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## Research Article

### Investigating Security Challenges in Primary Schools Student Enrolment within Frontline Local Governments with Security Threats in Katsina State

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#### ABSTRACT

This study investigated the impact of security challenges on primary school enrolment in frontline local government areas (LGAs) of Katsina State, including Jibia, Batsari, Safana, Danmusa, and Dutsin-Ma. A descriptive survey design was employed, utilizing qualitative methods to collect and analyse data. Enrolment records from selected schools over three years were examined using percentage analysis to identify trends and patterns. Observations of school security measures further contextualized the findings. Data were presented using visual tools such as tables. Ethical considerations were prioritized, including informed consent, confidentiality, and voluntary participation. A significant decline in school attendance has been observed across these LGAs, with enrolment rates dropping drastically from 2022 to 2024. The study revealed a significant enrolment trend linked to security challenges, highlighted parental safety concerns and provided actionable recommendations to improve access to education in vulnerable areas.

**Keywords:** Security Challenges; Student Enrolment; Poverty; Katsina State

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#### INTRODUCTION

Primary education is foundational for individual development and a key driver of socioeconomic pressing challenge. Katsina State, particularly in frontline local governments such as Batsari, Danmusa, Dutsinma, Kankara, Faskari, Funtua, Dandume, and Jibia, has experienced escalating security threats that critically impact student enrolment in primary schools. This research explores the security challenges affecting primary school enrolment in these areas, investigating the nature of these threats, their effects on educational access, and the broader implications for future educational outcomes in the region (Saulawa & Garba, 2023).

#### Security Challenges and their Impact on Education in Katsina State

Katsina State, located in Nigeria's north-western region, has seen a notable rise in insecurity due to the activities

of armed bandits, kidnappers, and insurgent groups, creating a volatile environment for communities and schools. The activities of these groups include violent attacks, kidnappings, and displacement, particularly within the identified frontline local governments. This situation has led to a disruption of daily life and significantly affects the educational sector. Parents, teachers, and students face a constant threat, discouraging enrolment and affecting school attendance. According to recent reports, schools in these areas are frequently closed due to security threats, leaving children without safe, consistent access to education (Crystallography, 2016; Usman & Singh, 2021; Verjee & Kwaja, 2021).

The trauma associated with these security risks also affects students psychologically, further complicating their educational journey. Many children exhibit signs of post-traumatic stress, anxiety, and fear related to

abduction or violent encounters, leading to decreased motivation for learning and a general aversion to school environments. Teachers and school staff also face safety concerns, which affect their ability to deliver quality education. Consequently, educational continuity is undermined, impacting educational outcomes and long-term community development (Ibrahim & Ahmad, 2020; Inyang & Abraham, 2013; Umar & Science, 2019).

#### **Enrolment Challenges and Social Implications**

The insecurity within Katsina's frontline local governments has led to a significant decline in primary school enrolment. Many parents, fearing for their children's safety, opt not to enroll them in school, particularly in public schools located in vulnerable areas. This disruption in enrolment rates contributes to a growing educational gap between children in secure urban areas and those in these high-risk localities. The lack of educational opportunities contributes to an increase in juvenile delinquency, child labour, and recruitment by criminal groups, as uneducated youth are often vulnerable to manipulation and exploitation. The prolonged effect of declining enrolment in primary education is a community-level cycle of poverty and instability. Education is a key factor in economic development and community resilience, but without a safe learning environment, the region's ability to cultivate a skilled and knowledgeable workforce is compromised. This can ultimately impede the socio-economic growth of Katsina State and make it harder for the affected local governments to break free from the cycle of poverty and violence (Hardman *et al.*, 2008; Kola *et al.*, 2019).

#### **Policy and Institutional Response**

The Nigerian government, in collaboration with international organizations, has initiated several programs aimed at addressing security and promoting education in troubled areas. These include physical security measures, such as deploying local security personnel and constructing fortified school infrastructure. However, these efforts have been met with mixed results, as the level of threat remains high, and the implementation of these measures has been inconsistent (Al-Tammemi *et al.*, 2020; Joseph *et al.*, 2021; Rafi & Morgan, 2022). Moreover, the psychological impact of insecurity on students, parents, and teachers is often overlooked, creating gaps in policy that hinder comprehensive education security strategies.

