

INFLUENCE OF FARMER-HERDER CONFLICT AND EMOTIONAL BEHAVIOUR ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN BENUE STATE, NIGERIA

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Abstract

The study investigated the influence of farmer-herder conflict and emotional behaviour on the academic achievement of Junior Secondary School Students in Benue State. Three research questions were answered, while three hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. The population of the study was 15433 and the sample was 377 students (male and female). Multi-stage sampling techniques were used to draw up the sample for the study. Three instruments were used to collect data, a questionnaire developed by the researcher and an Achievement test in Mathematics and English. The validity index for the questionnaires is 0.86, 0.85 and 0.83: for the achievement test instrument, Mathematics and English respectively. The reliability index for the questionnaires was 0.82 while that of mathematics was 0.87 and English Language was 0.79 for the achievement test. Descriptive statistics of Mean and Standard deviation were used to answer the research questions while Chi-square was used to test hypotheses 1-3 at 0.05 level of significance. The findings of this study revealed that aggression, depression and anxiety influence the academic achievement of Junior Secondary School students in Benue State. Hence, it was recommended, among others, that government should, as a matter of urgency, constitute a fora for all parties involved to proffer a lasting solution to the conflicts between herdsmen and farmers.

Keywords: Farmer-herder, conflict, emotional behaviour, academic achievement, anxiety, depression and aggression

Introduction

Academic achievement has become a factor in a child's future in this highly competitive world. Academic achievement has been one of the most important goals and values of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which students learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent,

Jeame & Kenta, 2010). Academic achievement and career aspirations in students are often correlated (Abu-Hilal, 2010). Crow and Crow (2009), defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., the achievement is reflected by the extent to which skill or knowledge has been imparted to him pg 12". Academic achievement refers to the level of schooling which has been completed and the ability to attain success in studies. Academic achievement is defined as the performance of the students in a subject in school (Clark, 2003).

Academic achievements determine the student's status in the class. It gives children the opportunity to develop their talents; improve their grades and prepare for future academic challenges. It is excellence in all academic discipline rather than fatalistically accepting it and competing against some standard of excellence. It is a general observation that learners are placed in an identical set of academic situations that vary in their scholastic achievement. Academic achievement is a product of several factors operating within the individual and outside him. Broadly speaking, the factors which influence academic achievement can be categorised into three types, namely, intellectual, emotional and environmental, it is believed that the emotional factors such as depression, anxiety and aggression create a traumatic challenges environmental factors like starvation, homelessness and intellectual factors of lack of attention, loss of memory could determine one's academic achievement.

Added to the factors affecting the academic achievement of students in recent times, is the high rate of insecurity in society. Peace and tranquillity are an antidote to successful teaching and learning (Achema, 2014). In recent times, however, millions of school children in Nigeria are caught up in conflicts that result in insecurity not only in their school attendance but in their lives and property. The United National Development Programme (UNDP) defines human security as freedom from fear and wants (Okore 2011). Japanese foreign policy's view on human security may include all the menaces that threaten human survival, daily life and dignity- for example, environmental degradation, violations of human rights, transnational organised crime in illicit drugs, refugees, poverty, anti-personnel land mine and other infectious diseases such as Acquired Immune Deficiency Syndrome (AIDS).

There are no agreed definitions of what precisely insecurity is, but there is a general agreement that insecurity is linked to chronic traumatic challenges such as threats of disease, hunger, terrorism and poverty. Therefore, insecurity and poverty cannot be divorced from each other. Severe levels of poverty may expose people to all kinds of security threats. Poor people in developing countries frequently face relatively high risks from such things as domestic violence, crime, sickness and unemployment (McCawley 2004). Nigeria in the current democratic dispensation is faced with different kinds of traumatic situations such as armed robbery, kidnapping, political thugs, ethno-religious conflicts, organised violent groups, economic-based violence, gender-based violence, sexual abuse, trafficking and recently the menace burden Boko Haram and farmer-herder conflict constituting a danger to students (Ibrahim, 2002).

