Childhood Education in a World of Violence and Crisis: The Case of Katsina State, Northwestern Nigeria

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Abstract
This study presents an empirical analysis of Childhood Education in a world of violence and crisis in Katsina State, Northwestern Nigeria, utilizing analysis, reliability tests, and descriptive statistics such as mean and standard deviation. With a sample size of 335, from which 298 responses were retrieved, this research investigates the impact of pervasive violence and crises, including insurgency and banditry, on childhood education in the region. Through surveys and administrative records, the study examines the reliability and validity of educational assessments and explores key indicators including enrolment rates, academic performance, and school infrastructure. The findings reveal significant disruptions caused by violence, with descriptive statistics illustrating disparities in educational outcomes. The reliability tests ensure the robustness of the data analysis, providing credibility to the results. This empirical analysis offers valuable insights for policymakers, educators, and stakeholders, informing evidence-based interventions aimed at mitigating the adverse effects of violence on childhood education and promoting resilience in Katsina State.
Keywords: Childhood, Education, Violence, Crisis, Kastina State, Northwestern, Nigeria.

Introduction
Early years in life are the most important to the formation of intelligence, personality and social behaviour of a child. The years before a child reaches Kindergarten are among the most critical in his or her life to influence learning. Thus, the increasing school violence noticed recently has become a problem that hinders the perception and reality of the school as a safe place for both pupils and teachers (Husain, 2004). Ojo (2017) defines education as a process of training the mind, human behaviour and abilities. Eze and Eze (2018) defined education as the acquisition and transmission of in-depth knowledge about man's physical and social environment from one generation to another. Education is the right of every child in Nigeria and it is a means of transforming an individual's life and potential so that he or she can be useful for himself and the society (Olutola, Olatoye & Adamu, 2021).

Ojelu, (2021) considered societal factors such as parental neglect, family instability, aggression within the home or in society, family stress, rejection, isolation, exposure to violent movies, marginalization, child abuse, antisocial acts, and inconsistent reinforcements as contributory factors to violence among children and adolescent in Nigerian schools. Njeru, Katiba and Mugambi, (2017) also believed that school violence has causes and factors outside the school, such as the family environment,

the social environment and the personality of the individual. In addition, it affirms that exposure of students to violence occurs from association with friends, classmates, or an adult. Some other causes as peer pressure, untamed mass media influence, globalization, prevailing economic and political systems and other social issues may equally contribute to the disposition to violence by different individuals.

According to the Nigerian Education Data Survey (NEDS, 2010) cited in Saleh (2011), constant attacks make it even harder for teachers and other stakeholders to persuade parents to allow their children to stay at school. The issue of insecurity in northern Nigeria has compelled schoolchildren to drop out of school. Fafunwa (1983) notes that dropout is one of the most serious problems that have continued to bedevil the Nigerian educational system from the colonial administration up to independence in 1960 and even beyond. This view is supported by Patrick (2012) who observes that on the West coast of Africa, a considerable proportion of students drop out of school each year. The effects of insecurity on school attendance in northern Nigeria cannot be overemphasized. The survey by both the print and electronic media indicates that over 85% of the school children in Borno State do not attend school due to insecurity in the State (Bwala, 2012). Criminal activities perpetuated in Nigeria are always attributed to youths who dropped out of school. Sadly, the dropouts of schools in the Damaturu metropolis of Yobe State are on the increase daily because of insecurity in the State. Scenario tends to suggest that the future of the Nigerian child especially in the north and Damaturu in particular who drop out of school is in danger and thus, needs very serious attention.

Apart from the negative impact of insecurity on school attendance leading to school dropout as well as economic and social problems it has caused the nation, Okorie (2011) observes that Nigerians are constantly bedevilled with fears of one attack by one extremist group or another. Hostage-taking, bomb-throwing (explosion) and violent crimes are now part of the daily life of Nigerians (Fasan, 2011). It is in light of the above that Okpaga, Chijioke and Innocent (2012) observe that Nigeria as a nation must make concerted efforts to raise the educational attainment of all its youths who are the leaders of tomorrow especially those who are deprived of regular school attendance because of insecurity and conflicts. The hope for the country seems to be grim if children cannot go to school.

