age range of 12-15 years. Those that could not cope with formal education are expected to acquire some vocational skills. Infact, Uruakpa (1995) see the junior secondary school as a talent hunting stage in which children are exposed to both academic and prevocational subject with a view to identifying their attitude and talents. The second stage run classes from SSI to SS3 at the senior secondary level of education. At this level, the student's ability, attitude and interest is considered in subject selection. Although he/she is guided with compulsory, field of study, technology, humanities and business studied. Evaluation and certification is based on the continuous assessment and external examination like WASC and NECO. The students has the age range of 15-18 years.

4. Tertiary Education: Here, a post-secondary education is given to successful students into either university, college of Education, polytechnics and other related institutions. According to Gbamanja (1997) objectives of higher education includes the development of intellectual capacity to understand and appropriate the environment, and the acquisition of appropriate.
 - a. University Education: The university is the highest level of tertiary education in Nigeria. Two sets of university exist-namely, the federal and state. Admission is open to all student that passes Joint Admission and Matriculation Board Examination, with a minimum of five (5) credit passes in O-level examination. The student's age range is between 18-22 years. The university award first degree, Master's degree and Ph.D degree in various disciplines as well as diploma in education and other professional courses.
 - b. College of Education: the colleges of education form part of teacher training institutions which are attached or afflicted to universities. They offer three years programme for the award of Nigerian certificate in Education. Some of them are degree awarding institutions.
 - c. Polytechnics Education: The polytechnics provide middle level manpower and vocational skills in different areas of specialization. Polytechnics courses are in two phases, each of two years duration leading to the award of National Diploma (ND) and Higher National Diploma (HND), respectively for another two years. We also have inter university centres, monotechnic , specialized institutions such as school of Health Technology, Colleges of Agriculture, National Teachers Institutions (NTI) etc.

The above discussion sees education at all levels to be of great importance to the entire nation, therefore, its objectives should be followed strictly.

Likely Effect of Banditry on Educational Development

1. Access to Education: Insecurity can disrupt the normal functioning of schools, leading to the closure of educational institutions or a reluctance of parents to send their children to school due to safety concerns. This can result in reduced access to education, especially in affected regions.

2. Learning Environment: Insecurity can create an atmosphere of fear and anxiety among students, affecting their ability to concentrate and learn effectively. Frequent attacks on schools can lead to a hostile learning environment, hindering students' academic progress.
3. Teacher Recruitment and Retention: Insecurity may deter qualified teachers from accepting assignments in areas prone to violence. Additionally, existing teachers might leave their positions to seek safer environments, leading to a shortage of experienced educators.
4. Displacement: Insecurity often forces families to flee their homes and communities, leading to internal displacement. Displaced students face disruptions in their education, as they may have to change schools or miss school days due to the uncertainty of their living conditions.
5. Trauma and Psychological Impact: Students exposed to violence or witnessing attacks can experience trauma, anxiety, and post-traumatic stress disorder, which can have long-lasting effects on their academic performance and mental well-being.
6. Disruptions to Academic Calendar: Frequent school closures or interruptions due to insecurity can lead to an inconsistent academic calendar, affecting the completion of syllabi and the overall quality of education.
7. Decline in Academic Standards: Insecurity-related disruptions may lead to a decline in academic standards and a widening educational gap between regions affected by insecurity and those that are relatively secure.

Empirical Literature

(Musharafa O.R 2021), in their study armed banditry and the collapsed of education in Northern Nigeria. The descriptive survey research design was adopted and the instrument of questionnaire was used to elicit data from respondents. The study observed that before the incursion of armed banditry into the North East, teaching-learning environment has been conducive, well learning activities have been thriving. The findings of the study revealed that there was a positive significant relationship between armed banditry and border porosity, arms proliferation, and the presence of on govern space, and therefore recommended that government should strengthen security personnel by equipping them with sophisticated weapons, communication gadgets and logistics to enable them to confront the bandits head-on, create an enabling environment for youths to be gainful employed, monitor our border lands effectively to discourage armed proliferation and device a techno-based method of surveillance to monitor the ungoverned space.

