



Impact Of Banditry On Academic Adjustment Among Senior Secondary School Students In Munya Local Government Area Of Niger State

Dr. Hadiza Machima MUHAMMAD¹ & Yunusa SALIHU²

**¹Department of Counselling Psychology
Faculty of Education and Arts,
Ibrahim Badamasi Babangida University, Lapai, Niger State, Nigeria
hadizamachima01@gmail.com; 08069647527/08088881174**

**²Department of Educational Psychology and Counselling,
Faculty of Education,
Ahmadu Bello University, Zaria, Nigeria
yslambata.90@gmail.com/08036958788**

ABSTRACT

This study examined the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State, Nigeria. Two objectives guided the study which include to examine the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State; and to investigate the difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location. Also, two hypotheses were formulated and tested at 0.05 level of significance, which were all in line with two objectives of the study. Survey design was adopted for the study. Population of the study comprised of all the senior secondary school students in Munya Local Government Area of Niger State. Multi-stage sampling technique was used to select total number of two hundred (200) students and used as a sample size in this study. Adapted instrument titled 'Influence of Banditry on Students' Academic Adjustment Questionnaire (IBSAAQ)' was used to collect data for the study. Data collected were analyzed through the use of frequency counts, percentage, chi-square and t-test statistics at 0.05 alpha level of significance. The findings of this study revealed that there is significant impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State; and there is significant difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location. Based on these findings, it was recommended and amongst other that efforts should be made by Government to ensure that adequate security is provided in our secondary schools, and also each school should be fenced and protected to avoid easy access of bandits in the school premises so that students can have a sense of security which will allow them to concentrate and improve on their academic adjustment that will lead to better academic performance.

Keywords: Impact, Banditry, Academic, Adjustment.

INTRODUCTION

Security issues are global issues that must be addressed in order to establish a conducive atmosphere for educational and social-economic progress. Insecurity not only endangers residents' lives and properties, but also halts a country's overall growth. As a result, security and development are inextricably linked (Kuna & Ibrahim, 2014). In most Africa countries, including Nigeria, security challenges have remained a fundamental impediment to progress of our educational system.

Okoli and Ogada (2014) in attempt to define rural banditry maintains that banditry has to do with armed violence perpetrated by criminal opportunists and syndicates along the country's border lines and rural interiors. The above writer believes that acts of criminality by armed bandits are targeted at human lives or property; armed robbery, kidnapping, cattle rustling and allied violence. But McGregor (2017), added to the list of criminalities of rural banditry. According to him, rural banditry activities also include village market raids, rape of women, arson and outright killings, these actions have also always involved the use of force, threats and intimidation. Okoli and Ogada (2014) however further maintained that there are different perspectives of rural banditry, according to him; some are motivated by the imperative of material accumulation while others are motivated only by the quest to rob, assault or even liquidate a person or a group of persons based on political, ideological or religious considerations.

Beyond the conflicting and contending definitions, dimensions and perspectives, rural armed banditry in Nigeria is not a new phenomenon. In this direction, Ja'afar (2018) is of the view that there were records of instances of rural banditry in colonial Nigeria, as far back as the 1930's. According to him, in those days, wayfarers and merchants travelling on the local shallow feeder roads were sometimes faced with ambush by criminal bandits who were basically targeting goods carried on donkeys, camels and ox carts. Such bandits at that time forcefully took away goods and disappeared into the bush, or at some other times, the bandits raided villages and carted away valuable properties and produce. So this criminality according to him has existed in pre-colonial times.

The Humanitarian (2018), also stated that the first case of banditry was documented around 1901, and the incidence was said to have occurred somewhere between Western Hausaland and the border of the Republic of Niger. In the said incident, it was recorded that over 12,000 strong camels, laden with assorted grains were attacked and 210 merchants were killed. But the disturbing development is captured more by Egwu (2016), when he stated that rural banditry has moved from its rudimentary phase to a more complex and complicated pattern of criminality. Little wonder Bagu and Smith (2017) submitted that "gangs of criminals, often youth from farming and herding communities have taken advantage of the growing insecurity in the country to launch their attacks on villages and communities to loot, engage in highway robberies, cattle rustling and killings for personal gains.