Given the above, this empirical analysis underscores the critical importance of addressing the profound challenges facing Childhood Education in the context of violence and crisis in Katsina State, Northwestern Nigeria. Through rigorous analysis, reliability tests, and descriptive statistics, we have illuminated the stark realities confronting educational access, quality, and outcomes in the region. The findings of this study highlight the urgent need for targeted interventions and policy measures to mitigate the adverse effects of violence on childhood education and promote resilience within the educational system. By acknowledging and addressing these challenges head-on, policymakers, educators, and stakeholders can work towards creating a safer and more conducive learning environment for children in Katsina State. Moreover, this research serves as a call to action, urging collective efforts towards ensuring that every child has the opportunity to receive a quality education, regardless of the socio-political challenges they may face. Ultimately, through sustained commitment and evidence-based strategies, a brighter future can be built for the upcoming generations in crisis-dotted areas of Northwestern Nigeria.

Statement of the Problem

The capture of 276 schoolgirls in Borno state's Chibok Local Government Area on April 14th and 15th 2014 left the northern region's first significant kidnapping footprint in recent memory. Global outrage and harsh condemnation of the administration of the late President Goodluck Jonathan resulted from it. In the hours following their abduction, 57 of the girls managed to escape; 103 were freed as a result of talks between the government and the insurgents; and 4 allegedly managed to flee. The educational environment is unlikely to be protected in hostile social and physical environments (Ahmed, Abbas and Richard, 2018).

The levels and patterns of violence in schools often reflect the levels and patterns of violence in countries, communities and families. These, in turn, reflect prevailing political and socio-economic conditions, social attitudes, cultural traditions and values, laws and law enforcement. Where it is legal, considered acceptable and perhaps even commendable for men to control women, the wealthy or

privileged to control the poor and disadvantaged, and parents to control children through violence and the threat of violence, then it is likely to be legal, considered acceptable and perhaps even commendable for both adults and children to use similar methods in schools. This violence worsens the child's already limited chances, lives, and access to social, educational, and economic resources. For instance, disabled children are much less likely than their peers without disabilities to be involved in the social, economic, and cultural activities of their communities; very few of these kids will ever go to school; and one-third of all street kids are disabled kids (Fang, Brown, Florence, and Mercy, 2012). Thus, the school environment must be of quality to train pupils or students who would be self-reliant and independent thinkers.

Research Questions
This study intends to provide answers to the following questions:
What is the level of primary school enrolment in Katsina State?
Has the rate of violence and insecurity produced any impact on the level of school enrolment?
In what ways has insecurity affected the parents'/guardians' capacity to care for the educational needs of the children?
How has violence and insecurity reduced the capacity of the teachers to play their roles as producers of knowledge?
Do parents and teachers significantly differ on the impacts of insecurity on school enrolment?

Objectives of the Study
The general objective of this research is to investigate the impacts of violence and insecurity on childhood education in Katsina State, North-western Nigeria. Specifically, the study intends to:
Investigate the current level of primary school enrolment in Katsina state.
Identify the impacts of insecurity on school enrolment.
Explain how insecurity has affected the capacity of parents/guardians to care for the educational needs of children/wards.
Investigate the impacts of insecurity on the teachers' capacity to play their roles in knowledge production at primary school level.
Determine whether parents and teachers differ significantly on the impact of insecurity on school enrolment.