(Uche P.O 2023), in his, study effect of banditry and kidnapping on the Development of selected tertiary institutions in Nigeria. The study investigated eight (8) higher institutions in North Central Nigeria with experience of bandit attack on government Science College Kagara, Niger State, Kwara State University, Malate, Kogi State University, Anyingba, Kogi State Polytechnic, Lokoja and others. The study made use of descriptive and inferential statistic to analyze the data for the study. The survey responses are graphically and tabular presented, frequency, variance inflation factor (AIV) were used for the pre-test. The study therefore recommended that government should strengthen the security personnel by

equipping them to fight the menace of banditry by providing communication gadgets and logistics to security personnel to enable them confront the bandits with collaboration of the service of local vigilantes who possessed relevant knowledge of the terrain of the verse of ungoverned, forest so that security personnel can get into the nooks and crannies of the areas to flush out these bandits,

Adams *et al.* (2021) reiterate the effect insecurity has on the Secondary School System in Nigeria. Over the past 15 years, the Nigerian School System has been under attack, leading to kidnappings and killings of students and school administrators. Measures have been taken to curb these attacks, but unfortunately, instead of the attacks being mitigated, they are still frequent, and the psychological effect on innocent students is alarming (there have been about 4 different abductions in the past 3 months). To safeguard the educational system from collapse, the issue of insecurity in secondary schools in Nigeria must be dealt with efficiently. This paper examines the various effects that insecurity has had, is having, and will have on the secondary school system. If these incessant attacks are not proactively dealt with, it will portend a longer-term danger to the quality of the labour force and human capital needed to drive a sustainable economy. This paper, therefore, focuses on the issues of school threats and examines the effects of those threats.

Ugwumba, E.U and Odom, T.C (2014) investigate the impact of Boko Haram insurgency to the achievement of education for all in Nigeria. A survey research design was adopted for the study. The research area was the North-Central geopolitical zone of Nigeria, which includes Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States, and the Federal Territory of Abuja. A purposeful random sampling technique was used to sample Kogi, Nasarawa, the Niger States, and Abuja. Two hundred each were randomly sampled to select parents, teachers, and students for the study, making a total of six hundred (600). The findings of the study revealed that a suitable school location is important for the security of students. It also revealed that perimeter fencing with a good gate and security personnel is a necessity. It was also revealed that cooperation between parents, teachers, and the community at large is part of the criteria for maintaining security in school for better academic performance. The study, among others, recommended that schools be located close to users so as to avert security attacks on students.

Theoretical Framework

The theoretical framework for this research work is Talcott Parson's model of structural functionalism. It is an approach in sociology which was developed at the wake of 19th century's industrial revolution. This theory was sociologically developed as an adequate tool for dealing with the interrelatedness of various traits, institutions, groups, and so forth, within the social system. Structural functionalism is as old as the history of sociology. This is evident in the works of the founding fathers of the discipline like Auguste Comte (1798-1857) and Herbert Spencer (1820-1903). Coser (1976) attempts a definition of structural functionalism. He saw structure as referring to a set of relatively stable and patterned relationships of social units, while he perceived functions as referring to the consequences of social activities which make for adaptation or adjustment of a given structure or its component parts.

The functional approach in sociological was borrowed from the analogy of organism in the biological sciences in which all the body organs, in any living organism, have a kind of interconnectivity which links them together. Each of these organs plays a certain role for the survival of the organism. In any situation where any of the organs malfunctions it will affect the

whole body. It is believed that these malfunctionists, therefore, argue that the society is made up of groups and institutions which constitute the whole. They state further that each of these institutions that form the society plays a part for the survival of the system (Ritzer& Barry, 2001).

From the foregoing, functionalists view society as a system, a set of interconnected parts which together form a whole. This makes society the primary unit of functional analysis. The focus of attention is how the basic parts of the society, that is, the various institutions, such as the military, police, religious organizations, family, political, economic, legal, and educational institutions co-relate and function for the survival of the entire society.

Methodology

The study adopted a documentary research approach and sample for the study was drawn from fourty (40) secondary schools in Niger State which were affected with incidence of banditry. A random sampling was used to select nine (9) schools which were used as a sample for this study. The research applied descriptive research approach to analyzed its data. The research relied only on secondary source to gather its data through document available from selected schools, internet, newspapers government publications, journals and other publications that are related to banditry activities within the period under study.

Data Presentation and Results

Table 1: Students Performance on WAEC of Selected Schools Before the incidence banditry in Niger State.