To address these gaps, there is a need for research that closely examines the security challenges influencing

primary school enrolment within these frontline local governments. This research aims to understand not only the direct physical threats but also the broader socio-economic and psychological factors deterring enrolment. By identifying the specific challenges faced by students, parents, and educators in these communities, the study will provide insights into effective, sustainable approaches to secure educational environments that encourage consistent enrolment and attendance.

#### **Research Relevance and Implications**

This research is critical for informing policy decisions and strategic interventions aimed at safeguarding education in Katsina State's vulnerable areas. By investigating the unique security-related challenges affecting primary school enrolment in these local governments, this study will contribute to evidence-based solutions that prioritize the safety and psychological well-being of students, creating more resilient communities. Insights gained from this research can also serve as a framework for addressing similar security challenges in other regions affected by instability, promoting safe educational environments for children regardless of geographic location (Squires & Counterline, 2018; UKOJI, 2014).

In recent years, Katsina State has faced escalating security threats in its frontline local governments (Batsari, Danmusa, Dutsinma, Kankara, Faskari, Funtua, Dandume and Jibia local governments) creating an environment of fear and instability (Crystallography, 2016). Amidst these challenges, the process of student enrolment in educational institutions within these affected local governments has become a matter of significant concern. This research aims to comprehensively investigate the security challenges encountered during student enrolment within these frontline local governments, shedding light on the specific impediments, risks, and hindrances that students, their families, and educational institutions face. By examining the complex interplay between security threats and the educational sector, this study seeks to provide valuable insights and recommendations that can inform policy development and practical strategies for safeguarding the educational opportunities of students in Katsina State. This research objective is to assess the extent of security threats in the frontline local governments of Katsina State.

## **MATERIAL AND METHOD**

This study adopted a descriptive survey design to investigate the impact of security challenges on primary school enrolment in frontline local government areas (LGAs) of Katsina State. The data were collected using a checklist to collect the enrolment pattern within three years. Enrolment data were examined using percentage analysis to determine trends and patterns. Visual tool such as tables were used to present findings. Ethical considerations included obtaining informed consent, ensuring confidentiality, and allowing voluntary participation. The study identified enrolment trends, explored the influence of security threats on parental decisions, and recommended strategies to enhance education access in affected areas.

## **RESULTS AND DISCUSSION**

### **Pupil Enrolment in Batsari LGA (2022-2024)**

This analysis examines the significant decrease in primary school enrolment in Batsari Local Government Area (LGA) over three years, from 2022 to 2024. According to the data, enrolment has dropped from 90% in 2022 to 80% in 2023, with a steep decline to 40% in 2024. This pattern highlights an urgent concern regarding access to education in this region. Research into factors affecting school enrolment in northern Nigeria suggests that the trends observed in Batsari LGA may be largely influenced by security concerns, economic hardship, and inadequate educational resources, which collectively pose barriers to consistent school attendance and enrolment.

#### **Trends and Implications of Enrolment Decline**

The enrolment rate in Batsari LGA dropped by 10% between 2022 and 2023 and then by an additional 40% by 2024, which indicates an accelerating decline in student enrolment. This trend aligns with broader national and regional patterns where security issues and socio-economic conditions significantly impact access to education. Studies have shown that educational access in northern Nigeria is particularly vulnerable to insecurity and conflict, which disrupt school attendance, heighten family economic strain, and increase migration (UNICEF, 2021). The dramatic reduction in enrolment rates in Batsari points to escalating challenges within the region, reflecting a possible breakdown in educational continuity due to external pressures.

#### **Contributing Factors**

##### **Insecurity and Conflict**

A primary driver of decreased school enrolment in Batsari LGA is the rise in insecurity and violence across

parts of northern Nigeria. The region has experienced frequent attacks from armed groups, leading to widespread fear, displacement, and disruption of local communities. The Global Coalition to Protect Education from Attack (2021) reports that school attacks and kidnappings in northern Nigeria have led to school closures, as parents are increasingly reluctant to send their children to school due to safety concerns. The 2024 enrolment rate of 40% reflects a potential correlation between the intensifying violence and decreased attendance, as parents prioritize their children's safety over formal education.