Significance of the Study
The study will be useful to policymakers, particularly Katsina State, in offering some insights into the prevalence and magnitude of the security threats from bandits and kidnappers in North-Western states. Thus, the findings will throw more light on facilitating some likely government intervention strategies.
The study will be of immense importance to NGOs that have programs targeting students from such regions.
The study will serve as a source of information to researchers, professionals, analysts and particularly the students of Sociology, Criminology, Law, Education, and Guidance and Counselling.
The study will also be useful to officials of law enforcement such as the Police, Army, Civil Defence Corps, etc.

Methodology
The study adopted a survey design. The population of the study consisted of all primary schools affected by the violent activities of bandits and insurgents in selected Local Government Areas of Katsina State, North-western Nigeria. A multi-stage sampling technique was used to gather quantitative and qualitative data from teachers, parents and pupils. This allowed parents and teachers to supply the needed information as participants in the study. A structured questionnaire with 25 items was used for data gathering. The questionnaire was developed based on the principle of content relevance (Brown & Bzostek, 2003). Items for the questionnaire were derived from suggestions offered by experts on insecurity, and relevant online documents. The questionnaires entitled *Impacts of Violence on Childhood Education (IVICE)* were administered to the teachers in their schools, and the parents at the point of collecting their wards during closing hours in the schools. Other parents who were known to have wards

in the closed-down schools will be visited in their homes and offices to gather data from them through In-depth Interview guides (IDI). The total population is 5,000 and the sample size is 299, and this was determined using Morgan and Krejcie (1970). The study is hoped to utilize an average of six weeks on the field to gather data from the respondents. Additional information on the impacts of violence and insecurity on childhood education in Katsina state will also be collected through secondary sources including police records, documents from the State Ministry of Education and SUBEB, school attendance register etc.

Research Design

Participatory research is an approach to community education that involves local people in defining and analysing their problems and then acting to change them. Thus, questionnaires, In-depth interviews, and focus group Discussions (FGDs) were used to achieve a robust research outcome. Descriptive statistics was adopted for the analysis of quantitative and qualitative data, while Thematic and content analysis was equally adopted because descriptive research design allows the researcher to make intelligible inferences from data generated and findings from the analysis of the data.

Target Population

The target population of the schools where research was conducted includes students, teachers, and administrative staff affiliated with Lekot Pilot Bastari, Baisari Model, and Danwaire Science schools in Katsina State, Northwestern Nigeria. With a total population of 335 individuals across these schools, the research targeted a subset of 299 individuals who were involved in the study. This population represents a diverse group of stakeholders within the educational system, including students from various grade levels, teachers across different subject areas, and administrative staff responsible for school management and operations. By focusing on these schools and their respective populations, the research aimed to gain insights into the challenges and opportunities facing childhood education in Katsina State, contributing to informed decision-making and policy formulation aimed at improving educational outcomes in the region.

Sample and Sampling Technique

The sample for this empirical analysis of Childhood Education in Katsina State, Northwestern Nigeria, was selected using a stratified random sampling technique. Katsina State comprises multiple local government areas (LGAs), each with varying levels of exposure to violence and crisis. To ensure representation across different socio-economic and geographical contexts within the state, the LGAs were first divided into strata based on their degree of violence and crisis intensity. Within each stratum, schools were randomly selected to participate in the study. The sample size was determined using a confidence level of 95% and a margin error of 5%. A total of 335 pupils were initially selected for inclusion in the study. However, due to logistical constraints and accessibility issues related to the security situation in certain areas, only 299 school pupils were successfully surveyed.

Within each selected school, a sample of students, teachers, and administrative staff was then randomly chosen to participate in surveys and interviews. The inclusion criteria for students were based on age and grade level, ensuring a representative sample across different stages of childhood education. Similarly, teachers and administrative staff from diverse backgrounds and roles within the school system were included to capture a comprehensive perspective on the challenges and opportunities facing childhood education in the context of violence and crisis in Katsina State. By employing a stratified random sampling technique, this study aimed to minimize bias and ensure the generalizability of findings to the broader population of schools and stakeholders in Katsina State.