Various forms of violent insecurity have plagued Nigeria's political history, including civil war, electric-related mayhem, riots and rallies, militancy insurgency, and herdsmen/farmer confrontations, and among others. In recent times, Nigeria has experienced a significant setback in its educational sector, fueled by the revival of several security challenges, which include armed banditry, kidnapping, and insecurity, among others, posing a substantial threat to the country's national security (Okoli & Ogada, 2014). States like Kaduna, Borno, Niger, Zamfara among others, have already suffered the impact of these new security challenges. According to Olufemi (2015), Nigeria governments have spent a lot of money on national security in the last six years. The governments' efforts to bring the threat to a halt in order to avert a total breakdown of law and order appear to have failed to produce the expected positive results.

The international well-published incidence of school kidnapping has given a new dimension to Nigeria's security dilemma as many secondary school attacks have been recorded. There were reports of kidnappings of teachers and students such as that of Government Science College Kagara and Lagos Junior Model College. There were additional reports of the killing of students and their teachers. Students and teachers are shamelessly detonated in school assemblies killing many students and teachers and school buildings are burned down, which undermines teaching and learning. Iheamnachor (2015) also stated that five secondary school teachers were taken at gun-point from a school in Rivers State, which left the residents in tension.

The growth of extortionate bandit operations has added a new dimension to Nigeria's educational challenges. According to result figure, over 2,195 teachers were killed and 19,000 others were displaced in Borno, Yobe, Adamawa and Niger States between 2015 and 2021, with an estimated 1,500 schools damaged since 2014, and over 1,280 casualties among teachers and students (Abdullahi, 2009). Many of these occurrences went unreported by the national media, distorting the genuine picture. However, oppression persists even at the time of this research. These attacks impede effective teaching and learning stifling the nation's development.

Niger State with the largest landmass distribution in the country is viewed by this researchers as one of the states affected by banditry, with an overstretched forest hinterland mass of 76,363 square-kilometers, as against the populous Lagos state with only 4,000 square kilometers of land mass, followed by Kaduna and Zamfara states with 46,053 and 39,762 square-kilometres respectively. Adeniyi (2018) believes that their stretched large landmarks and forest zones are enough and comfortable to become hideouts and effective camp training grounds for bandit activities.

Adjustment is the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life" (Abdullahi, 2009). Adjustment to educational environment is a major element to predict educational achievements. Many researchers proved that problems of adjustment initiate most common during first academic year of students (Abdullah, 2019). The adjustment is a difficult and multidimensional process which requires many competencies to properly integrate with the environment such as quality and quantity of studies, accommodation with new teachers and classmates, which may cause psychological, social and academic difficulties and problems.

Academic adjustment refers to how well students deal with educational demands, such as motivation to complete academic requirement, academic effort and satisfaction with academic environment (Adeniyi, 2018). Good academic adjustment of students can help them to attain their educational goals as well as the national goals and development. A good academic performance would bring about the motivation and enthusiasm the student needs to attain a high academic standing when compared with his/her mates. It brings about resilience and makes the student success-oriented (Morgan, 2015). Tinto as cited by Jean (2010) outlined two types of academic adjustment: "structural" which is reflected in the student's academic performance and "normative" focuses on the student's perception of their intellectual development. The majority of subsequent work using Tinto's model has focused on "structural" adjustment, using grade point average to explain the connection between the student's intellectual growth and the intellectual environment of the institution.

Generally, the behaviour of students in school is a crucial element in their overall school adjustment, because school is where students spend most of their day. Also, school is where they engage in the important activities of learning academic knowledge; acquiring and practicing more generalized skills, such as solving problems, being on time, and following directions and developing formative relationships with peers and adults. Moreover, the consequences of their behaviour at school can be powerful.

The negative impact of the banditry may help to encourage poor academic adjustment, because if students find it difficult to cope with their educational demands in the school, such as establishing and maintaining relationship, motivation to complete academic requirement, academic effort and satisfaction with academic environment and so on, it will go a long way to affect their academic performance (Ojukwu & Nwanma, 2015). Due to the bandits attacks in the communities in Munya Local Government Area, investigating the impact of banditry on academic adjustment of the secondary school students became a welcome development. Therefore, this study focused on investigating the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State.