In a survey conducted by Save the Children (2022), it was noted that nearly 70% of parents in conflict-affected areas in northern Nigeria cited insecurity as a key reason for not enrolling their children in school. This is particularly relevant in Batsari, where increased rates of banditry and attacks on villages have heightened fears for student safety, likely contributing to the sharp enrolment decline observed between 2023 and 2024.

### **Pupil Enrolment in Danmusa LGA (2022-2024)**

This analysis explores the decrease in primary school enrolment in Danmusa Local Government Area (LGA) over three years (2022-2024), where enrolment rates dropped sharply from 90% in 2022 to 30% in 2024. The impact of banditry and kidnapping on educational access in northern Nigeria, particularly in Katsina State, has been widely recognized as a severe barrier to both access and continuity in education. As insecurity escalates, parents face increased fears for their children's safety, often choosing to keep them at home to avoid the risks associated with schooling in conflict-affected areas (UNICEF, 2021). This trend in Danmusa LGA reflects the broader implications of banditry and kidnapping on educational access and calls for urgent attention and intervention.

#### **Trends and Implications of Enrolment Decline**

The enrolment data indicates a notable pattern, with a 20% decline in primary school enrolment from 2022 to 2023, followed by a further 40% drop by 2024. This accelerating decline underscores the impact of persistent insecurity and reflects a growing reluctance among parents to send their children to school amid heightened threats of violence. This trend is consistent with findings in other conflict-ridden regions of Nigeria, where the fear of abduction, extortion, and violence significantly deters school attendance (Global Coalition to Protect Education from Attack, 2021).

The case of Danmusa illustrates how insecurity directly affects education, with the current 30% enrolment rate

representing not only a critical setback for educational access but also highlighting a significant disruption to the community's long-term socio-economic prospects. Research suggests that consistent access to primary education is crucial for the intellectual and social development of children and serves as a foundation for continued education (World Bank, 2021). Insecurity-induced enrolment declines threaten this foundation, particularly as education is a key factor in economic stability and development.

#### **Contributing Factors**

##### **Banditry and Fear of Kidnapping**

The rise of banditry and incidents of kidnapping in northern Nigeria, particularly in Katsina State, has escalated since 2019. Criminal gangs frequently attack villages and schools, causing widespread fear among families and leading to school closures. As documented by Save the Children (2022), bandit attacks on schools not only place students at risk but also erode trust in the safety of educational institutions. In areas like Danmusa, where banditry has been frequent, parents are increasingly fearful of sending their children to school, contributing significantly to the declining enrolment rates observed.

The Nigerian Ministry of Education (2021) highlights that over 1,000 schools in northern Nigeria were closed due to security concerns in recent years, particularly in response to mass kidnappings. Reports reveal that in areas with higher incidents of banditry, such as Danmusa, the kidnapping of students for ransom has become a profitable and relatively low-risk crime, with schools often seen as easy targets. This has led parents to withdraw their children from school to avoid potential danger.

##### **Psychological Impact and Community Trauma**

Beyond the immediate fear of physical harm, the psychological impact of living under constant threat profoundly affects families' willingness to send children to school. Research has shown that exposure to violence can lead to trauma and psychological distress, which in turn reduces children's focus and interest in academic pursuits (Human Rights Watch, 2020). This trauma impacts parents and community members, fostering a collective reluctance to prioritize formal education amid fears for safety.

In conflict-affected regions, parents are more likely to prioritize immediate safety over long-term educational goals, particularly as they witness or hear of kidnapping incidents targeting children. According to a study by the International Crisis Group (2022), communities in

northern Nigeria have seen shifts in social dynamics, with education becoming a secondary priority as safety concerns override other needs. This phenomenon is evident in Danmusa, where the fear of kidnapping has reshaped parental attitudes toward schooling.

##### **Economic Impact of Insecurity**

Insecurity has also led to significant economic strain in Danmusa LGA. Many families, already financially challenged, are unable to absorb the additional costs associated with securing education in conflict zones, such as hiring escorts for safety or relocating to safer areas. The economic challenges brought on by insecurity worsen the educational crisis by forcing families to choose between basic survival and educational expenses (UNESCO, 2021). For many households, keeping children at home to contribute to family income through farming or informal labour becomes a more immediate priority when educational safety cannot be guaranteed.