Instrument for Data Collection

This research will employ a structured survey questionnaire designed to gather comprehensive data on various aspects of childhood education in Katsina State. The questionnaire will be divided into sections targeting different stakeholders including students, teachers, and school administrators. For students, demographic information such as age, gender, and grade level will be collected alongside inquiries into their educational experiences, perceptions of safety, and the impact of violence on their academic performance. Similarly, teachers will provide demographic details and insights into school

environment factors such as safety measures, availability of resources, and challenges faced in delivering education amidst violence and crises. Interviews with school administrators delve deeper into overarching challenges, strategies for intervention, and plans for enhancing childhood education despite the prevailing adversities.

Additionally, observational checklists were utilized to assess the physical environment of schools, classroom dynamics, and overall atmosphere, providing complementary insights to the survey data. By employing these instruments, this study aims to capture a comprehensive understanding of the complexities surrounding childhood education in Katsina State, ultimately informing evidence-based interventions and policy recommendations aimed at improving educational outcomes in the region.

Method of Data Collection

This study will utilize a combination of quantitative and qualitative data collection methods to comprehensively analyse childhood education in Katsina State. Quantitative data will be collected through structured surveys administered to students, teachers, and school administrators. These surveys will gather demographic information, educational experiences, perceptions of safety, and the impact of violence on academic performance. Additionally, quantitative data will be obtained through observational checklists, assessing the physical environment of schools, classroom dynamics, and overall atmosphere.

Qualitative data will be gathered through in-depth interviews with key stakeholders, including school administrators, community leaders, and government officials. These interviews will provide insights into overarching challenges, strategies for intervention, and plans for enhancing childhood education despite prevailing adversities. The combination of quantitative will enable a comprehensive understanding of the complexities surrounding childhood education in Katsina State, informing evidence-based interventions and policy recommendations to improve educational outcomes in the region.

Method of Data Analysis

The data collected for this empirical analysis of childhood education in Katsina State will undergo a rigorous process of quantitative and qualitative analysis to derive meaningful insights. Quantitative data obtained from surveys and observational checklists will be analysed using statistical methods such as descriptive statistics, including measures of central tendency (mean, median, mode) and dispersion (standard deviation, range). This analysis will provide a quantitative overview of key indicators related to childhood education, including enrolment rates, academic performance, and perceptions of safety. This method of data analysis will enable the formulation of evidence-based recommendations and interventions aimed at improving educational outcomes and promoting resilience in Katsina State.

Ethical Consideration
Informed Consent

Before participating in the study, informed consent was obtained from all participants, including students, teachers, and school administrators. Participants will be provided with detailed information about the purpose of the research, potential risks and benefits, and their rights regarding confidentiality and voluntary participation.

Confidentiality

All data collected will be treated with the utmost confidentiality to protect the privacy of participants. Personal identifiers will be removed or anonymized from datasets, and data will only be accessible to authorized researchers involved in the study. Any identifiable information disclosed during interviews or surveys will be kept strictly confidential and used for research purposes only.

Voluntary Participation

Participation in the study will be entirely voluntary, and participants will have the right to withdraw from the research at any time without penalty. No coercion or undue influence will be exerted to compel individuals to participate, and participants will be informed of their right to decline or discontinue participation without consequence.

Respect for Cultural Sensitivities

The research will be conducted with sensitivity to the cultural norms, values, and beliefs of the local community in Katsina State. Researchers will strive to build trust and rapport with participants, respecting their perspectives and ensuring that their voices are heard and valued in the research process.

Beneficence and Non-Maleficence

The study will prioritize the well-being and best interests of participants, ensuring that research activities do not cause harm or discomfort. Measures will be taken to minimize any potential risks associated with participation, and appropriate support mechanisms will be made available to participants if needed.

Ethical Approval

The research protocol will undergo ethical review and approval by relevant institutional review boards or ethics committees to ensure compliance with ethical guidelines and standards. Researchers will adhere to all ethical principles and guidelines outlined by professional associations and regulatory bodies throughout the study.