Farmer-Herder conflict over land ownership has been a contentious and perennial problem in the north-central region, making legal protection against conflict over landownership imperative (Fisiy, 2012). Landownership is often the primary cause of conflict and the struggle for its control engages people at all rungs of society (Havnevik 2007). Based on the socio-economic significance of land, it

is not surprising that social or ethnic conflict over the land like in Benue State has forced students to abandon school and become wild in their behaviour. It has been observed that the Farmer-Herder conflict environment created in Benue State could affect the academic achievement of students in general.

The links between conflict and students' academic achievement are numerous and complex, resulting from constraints in the supply of and/or demand of education. They include resource reductions, recruitment into armed groups, safety threats in and on the way to school, and the consequences of poverty and food insecurity (Justino, 2016). The increased rate of poverty, high rate of absence from schools, anxiety, depression and the increasing aggression among students could be attributed to this Farmer-Herder conflict in the area due to the negative effect conflict could cause on people's emotional life.

Emotional behaviour is one of the most affected aspects of humans during conflict situations. The classroom is an emotional place and emotions are core elements of students' identity and well-being which is very important in the learning process. Students frequently experience and exhibit various emotional behaviours in classroom settings. For example, students can be excited during studying, hope for success, feel proud of their accomplishments, be surprised at discovering a new solution, experience anxiety about failing examinations, feel ashamed over poor grades, or be bored during lessons. In addition, emotions play other roles like admiration, empathy, anger, contempt, or envy concerning peers and situations around them. Moreover, students bring emotions to the classroom that involve events outside and within the school and could have a strong influence upon their learning, such as the emotional turmoil causing insecurity to students in the Farmer-Herder conflict in Benue State.

Anxiety also is one of the traumatic components of human life. Anxiety occurs when the individual has too many fears and feels unable to control one's life. It is regarded as a common psychological problem for human beings with its physical, emotional and social manifestations. Patel (as cited in Nwimo, 2006) conceived anxiety as the sensation of feeling, fearfulness and nervousness. Anxiety is the state of being uneasy, tense or troubled in mind about some uncertain events (Okeke 2010). It is the reaction that students exhibit to examinations and other school activities. Two principal components of anxiety are cognitive and emotional (Morris Davis & Hutchings 2011). The cognitive component is the mental activity that revolves around the testing situation and its potential implication on the individual. It constitutes elements such as negative centred thought (Adewale, 2011) and a lack of confidence in one's ability (Sarason & Sarason 2010).

The traumatic component is the physiological component of test anxiety leading to tension, apprehension, and nervousness towards examinations, which may be associated with somatic symptoms such as palpitation, nausea, and perspiration (Zeinder, 2008). The fear of the unknown affects little in terms of performance but the fear of the known affects students greatly as knowledge gives consciousness (Timoh, 2005). This from observation is the way and manner of the series of Farmer-Herder conflict occurrences in the study area. Emotional behaviour in a pleasant environment could influence learning while a distracting and disturbing environmental situation like the farmer-herder conflict during lessons may not just allow students' attention to drift away but scatter their whole being leading to daydreaming, reducing ability and undermining learning achievement.

Another traumatic behaviour that may be exhibited by students as a result of insecurity is aggression. Aggression is an overt behaviour of a person that is intended to harm another person physically or psychologically or to damage or destroy or take that person's property (Raham & Nahar 2013). According to Baron (2004), aggression is any form of behaviour directed toward the goal of harming or injuring another living being. The outcome of such aggressive behaviour is common phenomenon in daily life.

Most of the time people show aggressive behaviour for dominance over other people. It simply reminds us that aggression has a biological and social basis. Thus, 'aggressive behaviour in humans, for example, threat, attack and defence, are commonly related to competition over resources. Moreover, like the one between Farmers and Herders for land ownership, Wanton destruction of schools, and the environment in general. Chen (2010) noted that poor academic achievement predicted bad behaviour, which hampered academic progress. It has been observed also that this farmer-herder conflict is highly characterised by a series of crimes of violence like rape, and assault that resulted in injury to the victims which are mostly students who do not only stop schooling but abandon it and flee for their lives. One of the most common psychological problems among students is depression. (Kashani & Orvaschel, 2008). While depression is less common during childhood, it increases during the onset of adolescence. (Beest & Baerveldt, 2009). During adolescence, depression is experienced more often depending on certain conditions. Some adolescents suffering from depression are sad and broken down. They feel lonely, but can continue doing their depression, students show the symptoms of low self-esteem, self-blame hopelessness, suicide thoughts, anger, and peevishness (Elgard & Arlett, 2002). It can be inferred that depression may be experienced at the same time as conflict or any unpalatable experience students face in school especially the frequent clashes between the farmers and herders in the area causing a distraction to them and leading to poor academic work. It is speculated that the poor quality of students and declining academic achievement at the secondary school level in Benue in recent times could be traced to the persistent insecurity witnessed as schools have become desolate. Therefore, it is against this background that this study sort to investigate the influence of farmer-herder conflict on emotional behaviour and academic achievement of junior secondary school students in Benue State.