The economic disruption caused by banditry, including the destruction of property and loss of livelihood, leaves families in a state of uncertainty. As families prioritize basic needs and recovery from conflict-induced losses, educational expenses and the perceived benefits of schooling are deprioritized. This economic toll likely contributes to the steep decline in Danmusa's school enrolment.

##### **Consequences of Decreased Enrolment**

The dramatic reduction in primary school enrolment in Danmusa has profound long-term consequences. For one, fewer children gaining foundational literacy and numeracy skills has repercussions for future educational and professional development. Research indicates that education is critical to lifting communities out of poverty, with basic education serving as the first step toward higher education and economic stability (UNICEF, 2021). The observed enrolment decline undermines this developmental trajectory, with Danmusa likely to face future skill deficits and economic challenges due to limited educational participation.

Additionally, the decline in enrolment may lead to a generational cycle of poverty and insecurity, as lower education rates can increase vulnerability to exploitation and crime, particularly among youth who lack educational and vocational opportunities (World Bank, 2021). When students are deprived of formal education, they may become more susceptible to recruitment by criminal or extremist groups, further perpetuating insecurity in the region. This cycle of violence and limited educational access compounds the

socio-economic fragility of conflict-affected areas, as seen in Danmusa.

#### **Pupil Enrolment in Kankara LGA (2022-2024)**

The analysis below explores the sharp decrease in primary school enrolment in Kankara Local Government Area (LGA) over three years, with enrolment rates dropping from 90% in 2022 to 35% in 2024. This trend reflects the substantial influence of banditry and kidnapping on education access, particularly in conflict-affected regions of northern Nigeria, such as Katsina State. Rising insecurity not only disrupts educational continuity but also places vulnerable children at increased risk, heightening fears among parents and communities (Global Coalition to Protect Education from Attack, 2021). The case of Kankara exemplifies how prolonged security challenges fundamentally hinder access to primary education, leading to a notable decrease in enrolment.

#### **Trends and Implications of Enrolment Decline**

The enrolment data reveals a pattern of progressive decline over the three years, with a significant reduction of 25% from 2022 to 2023, followed by an additional 30% drop from 2023 to 2024. This steep reduction demonstrates the severe impact of security threats, particularly banditry and kidnapping, on school attendance. The situation in Kankara is part of a broader trend seen across northern Nigeria, where increasing incidents of school attacks, abductions, and community insecurity are driving parents to withdraw their children from formal education (Human Rights Watch, 2020). With enrolment rates falling to 35% by 2024, it is clear that security challenges in Kankara pose a significant barrier to sustained educational engagement, potentially impacting literacy rates, future employment opportunities, and overall socio-economic stability.

#### **Factors Contributing to the Enrolment Decline**

##### **Banditry and Kidnapping Incidents**

The rapid rise of banditry and targeted school kidnappings in Katsina State has greatly influenced parental attitudes toward schooling in Kankara. High-profile kidnapping incidents, such as the abduction of hundreds of students from Government Science Secondary School in Kankara in 2020, have instilled a sense of fear and insecurity among parents, making education a lower priority in the face of potential harm (BBC News, 2020). The recurrent nature of such incidents has established a pattern of perceived risk associated with schools, leading many parents to keep children at home rather than expose them to possible kidnapping.

This direct threat to student safety has made schools in Kankara vulnerable, reinforcing the perception of educational institutions as risky environments. According to Save the Children (2022), areas affected by frequent kidnappings experience a noticeable decline in student attendance, as the financial and psychological impacts of abductions deter parents from sending their children to school. In conflict-prone LGAs like Kankara, this fear is particularly pronounced due to the recurrent and high-profile nature of school kidnappings.

#### **Psychological Trauma and Community Response**

The trauma associated with banditry and kidnapping incidents has long-term psychological effects on students, parents, and teachers, affecting both school attendance and the value placed on education within the community. Research suggests that children exposed to violence and trauma are more likely to experience stress and anxiety, which affects their focus and willingness to participate in schooling (International Crisis Group, 2022). This community-wide trauma, when compounded by repeated exposure to violent events, fosters a reluctance among parents to engage with the school system and discourages children from participating in formal education.