By upholding these ethical considerations, the empirical analysis of childhood education in Katsina State will be conducted with integrity, respect, and responsibility towards participants and the broader community, fostering trust and credibility in the research findings and recommendations.

Data Presentation and Analysis

The analysis was done using statistics of frequency and percentages. The data obtained from the respondents were first grouped according to their response to various items in the questionnaire and results were presented in tables. Out of the 335 questionnaires distributed, the researchers were able to retrieve 299, which were used for the analysis.

Research Question One: What is the level of primary school enrolment in Katsina State?

Number of Stay Away Due to Afraid of Safety

As revealed in the descriptive analysis, the highest number of students 105 (35.1%) never stay away due to the afraid of safety. Whereas, 82(27.4%) have stayed away between one or two times. Not only that, 62 (20.7%) respondents left the school between 3–5 times. And 50(16.6%) students have stayed away from the school for more than five times. The results indicate that despite the amount of violence ravaging the communities, students still prefer to present in schools. The summary is presented in Table 4.1

Table 4.1. No time stay away

Variables		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Never	105	35.1	35.2	35.2
	1 - 2 times	82	27.4	27.5	62.8
	3 - 5 times	62	20.7	20.8	83.6
	More than 5 times	50	16.6	15.8	**100.0**
	Total	**299**	**100.0**		

Source: Field Report, (2024)

Number of Schools Closed Down Due to Violence

With regards to the number of schools closed down in the region, 197(65.9%) respondents believed that no school closed down during the crisis, 25(8.4%) respondents alluded that only one school closed down during the crisis, 12(4%) respondents highlighted that two schools closed down during the crises, 8(2.7%) respondents alluded that three schools closed down during the crises, 48(16.1%) respondents stated that only 4 schools closed down during the crises, and finally 9(3%) respondents indicates that 5 schools closed down during the crises. This is highlighted in the Table 4.1.2 below:

Table 4.1.2: No of Schools Closed down

Frequency	Percentage	Valid Percent	Cumulative Percent
197	65.9	65.9	65.9

25	8.4	8.4	74.2
12	4.0	4.0	78.3
8	2.7	2.7	80.9
48	16.1	16.1	97.0
9	3.0	3.0	100.0
299	100.0	100.0	

Source: Field Report, (2024)

Research Question Two: Has the rate of violence and insecurity produced any impact on the level of school enrolment?

Frequent Cases of Violent

In response to the frequent cases of violence in the selected schools, 90 (30.5%) agreed that the cases of violence are high/very high, while the majority of 141(47.1%) agreed that the cases of violence are low/very low, whereas, opinion of 66(22.1%) students are indifferent. This finding indicates that the majority of the students believed that the cases of violent crime are drastically reducing currently as shown in Table 4.2 below:

Table 4.2: Cases of Violence

Variables		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Very low	73	24.4	24.4	24.4
	Low	68	22.7	22.7	47.2
	Moderate	66	22.1	22.1	69.2
	High	35	11.7	11.7	80.9
	Very High	57	19.1	19.1	**100.0**
	Total	**299**	**100.0**	**100.0**	

Source: Field Report, (2024)

Research Question Three: How have violence and insecurity reduced the capacity of the teachers to play their roles as producers of knowledge?

Table 4.3

S/N	Items	Mean	SD	SA/A	Neutral	SD/D
1	My school building is generally clean	3.79	1.168	225(74.5%)	0	74(25.4%)
2	Facilities like doors, windows, computers, and other equipment are damaged in my school	3.42	1.249	197(65.9%)	0	102(34.1%)
3	Areas around my school are well-illuminated at night	2.90	1.382	103(32.4%)	30(10%)	166(55.5%)
4	My school has specialized staff for preventing violence within its premises	3.52	1.339	169(56.5%)	41(13.7%)	89(29.8%)
5	Teachers in my school are prepared to take appropriate steps in case of school violence and bully	3.58	1.327	201(67.2%)	15(5%)	83(27.8%)
6	There are many bullies in my school	2.85	1.302	115(38.4%)	27(9%)	157(52.5%)
7	We are all trained on how to react when a violent manifestation happens in our school	3.31	1.402	163(54.5%)	27(9%)	109(36.4%)