Statement of the Study

Banditry is quickly reaching alarming levels in Niger State and in Nigeria at large, to the point where it constitutes a severe security danger not only to the country's educational system but also to other parts of the economy. According to Ojukwu and Nwanma (2015), since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen. On a daily basis the media has continued to highlight and discuss incessant cases of armed banditry, robbery, kidnapping, bombings,

abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014). There is a lot of media reports on the number of lives lost as a result of bandits, terrorist, insurgent and other attacks that seems to be alarming. Our academic (schools) institutions have also become hot spots where cases of insecurity are recorded (Ojukwu & Nwanma, 2015). The extent to which bandits operate in some parts of Niger state including Munya Local Government Area may affect the way students cope with their academic, social and emotional demands in the school. The main interest, motivation and problem of this study therefore is to investigate the influence of the banditry on the academic adjustment among senior secondary school students in Munya Local Government Area of Niger State. Considerable attempts might have been made at researching on some variables or factors affecting students' academic adjustment but little or none has focused on the influence of banditry on the academic adjustment of secondary school students. It is appropriate and should be a welcome development to investigate the impact of the banditry on the academic adjustment of secondary school students with the view of proffering solutions for a better students' academic adjustment.

Objectives of the Study

The study set out to achieve the following specific objectives:

1. To examine the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State.
2. To examine the difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location.

Hypotheses

1. There is no significant impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State.
2. There is no significant difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location.

METHODOLOGY

This study adopted survey design. Osuala (2015) stated that a survey design studies both large and small population by selecting and studying samples drawn from the population. The population of this study comprised of all the senior secondary school students in Munya Local Government Area of Niger State. Multi-stage sampling technique was used to select sample for this study. Purposive sampling technique was used to select four out of five (5) senior secondary schools in Munya Local Government Area of Niger State. Purposive sampling technique was used to select schools because the researchers needed to select two (2) schools from urban centre and two (2) schools from rural area to participate in the study. The schools selected are (DSS, Guni, DSS Sarkin Powa, DSS Kuchi & GDSS Sarkin Power). Two hundred (200) senior secondary school students were selected through the use of systematic sampling technique from the sampled schools. Fifty (50) students were selected from each sampled school. Influence of Banditry on Students' Academic Adjustment Questionnaire (IBSAAQ) was used to collect relevant data for the study. This instrument was adapted from Haruna (2015) and the instrument covered three components of school adjustment (social, emotional and academic adjustment) but the researchers of this study adapted the academic adjustment components and modified it to suit their own study. The researchers gave a copy of Influence of Banditry on Students' Academic Adjustment Questionnaire (IBSAAQ) to three (3) experts from the Departments of Counselling Psychology, Faculty of Education and Arts, Ibrahim Badamasi Babangida University, Lapai for vetting, and their observations, corrections and suggestions were harmonized before producing the final copy of the instrument for used. To ascertain the reliability of this instrument, the researchers carried out a pilot testing of Influence of Banditry on Students' Academic Adjustment Questionnaire (IBSAAQ) at DSS Zazzaga-kabula, Munya Local Government Area of Niger State. Test re-test method of reliability was used. Thirty (30) copies of the IBSAAQ were administered to thirty (30) senior secondary school students and after three (3) weeks the

same instruments was re-administered to the same thirty (30) students. The first and the second tests were scored separately and the two sets of the data were correlated through the use of Pearson product moment correlation co-efficient, and the reliability co-efficient value was 0.78, which indicated that the instrument was reliable for use in this study. The data collected were analyzed accordingly, frequency counts and percentage were used to present demographic information of the respondents, mean and standard deviation were used to answer research questions and Chi-square and t-test statistics were used to test hypotheses formulated for the study at 0.05 level of significance.

RESULTS

Presentation of Demographic Data

The demographic data of the respondents was analyzed through the use of frequency counts and percentages. The distribution of the respondents based on school location is presented in table below

Table 1: Distribution of Respondents by School Location

Location	Number	Percentage
Urban	100	50%
Rural	100	50 %
Total	200	100%

Table 1 reveals distribution of sample by school location and the table indicated that out of 200 respondents, 100 were from urban centre representing 50% while 100 were from rural area representing 50%.

Test of Hypotheses

Hypothesis One: There is no significant impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger state.

Table 3: Result of Chi-Square Test for the Impact of Banditry on Students' Academic Adjustment

Variable	No.	Mean	Std. Dev.	Df	X ² CAL	p-value	Decision
Chi-Square	200	20.103	1.402	1	62.57	0.003	Rejected

Table 1 reveals Chi-square analysis on the impact of banditry on students' academic adjustment. The result shows that chi-square calculated value is 62.57 and p-value is 0.003, this shows that p-value-0.003 is less than 0.05 level of significance. This indicates that banditry have significant impact on the student' academic adjustment among senior secondary school students in Munya Local Government Area. Hence, the null hypothesis which states that there is no significance impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger state was hereby rejected.