In addition, educators often face similar fears, which can lead to teacher absenteeism or turnover, further destabilizing the educational system in conflict-affected areas. The presence of emotionally distressed teachers and students creates an environment where learning is disrupted, reducing the quality of education for those who do attend school (Global Coalition to Protect Education from Attack, 2021).

#### **Economic Consequences of Insecurity**

Insecurity has far-reaching economic impacts on communities like Kankara, where families often face compounded financial burdens due to banditry. Banditry results in the loss of livestock, property, and livelihoods, forcing families to prioritize basic survival needs over educational expenses (UNICEF, 2021). For instance, families affected by bandit attacks may find it necessary to withdraw their children from school to support household income through farming or small-scale trading. In this way, insecurity exacerbates poverty, further reducing school enrolment and perpetuating a cycle of educational disadvantage.

Studies have shown that economic hardships caused by conflict increase dropout rates, particularly in rural communities where educational costs are seen as an added burden (UNESCO, 2020). The combination of economic insecurity and direct safety concerns

contributes significantly to the enrolment decline observed in Kankara LGA, where limited resources and fear of further violence drive families to keep children at home.

#### **Long-Term Implications of Enrolment Decline**

The dramatic reduction in enrolment in Kankara carries several long-term consequences for the community. Reduced access to education undermines literacy and skill acquisition, which are critical for economic development and social mobility. Research highlights that education is a fundamental pathway out of poverty, as it equips children with the skills needed for gainful employment (World Bank, 2021). The drop to 35% enrolment thus risks limiting Kankara's future workforce, perpetuating cycles of poverty and limiting economic growth within the LGA. Moreover, reduced educational access increases vulnerability to criminal exploitation. Children who lack formal education are at higher risk of recruitment by criminal groups, including bandit gangs, due to limited alternative opportunities (International Crisis Group, 2022). This trend further perpetuates insecurity in conflict-prone areas, as uneducated youth are more susceptible to involvement in banditry, reinforcing a cycle of violence and educational deprivation.

#### **Primary School Enrolment in Faskari LGA due (2022-2024)**

The data from Faskari Local Government Area (LGA) shows a concerning decrease in primary school enrolment over three years, from 90% in 2022 to 35% in 2024. This trend underscores the impact of persistent banditry and kidnapping in Nigeria's northern regions, where rising insecurity has directly affected education accessibility. The decreasing enrolment rates in Faskari reflect a broader pattern seen across conflict-prone LGAs, where both community safety concerns and trauma responses influence parental decisions to withdraw children from school. Studies indicate that prolonged exposure to insecurity disrupts learning environments and reduces student attendance rates (Human Rights Watch, 2020). Below is a detailed analysis of the enrolment decline, with a focus on the factors contributing to this trend and its broader implications.

#### **Trends in Enrolment Decline**

The enrolment figures show a sharp and progressive decrease over the three-year period, with a notable drop of 35% between 2022 and 2023 and a further decline of 20% in 2024. The significant decline reflects the increasing influence of insecurity on school

attendance in Faskari. This area has been severely impacted by the frequent occurrence of bandit attacks and kidnappings, which have instilled fear in families and disrupted educational access. According to UNICEF (2021), regions affected by frequent attacks and abductions experience higher school dropout rates as parents become more concerned with protecting their children than prioritizing education.

#### **Key Contributing Factors to Enrolment Decline Banditry and School Attacks**

In the face of rising banditry, Faskari has witnessed repeated attacks on local communities, targeting both individuals and institutions, including schools. Bandits often seek ransom by kidnapping students, a strategy that has both financial and psychological impacts on communities (International Crisis Group, 2022). The high-profile kidnapping cases in recent years, including those targeting schoolchildren, have made schools seem dangerous rather than safe learning spaces, prompting parents to withdraw their children to protect them from abduction.

A similar trend is documented in conflict-affected areas globally, where education is often one of the first sectors impacted by armed conflict. The Global Coalition to Protect Education from Attack (2021) reports that in areas with persistent insecurity, student attendance decreases as families prioritize safety over education. In Faskari, repeated school kidnappings have made parents more cautious, choosing to keep children at home rather than exposing them to potential violence at school.