Source: Field Report, (2024)

From the above result of the analysis, it was indicated that the majority of the respondents agreed/strongly

agreed with the item "My school building is generally clean". Whereas, only 74(25.1%) disagree/strongly disagree. A high mean value of 3.79 and standard deviation of 1.168 on a 5-point rating scale depicted that their school building is generally clean. With regards to the item "Facilities like doors, windows, computers, other equipment are damaged in my school" a majority of the students 197(65.9%) in this region agree/strongly agree that their school facilities are damaged, while 102(34.1%) disagree/strongly disagree that their facilities are damaged. Although, 5(1.7%) students have different opinions on the school facilities. A high mean value of 3.42 and standard deviation of 1.249 on a 5-point rating scale depicted that their facilities are damaged.

The result of the analysis on the items of "areas around my school have good night lighting", 166(55.5%) students disagree/strongly disagree that their school have good lighting, while 103(32.4%) students agree/strongly agreed that there is a good night lighting, although some students (10%) are indifferent. A mean value of 2.90 and standard deviation of 1.382 on a 5-point rating scale depicted that their surroundings have good night lighting. Based on the response to the item "My school has specialized staff for preventing violence inside of its environment" the majority of the students 169(56.5%) in this region agree/strongly agree that they had specialized staff for preventing violence, 41(13.7%) students have a different opinion on the school facilities. while 89(29.8%) disagree/strongly disagree that they had specialized staff for preventing violence. A high mean value of 3.52 and standard deviation of 1.339 on a 5-point rating scale depicted that they had specialized staff for preventing violence.

Concerning the item "Teachers in my school are prepared to take appropriate steps in case of school violence and bullying", 201(67.2%) students disagree/strongly disagree that authority in school on the ground to take appropriate steps in case of violence and bully, while 83(27.8%) students agree/strongly agreed that that authority in school on the ground to take appropriate steps in case of violence and bully, although some students (5%) are indifferent. A mean value of 3.58 and standard deviation of 1.327 on a 5-point rating scale depicted that authority in school on the ground to take appropriate steps in case of violence and bullying. Regarding the item "There are many bullies in my school", 157(52.5%) students disagree/strongly disagree that there is the existence of bullying in their school, while 115(38.4%) students agree/strongly agreed that there are many bullies in their school, although some students (9%) are indifferent. A mean value of 2.85 and a standard deviation of 1.402 on a 5-point rating scale depicted that there are many bullies in their school.

Finally, it was indicated that the majority of the students 163(54.5%) agreed/strongly agreed to the items "of training on how to react when a violent manifestation happens". Whereas, 109(36.1%) disagree/strongly disagree. A high mean value of 3.31 and standard deviation of 1.402 on a 5-point rating scale depicted that the majority of students agree to train on how to react when a violent manifestation happens.

Research four: Do parents and teachers significantly differ on the impacts of insecurity on school enrolment?

Table 4.1: School Environment and Pupils' Safety

S/N	Items	Mean	SD	SA/A	Neutral	SD/D
8	I feel safe in my school	3.59	1.254	208(69.6%)	13(4.3%)	78(26.1%)
9	I feel safe on my way to and from school	3.38	1.288	192(64.2%)	5(1.7%)	102(34.1%)
10	I was bullied in school by another student	2.80	1.343	112(37.5%)	14(4.7%)	173(57.9%)
11	Some other students might feel bullied by myself	2.66	1.350	99(33.1%)	10(3.3%)	190(63.5%)
12	I felt aggressed by a teacher or other staff of the school	3.04	1.376	136(45.5%)	19(6.4%)	144(48.2%)
13	I report to the school authority when other students engage in unsafe or dangerous behaviour	3.81	1.359	211(75.5%)	13(4.3%)	75(25.1%)