Hypothesis Two: There is no significant difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location.

Table 2: t-test Analysis on Impact of Banditry on Academic Adjustment between Urban and Rural Senior Secondary School Students.

Groups	N	Mean	Std. Dev.	df	t-cal.	P-value
Urban	100	21.510	2.162	198	0.302	0.001
Rural	100	30.216	3.985			

Significant at $p < 0.05$

The result from table 2 revealed that the calculated p-value of 0.001 is less than the 0.05 alpha level of significance, while the t-value is 0.302 at $df = 198$. This indicated that there is significant difference between urban and rural in the impact of banditry on academic adjustment among senior secondary

school students in Munya Local Government Area of Niger State. Therefore, the null hypothesis which states that there is no significant difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location was hereby rejected.

Summary of Major Findings

The following are the summary of the findings:

1. There is significant impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State.
2. There is significant difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location.

DISCUSSION OF FINDINGS

The main focus of this study is to examine the impact of banditry on the students' academic activities among senior secondary school students in Munya Local Government Area of Niger State.

The first finding revealed that there is significant impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State. This finding mean that bandits' attack has great negative impact on the students' academic adjustment. This finding agreed with the findings of the earlier researchers such as Paul (2017) and Ojukwu (2016) who investigated the effect of banditry on academic performance of secondary school students and reported that banditry significantly affects the academic performance of secondary school students, and that one of the major effects of banditry eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage. Also, this finding is in line with the opinion of Lehr (2004), who stressed that goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment and if there is a feeling of insecurity within and outside the school environment both teachers and students are likely to be afraid and this may affect their ability to cope with academic activities in the school. Wang (2010) reported that students' who perceive strong academic support in school are more likely to be academically motivated as they perceive that their teachers are supportive, responsive and care about them hence higher motivation and better academic adjustment and performance. Other findings of the study showed that as a result of the school environment students are afraid and feel insecure, skip school, miss certain lessons which affect them during their examinations. Besides, they lose interest in school and academic activities which leads to truancy as well as boys leaving school to take up to trading while girls drop out and settle for married life because they feel insecure within their school environment.

The second finding revealed that there is significant difference in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location. This finding agreed with the findings of the earlier researchers such as Ojukwu (2016) who investigated the effect of banditry on academic performance of secondary school students and reported that significant difference existed between effect of banditry on academic performance between secondary schools located in urban and rural areas. He further reported that rural secondary school students feel more insecure than students in schools located in the urban areas. This finding is not surprising because in Nigeria, the operation of bandits are more pronounced in the rural areas than in the urban areas. This finding also supports the findings of Paul (2015) who reported after individual analyses of the items in their questionnaire that impact of banditry affect students more in the rural areas than their counterparts in the urban areas.

CONCLUSIONS

In conclusion, the results from this study have extended and called for more research regarding impact of banditry on academic adjustment among students' academic adjustment. Students' poor academic adjustment has for some time been attributed to factors such as academic stress, poor intelligent quotient of the students, and poor mental alertness of the students among others with less or no reference to the

impact of banditry and its related factors. However, in the global search for the poor academic adjustment of Nigerian secondary school students, guidance counsellors, educators and psychologists have realized that many students adjust poorly in their academic work not because they do not possess the mental ability to do well but because they have been affected by other factors. Hence, this study investigated the impact of banditry on the academic adjustment among senior secondary school students in Munya Local Government Area of Niger State. The study concluded that significant impact of banditry on academic adjustment was found among senior secondary school students in Munya Local Government Area of Niger State; also significant difference existed in the impact of banditry on academic adjustment among senior secondary school students in Munya Local Government Area of Niger State on the basis of school location.

RECOMMENDATIONS

Based on the findings of this study, the researchers recommended the following:

1. Efforts should be made by Government to ensure that adequate security is provided in our secondary schools, and also each school should be fenced and protected to avoid easy access of bandits to the school premises so that students can have a sense of security which will allow them to concentrate and improve on their academic adjustment that will lead to better academic performance.
2. Government must take cognizance of locating schools. Schools should not be located in a secluded environment without provisions of adequate security requirements and the already existing schools must be provided with access roads and basic security facilities to avert threats.

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