#### **Economic Impact of Insecurity**

The impact of banditry in Faskari extends beyond the direct threat to safety and also impacts families' economic conditions. Many families in Faskari are dependent on agriculture or small-scale trade, both of which have been disrupted by bandit activity. Frequent attacks on villages and farms have deprived families of their livelihoods, pushing many into poverty and reducing their ability to afford school-related expenses. Studies show that economic hardship correlates strongly with reduced educational attendance, particularly in rural regions where educational costs are viewed as an added burden (UNESCO, 2020). With limited resources, families often face the difficult decision to withdraw children from school, either to save costs or to have them contribute to household income.

Furthermore, the economic instability caused by banditry has created a sense of hopelessness and

insecurity that affects educational aspirations. Research by Save the Children (2022) highlights that when communities experience prolonged conflict, parents are less inclined to invest in their children's education, seeing it as less valuable in an uncertain future. This sense of diminishing returns from education likely contributes to the declining enrolment rates observed in Faskari.

#### **Psychological Trauma and Its Impact on Education**

Banditry and kidnapping incidents create a high level of psychological trauma among students, parents, and educators. This trauma often leads to emotional and behavioural changes, making children more vulnerable to stress and anxiety, which affects their willingness to attend school. The trauma experienced by families in Faskari, especially among those directly impacted by violence or kidnapping, has diminished community engagement with the school system. According to Human Rights Watch (2020), children exposed to traumatic events are more likely to experience educational disruption due to anxiety and fear, impacting their focus, motivation, and attendance.

Additionally, teachers in Faskari are equally affected by the insecurity, leading to high absenteeism or resignation rates among educators. Schools in insecure areas struggle to retain teachers, who are also vulnerable to kidnapping and harassment. This leads to disrupted lessons and reduced teaching quality, further discouraging attendance among students who remain enrolled.

#### **Long-Term Implications of Enrolment Decline**

The decline in enrolment in Faskari has significant long-term consequences for both the students and the broader community. Reduced access to primary education hinders literacy and skill acquisition, limiting future employment opportunities for the children affected. The World Bank (2021) emphasizes that primary education is a critical pathway for poverty reduction, as it equips young learners with the basic skills needed for lifelong learning and economic participation. Therefore, the reduction to 35% enrolment in Faskari LGA limits these children's prospects, perpetuating poverty within the community and contributing to social inequality.

Moreover, the lack of access to primary education creates a vacuum that leaves children vulnerable to recruitment by armed groups, including those responsible for the very insecurity that threatens their education. Research indicates that uneducated youth in conflict-prone areas are more likely to become involved

in criminal activities as a survival strategy (International Crisis Group, 2022). Without the stability and structure that education provides, children may turn to illegal or dangerous activities, reinforcing the cycle of violence and further destabilizing the community.

#### **Overview of Enrolment Decline**

In Batsari, Danmusa, Kankara, and Faskari Local Government Areas (LGAs) of Katsina State, primary school enrolment has witnessed a significant decline between 2022 and 2024, with reductions ranging from 30% to 60%. These LGAs, heavily affected by banditry and kidnapping, demonstrate a troubling trend where insecurity disrupts access to education, deterring parents from sending their children to school. This analysis reflects the compounded impact of violence, economic strain, and psychological trauma in areas facing persistent security threats.

#### **Trend Analysis by LGA**

**Batsari LGA:** Enrolment fell from 90% in 2022 to 40% in 2024. This 50% decrease underscores how persistent attacks and fear of abductions have altered parents' willingness to enroll their children. Research indicates that sustained exposure to violence severely limits access to education as parents prioritize safety over schooling (Human Rights Watch, 2020).

**Danmusa LGA:** Danmusa saw a similar trend, with enrolment dropping from 90% in 2022 to 30% in 2024—a 60% decrease. This drop suggests a heightened risk perception among parents, many of whom are influenced by accounts of neighboring community abductions and bandit attacks. The psychological impact of these threats further discourages school attendance, with children increasingly kept at home (Save the Children, 2022).