It has been observed that this constant fracas between farmers and herdsmen has reduced the level of academic activities in the area as students are thrown into fear in the classroom and harassed on their way to and from school with untold hardships making learning nearly' impossible and a dreaded phenomenon as a countless number of students have lost their lives in the quest for formal education. Reports of psychological trauma from Benue State Ministry of Education Markurdi reveal that since the first occurrence of farmers-herders conflict in 2012, students' academic achievement in the affected Local Governments of Logo, Guma, and Agatu till now is still reported to be steadily below 40%.

The psychological trauma is assumed that the persistent farmer-herder conflict and traumatic emotional challenges of anxiety, aggression and depression witnessed by students, a sequel to the conflict could be attributed as the cause of the declining academic achievement and the dearth of academic activities in the area in general. However, there is no empirical evidence to justify this claim and that is why this study set out to investigate the psychological trauma of farmer-herder conflict on emotional behaviour and academic achievement of secondary school students in Benue State.

Research Questions

The study was guided by the following research questions

1. What is the influence of anxiety on the academic achievement of Junior Secondary School students in Benue State?
2. What is the influence of aggression on the academic achievement of Junior Secondary School students in Benue State?
3. What is the influence of depression on the academic achievement of Junior Secondary School students in Benue State?

Objectives of the Study

The purpose of this study was to investigate the influence of farmer-herder conflict on emotional behaviour and academic achievement of junior secondary schools in Benue State. This was undertaken with the following specific objectives:

1. Examine the influence of anxiety on the academic achievement of Junior Secondary School students in Benue State.
2. Ascertain the influence of aggression on the academic achievement of Junior Secondary School students in Benue State.
3. Find out the influence of depression on the academic achievement of Junior Secondary School students in Benue State.

The following hypotheses were formulated to guide the investigation and were tested at a 0.05 level of significance:

HO₁: There is no significant influence of anxiety on the academic achievement of Junior Secondary School students in Benue State.

HO₂: There is no significant influence of aggression on the academic achievement of junior Secondary School students in Benue State.

HO₃: There is no significant influence of depression on the academic achievement of Junior Secondary School students in Benue.

Methodology

The research design adopted is a Descriptive Survey. Descriptive Survey design according to Cohen, Manion and Morrison (2010), is a study that deals with the collection of data from a given population, to describe certain characteristics and features of the population. The design is considered appropriate for this study because it intended to collect and analyse data from a group of students with the view to determining the influence of farmer-herder conflict and emotional behaviour on their academic achievement in Benue State.

The target population for this study was 15,433 which consisted of all JSS II students in the three Local Government Areas of Agatu, Logo and Guma of Benue State.

Table 1: Population Distribution for Junior Secondary School JSS II in Agatu, Guma and Logo

S/N	L.G.A	No of Schools		No of Students in Schools	
				Male	Female
1.	Agatu	8	6,127	4248	1879
2.	Guma	7	4,968		
3.	Logo	7	4,338	2862	1476
		22	15,433	10104	5339

The sample size for the study was 377 using Krejen and Morgan's (1970) table for determining sample size from a given population. The multi-stage sampling procedure was adopted. Firstly, the researcher purposely chose three Local Government Areas of Agatu, Logo and Guma from the 23 local governments of Benue State because the three chosen are the most affected areas during the conflict. The researcher thereafter by the use of proportionate sampling selected 13 schools from the Local Government Areas and finally through stratified random sampling technique selected 29 (17 boys and 12 girls) from each school to arrive at 377