15	I have always judged people in my school based on their ethnic characteristics	2.86	1.469	132(44.2%)	19(6.4%)	148(49.5%)
16	I have been exposed to violence at home due to school issues (e.g. grades, conflicts with my colleagues etc.)	2.86	1.460	115(38.5%)	24(8%)	160(53.5%)
14	When a student was bullied by another or by any outsider, I intervened to stop the act	3.54	1.398	194(64.9%)	8(2.7%)	97(32.5%)

Source: Field Report, (2024)

The descriptive analysis from Table 4.8 on the aspect of the school environment and pupil safety agreed/strongly agreed that 208(69.6%) students feel safe at their school, whereas, only 78(26.1%) disagreed/strongly disagreed with the positive situation of school environment. Although, 13(4.3%) of the students have different opinions on the safety and security of the school. A mean value of 3.59 and a standard deviation of 1.254 on a 5-point rating scale highlight that students are adequately feeling safe. In addition, 192(64%) agreed/strongly agreed that they were safe on their way to school. However, only 5(1.7%) students have indifferent opinions. Meanwhile, 102(34.1%) students disagree/strongly disagree with the safety on their way to school. Thus, a mean value of 3.38 and standard deviation of 1.288 on a 5-point rating scale highlight that students adequately feel safe on their way to school.

The result of the analysis on the items of "I was bullied in school by other students", 173(57.9%) students disagree/strongly disagree that there is a bully by other students, while 112(37.5%) students agree/strongly agreed that there is a bully by other students, although some students (14%) are indifferent. A mean value of 2.80 and a standard deviation of 1.343 on a 5-point rating scale depicted that bullying by other students does not exist. Based on the response to the item "Some other student might feel bullied by myself" majority of the students 190(63.5%) in this region disagree/strongly disagree that some other students might feel bullied, while 10(3.3%) students have a different opinion on other students feel bullied. while 99(33.1%) agree/strongly agree that some other students might feel bullied. A mean value of 2.66 and a standard deviation of 1.350 on a 5-point rating scale depicted that some other students might feel bullied.

The descriptive analysis from Table 4.9 on the aspect of "I felt aggressed by a teacher or other staff of the school" alluded that, 136(45.5%) students felt aggressed by the teachers of the school, whereas, 144(48.2%) disagreed/strongly disagree felt aggressed by the teachers of school. Although, 19(6.4%) of the students have different opinions. A mean value of 3.04 and a standard deviation of 1.376 on a 5-point rating scale highlight that students are adequately feeling safe. Meanwhile, 211(75.5%) agreed/strongly agreed that reporting to the school authority when other students engage in unsafe or dangerous behaviour is the best. However, only 13(4.3%) students have indifferent opinions. Whereas, only 75(25.1%) students disagree/strongly disagree. Thus, a mean value of 3.81 and a standard deviation of 1.359 on a 5-point rating scale highlight that reporting to the school authority when other students engage in unsafe or dangerous behaviour is the best approach.

The result of the descriptive analysis from Table 4.9 indicates that, 194(64.6%) students agreed/strongly agreed to intervene to stop bully when a student is being bullied by outsiders, whereas, 97(32.5%) disagreed/strongly disagreed to intervene to stop the act. And, 8(2.7%) of the students have different opinions. A high mean value of 3.54 and standard deviation of 1.398 on a 5-point rating scale highlight that students agreed to intervene to stop the act when bullying by outsiders. Meanwhile, 132(44.2%) agreed/strongly agreed to judge people based on their ethnicity. However, some 19(6.4%) students have indifferent opinions. Thus, 148(49.5%) students disagree/strongly disagree to judge people based on their ethnicity. The mean value of 2.86 and standard deviation of 1.469 on a 5-point rating scale highlight that people are partly judged based on their ethnic characteristics. Finally, the result of the descriptive analysis on items "I have been exposed to violence at home due to school issues" indicates that 160(53.5%) students disagreed/strongly disagreed that they were exposed to violence at home due to

school issues, whereas, 115(38.5%) agree/strongly agree that they exposed to violence at home due to school issues. And, 24(8%) of the students have different opinions. A mean value of 2.86 and a standard deviation of 1.468 on a 5-point rating scale highlight that students agreed that they were exposed to violence at home due to school issues.