**Kankara LGA:** In Kankara, enrolment rates declined from 90% to 35% within the same period, reflecting a 55% decrease. Kankara has been a target of notable kidnapping incidents, which heightened fear among residents. Such incidents create a cycle where the trauma from past events continuously affects parents' decisions on school attendance for years afterward (UNESCO, 2020).

**Faskari LGA:** Faskari experienced a drop from 90% to 35%, representing a 55% decrease. Similar to Kankara, the cumulative effect of banditry has created a pervasive atmosphere of insecurity. Economic disruptions due to bandit activities further exacerbate this trend, as impoverished families face reduced resources for school expenses (Global Coalition to Protect Education from Attack, 2021).

**Factors Contributing to Enrolment Decline**

**Security Threats:** Banditry and kidnapping directly discourage school enrolment. The presence of armed groups around these LGAs and repeated attacks on villages near schools have intensified fears of abduction, leading to a widespread reluctance to attend school. Studies highlight that high-risk areas see pronounced drops in educational access as parents prioritize child safety (Human Rights Watch, 2020).

**Economic Hardship:** The conflict’s economic impact further limits schooling. Many families face reduced income or loss of livelihood, leading parents to allocate resources to essentials over schooling. Studies link economic hardship with school dropout rates, especially in conflict zones (UNICEF, 2021).

**Psychological Trauma:** The trauma from violence affects both parents and students, manifesting as anxiety that keeps children from attending school. The high turnover among teachers in these regions also disrupts learning, diminishing educational quality and engagement. This aligns with research that shows how conflict-related trauma negatively impacts education (Save the Children, 2022).

The educational crisis in Batsari, Danmusa, Kankara, and Faskari LGAs has significant implications for regional development. Disruptions in primary education restrict literacy rates and diminish children’s future opportunities, perpetuating cycles of poverty. Studies suggest that restoring access to education in such high-risk areas is crucial for community resilience and poverty reduction (World Bank, 2021).

To mitigate these challenges, security measures around schools must be strengthened, economic support programs initiated, and alternative schooling options provided. For instance, mobile schools or remote learning could serve as viable alternatives to traditional schooling, allowing children to continue learning in safer environments (Global Coalition to Protect Education from Attack, 2021). Additionally, psychosocial support should be offered to affected families to reduce trauma-related barriers to education, fostering an environment conducive to consistent school attendance.

**Table 1. Percentage Decrease of Pupils’ Enrolment**

Name of LGA	Year	Percentage of Enrolment
Batsari	2022	90%
Batsari	2023	80%
Batsari	2024	40%

**Table 2. Percentage Decrease of Pupils’ Enrolment**

Name of LGA	Year	Percentage of enrolment
Danmusa	2022	90%
Danmusa	2023	70%
Danmusa	2024	30%

**Table 3. Percentage Decrease of Pupils’ Enrolment**

Name of LGA	Year	Percentage of enrolment
Kankara	2022	90%
Kankara	2023	60%
Kankara	2024	35%

**Table 4. Percentage Decrease of Pupils’ Enrolment**

Name of LGA	Year	Percentage of enrolment
Faskari	2022	90%
Faskari	2023	55%
Faskari	2024	35%

**CONCLUSION**

The study highlights a critical crisis in primary school enrolment across the conflict-affected Local Government Areas (LGAs) of Katsina State, specifically Batsari, Danmusa, Kankara, and Faskari. Findings indicate that escalating insecurity due to banditry and kidnapping has severely impacted educational access, leading to alarming enrolment declines from 2022 to 2024. This situation places future generations at risk, as limited access to primary education undermines literacy, skill acquisition, and long-term socio-economic development within these communities.

Effective measures to reverse this trend must include heightened security around educational facilities, targeted economic support for affected families, and the provision of alternative schooling models, such as remote and mobile education. Additionally, psychosocial support for students, teachers, and families is essential to address the trauma associated with these crises and to encourage consistent school attendance. By prioritizing education access, security, and economic stability, stakeholders can begin to restore trust in the education system and foster resilience among vulnerable populations. Addressing this enrolment crisis is critical not only for the immediate educational needs of Katsina State but also for the long-term stability and development of the region.



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