S/N	SCHOOLS	GRADE	YEAR		
		Students with 9 credits	2012	2013	2014
1.	GSC KAGARA		10	8	7
2.	GSC IZOM		11	9	8
3.	DSS PANDOGARI		8	6	5
4.	GSE KUTA		7	5	4
5.	DSS KURMANA		7	6	5
6.	GSS KUSHERKI		10	8	6
7.	GSS ALLAWA		13	9	7
8.	GSS WUSHISHI		12	9	8
9.	GDSS FUKA		7	6	5
10.			-	-	-

Table 1 above shows that 10 students scored 9 credits in their WAEC result from GSC Kagara in 2012, each students score 9 credits in the year 2013 and 7 students score 9 credits in the year 2014 WAEC examination. The table also shows that students from GSC Izom score 9 credits in 2012 WAEC examination, 9 students score 9 credits in the year 2013 and 8 students scored 9 credits in the year 2014. This student performance in WAED examination before the incidence of banditry in Niger State of the selected schools was then encouraging.

Table 2: Students Performance on WAEC of Selected Schools During the incidence banditry in Niger State.

S/N	SCHOOLS	GRADE	YEAR		
		Students with 9 credits	2015	2016	2017
1.	GSC KAGARA		5	4	3
2.	GSC IZOM		6	5	3
3.	DSS PANDOGARI		4	3	2
4.	GSE KUTA		3	3	2
5.	DSS KURMANA		3	2	1
6.	GSS KUSHERKI		5	4	3
7.	GSS ALLAWA		5	4	3
8.	GSS WUSHISHI		7	5	4
9.	GDSS FUKA		4	3	2
10.			-	-	-

Source: NSSEB 2023.

The table 2 above shows that the performance of students in WAEC examination diminishes during the incidence of banditry in Niger State because from the table it is practically shown that only 5 students scored 9 credits in WAEC examination from GSC Kagara in 2015 when the incidence of banditry started in the state. In 2016, 5 students scored 9 credits from GSC Izom which is below the number of students with 9 credits before the incidence of banditry. In DSS Pandogari, only 3 students scored 9 credits in 2016 and GSE Kuta produce only 3 students with 9 credits in 2016. The scenario is almost the same to other selected schools as the performance of the students was diminishing during the period of banditry as compared to the period before the incidence of banditry in the state.

Table 3: Students Enrolment in the Selected Schools Before the incidence of Banditry in Niger State.

S/N	SCHOOL	YEAR		
		2012	2013	2014
1.	GSC KAGARA	400	405	395
2.	GDSS FUKA	300	285	290
3.	DSS GURMANA	200	220	210
4.	GSS ALLAWA	120	145	140
5.	DSS PANDOGARI	450	435	409
6.	GSS KUSHERKI	140	165	150
7.	GSC IZOM	250	230	215
8.	GSS WUSHISHI	300	280	325
9..	GSC KUTA	350	330	303

Source: NSSEB 2023.

Table 3 above shows that 395 students were enrolled into GSC Kagara 2014 before the incidence of banditry. While, 290 students were enrolled into GDSS Fukain 2014, 210 students enrolled into DSS Gurmana, 140 students enrolled into GSS Allawa, 409 students enrolled into DSS Pandogari, GSS Kuserkihad 150 enrolments of students in 2014 as well.

Table 4: Students Enrolment in the Selected Schools During the Incidence of Banditry in Niger State.

S/N	SCHOOL	YEAR		
		2015	2016	2017
1.	GSC KAGARA	388	207	170
2.	GDSS FUKA	305	200	179
3.	DSS GURMANA	202	170	120
4.	GSS ALLAWA	132	105	78
5.	DSS PANDOGARI	398	255	215
6.	GSS KUSHERKI	125	90	88
7.	GSC IZOM	205	175	145
8.	GSS WUSHISHI	310	277	237
9..	GSC KUTA	299	259	229

Source: NSSEB 2023.

From the table above, it can be deduced that only 207 students were enrolled into GSC Kagara in 2016, 200 students enrolled into GDSS Fuka, 170 students enrolled into DSS Kurmana in 2016 also. While in the same 2016, GSS Allawa had 105 students enrolled into the school and 255 students enrolled into DSS Pandogari. The total number of students enrolled into these schools on the above table as significantly dropped as compare to the number of school enrolment before incidence of banditry in the state.

Table 5: Students Attendance of Selected Schools in the State Before the Incidence of Banditry.