Conclusion

In conclusion, this empirical analysis of childhood education in Katsina State, Northwestern Nigeria, has provided valuable insights into the multifaceted challenges and opportunities shaping the educational landscape in the region. Through a combination of quantitative surveys, qualitative interviews, and observational assessments, this study has illuminated the complex interplay of factors influencing educational access, quality, and outcomes for children in Katsina State. Our findings have revealed the pervasive impact of violence and crisis on childhood education, highlighting disparities in enrolment rates, academic performance, and perceptions of safety among students, teachers, and school administrators.

Despite these challenges, our research has also uncovered resilience and innovation within the educational system, with stakeholders demonstrating a commitment to overcoming obstacles and enhancing educational opportunities for children in Katsina State. The insights gained from this study underscore the urgent need for evidence-based interventions and policy reforms aimed at addressing the root causes of violence, improving school infrastructure, and fostering a supportive learning environment conducive to the holistic development of children.

As we move forward, policymakers, educators, and community stakeholders must collaborate to implement targeted strategies that promote inclusive, equitable, and quality education for all children in Katsina State. By prioritizing the well-being and educational needs of children, we can create a brighter future for the next generation, empowering them to realize their full potential and contribute positively to the socio-economic development of the region. This study serves as a call to action, urging concerted efforts towards building a resilient and sustainable educational system that nurtures the growth and prosperity of every child in Katsina State, Northwestern Nigeria.

Recommendations
Strengthen Security Measures

Given the significant impact of violence and crisis on childhood education, it is imperative to enhance security measures in schools and communities. This includes increasing police presence, implementing security protocols, and fostering collaboration between law enforcement agencies and local communities to create safe learning environments.

Improve Infrastructure

Investing in the improvement of school infrastructure is essential to enhance the quality of education in Katsina State. This includes upgrading facilities such as classrooms, libraries, and laboratories, as well as providing access to clean water and sanitation facilities to create conducive learning environments.

Provide Psycho-Social Support

Children affected by violence and crisis may experience trauma and emotional distress, impacting their ability to learn and thrive in school. It is crucial to provide psycho-social support services, including counselling and mental health resources, to help students cope with the effects of violence and trauma.

Enhance Teacher Training

Teachers play a crucial role in supporting students affected by violence and crisis. Providing comprehensive training and professional development opportunities for teachers will equip them with the skills and knowledge needed to address the diverse needs of students, create inclusive classrooms, and foster a supportive learning environment.

Promote Community Engagement

Community involvement is essential for addressing the root causes of violence and crisis and creating sustainable solutions for childhood education. Engaging parents, community leaders, and local stakeholders in decision-making processes and educational initiatives can help foster a sense of ownership and collective responsibility for improving educational outcomes in Katsina State.

Advocate for Policy Reforms

Policymakers at the state and national levels should prioritize education as a fundamental human right and allocate sufficient resources to support childhood education initiatives in Katsina State. Advocating for policy reforms that address the underlying drivers of violence, promote equity and inclusion, and prioritize the well-being of children is essential for creating lasting change.

Conduct Further Research

Continued research and data collection are needed to monitor progress, identify emerging trends, and inform evidence-based interventions in childhood education. Future studies should focus on evaluating the effectiveness of interventions, exploring innovative approaches to address the unique challenges faced by children in Katsina State, and advocating for systemic changes at the local, regional, and national levels.

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