S/N	SCHOOLS	YEAR	STUDENT'S ATTENDANCE BEFORE BANDITRY IN PERCENTAGE (%)
		2014	
1.	GSC KAGARA	2014	95%
2.	GSC IZOM	2014	90%
3.	DSS PANDOGARI	2014	92%
4.	GSE KUTA	2014	85%
5.	DSS KURMANA	2014	87%
6.	GSS KUSHERKI	2014	91%
7.	GSS ALLAWA	2014	80%
8.	GSS WUSHISHI	2014	90%
9.	GDSS FUKA	2014	85%

Source: NSSEB 2023.

From above table, it shows that almost 95% of the students were attending schools in GSC Kagara before the incidence of banditry in the state. While 90% of students were attending schools in GSC Izom before the incidence of banditry, 92% of students attendance in DSS Pandogari, 85% of students were attending school in GSC Kuta before the incidence of banditry in Niger State. The number of students attending schools before the incidence of banditry was very encouraging in every of the selected schools.

Table 6: Students Attendance of Selected Schools in the State During the Incidence of Banditry.

S/N	SCHOOLS	YEAR	STUDENT'S ATTENDANCE AFTER BANDITRY IN PERCENTAGE (%)
		2016	
1.	GSC KAGARA	2016	55%
2.	GSC IZOM	2016	50%
3.	DSS PANDOGARI	2016	65%
4.	GSE KUTA	2016	60%
5.	DSS KURMANA	2016	57%
6.	GSS KUSHERKI	2016	50%
7.	GSS ALLAWA	2016	60%
8.	GSS WUSHISHI	2016	65%
9.	GDSS FUKA	2016	50%

Source: NSSEB 2023.

Above table shows that student's attendance in GSC Kagara dropped to 55% during the incidence of banditry in the state, only 50% of students were attending the school in GSC Izom. While students attendance in DSS Pandogari dropped to 65% during the incidence of banditry, and the attendance of students of GSC Kuta dropped to 60%. The scenario is almost the same in other selected school in the state as the number of the students attendance dropped significantly during the incidence of banditry in the state.

Discussion of Findings

Based on the result of the above tables, the researcher came up with the following findings:

1. Banditry incidence in Niger state has affected student's performance in the state. This

is clearly shown from the result of the table 1 and 2 above as the performance of students in WAEC examination was excellent before the incidence of banditry in the state. But the performance significantly diminished on WAEC examination during the incidence of banditry as shown in table 2 above.

2. The incidence of banditry in Niger State had affected student's enrolment in the affected communities. This clearly shown from the result of table 4 above as the number of school enrolment in the selected schools diminishes during the incidence of banditry as compare to the number of students enrolment before the incidence of banditry in the state as shown in table 3 above.
3. Banditry has affected student's attendance in the state. This is because student's attendance was at the high rate of almost 90% of the selected schools before the incidence of banditry in the state as the number diminishes to almost 50% of the selected schools during the incidence of banditry as shown in table 5 and 6 above.

Conclusion

Obviously banditry and kidnapping is one of the social problems in Niger State and it has a advise effects on educational development of the state because it affect students performance and school infrastructures. The phenomenon of banditry and kidnapping has assumed on unprecedented dimension in Nigeria and there seems to be no end to the problem. Hence, this worrisome situation of banditry and kidnapping activities in Nigeria is traceable to the issue of unemployment, large forestry land, use and dumping of youths by politicians, porous nature of Nigeria's border, poor motivation of security agency, lack of seriousness on the part of government, lack modern equipment for tracking down criminals and lack of synergy among security agency etc. however, this challenges has affected the socio-economic activities of the state as government and individuals have lost huge amount of money, properties animals and hectares farmlands. The scenario as discourage investment and this owing to the fact that local and foreign investors have lost the will to invest in the state because no investors will like to invest in environment that security is not guaranteed.

Recommendation

Based on the findings of the study, the following recommendations were proffered to bring end to pervasive incidence of banditry and kidnapping in Niger State and Nigeria at large.

1. Government boarding schools in the affected communities should be converted to day secondary schools to encourage student's attendance as mostly bandit operate in these communities at night.
2. Government should embark on enlightenment campaign when schools are reopened assuring the students, staff and parents of the safety of the students and staff so that they can concentrate on the normal academic activities which will leads to improvement in students performance.
3. Government should strengthen security personnel's by providing them with sophisticated weapon to enable them confront bandits in other restore peace in this affected communities so that schools that are shut down can be reopened which will give opportunity to those children that could not attend school as a result of closure of schools.

4. Government should as matter of fact provides standby security in every school located in most of these affected communities as these will reduce fear and anxiety among the students and also encourage them to attend school regularly without any fear.

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