Table 2: Distribution of the Sample for the Study

S/N	L.G.A	No of Schools		No of Students in Schools	
				Male	Female
1.	Agatu	5	145	85	60
2.	Guma	4	116	68	48
3.	Logo	4	116	68	48
		13	377	221	156

Instruments used for data collection are the students' Inventory on Farmer-Herder Conflict and Emotional Behaviour titled: (SIFHCEB) and Students Scores in Mathematics and English were administered by the researcher known (SSME). The SIFHCEB has two sections, A and B. section 'A' focuses on demographic information like school location. Section B contains 20 items put into four clusters namely, A, B, C, and D, to elicit information on the influence of farmer-herder conflict and emotional behaviour on the academic achievement of students. The instrument has four response ratings such as Strong Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, and Strongly Disagree (SD) - 1 respectively. The second instrument is the Mathematics Achievement Test and English Achievement Test which were based on the JSS II syllabus or scheme of work. The mathematics test consisted of 20 items on Mathematics represented in multiple-choice a,b,c, and d options to which participants were expected to choose. The psychometric property of the achievement test in Mathematics was established.

The instruments were subjected to the appraisal of two experts in the Department of Guidance and Counselling, Faculty of Education, Nasarawa State University, Keffi. These experts to score the instruments in terms of comprehensiveness, appropriateness and clarity to ascertain the instrument content and construct validity. The instrument-rated using evaluative points of 5-point scale which indicated as (very relevant = 5, quite relevant = 4, fairly = 3, manageable = 2, and irrelevant = 1). The scores rated by the experts were computed to determine the logical validity index of the instrument. The consensus validity index for (SIFHCEB) was 0.86 and for English was 0.83 and Mathematics is 0.85.

The instrument and achievement test were trial-tested at Government Secondary School Makurdi and a total of (50) questionnaires were administered and collected from the respondents, which were all Junior Secondary School Students in JSS II. To determine the reliability of the instrument on internal consistencies, the results were subjected to Cronbach Alpha which produced a coefficient index of 0.82 for (SIFHCEB) indicating that the instrument was reliable for the study. Equally, the Achievement Test on Mathematics and English were subjected to the Kuder-Richardson (KR-21) method of reliability index for Mathematics was 0.87 and 0.79 for the English Language. In the view of Anikweze (2010) any research instrument with a reliability index of 0.70 and above is reliable. Hence, all the instruments were considered reliable for the study.

Administration of the Instrument

Data was collected from the 13 secondary schools. The questionnaire was administered by the researcher and assisted by two research assistants who were earlier trained on the use of the instrument by the researcher. The arrangement was made with the concerned school authorities to get the teachers' and students' co-operation accordingly. A total number of 377 questionnaires were administered and were returned duly filled alongside the achievement test in Mathematics and English Language.

Results

The data generated from the study was collated into tables with the aid of the Statistical Package for Social Science (SPSS). Mean and Standard derivation was used to answer the research questions while Chi-square statistics were used to test hypotheses 1-4 and a t-test was used to test hypothesis 5 at a 0.05 level of significance.

Research Question 1: What is the influence of anxiety on the academic achievement of Junior Secondary School students in Benue State?

Table 3: Mean and Standard Deviation of Respondents' Ratings on the Influence of Anxiety among Secondary School Students in Benue State

S/N		SA	A	D	SD	\bar{X}	Std.D	Remarks
1	I am always set to run from school to hide anytime I hear strong noise around the classroom.	185	88	43	61	3.05	1.12	Accepted
2	My fear of the frequent occurrence of crises makes me always sceptical about school	160	66	59	92	2.78	1.23	Accepted
3	I always have divided attention in school due, to fear of the unknown.	159	76	75	67	2.87	1.15	Accepted
4	My class attendance has reduced as a result of my fear	188	93	57	39	3.14	1.02	Accepted
5	I have, in some instances, left school before closing hours and live some questions unanswered in tests and examinations due to fear	169	95	56	62	2.96	1.12	Accepted
Grand Mean						2.96		

Table 3 shows respondents' ratings on the influence of anxiety on academic achievement of junior secondary school students in Benue State. The Result shows that with a mean score of 3.05 respondents agreed that they are always set to run away from school to hide anytime they hear strong noise around the classroom, and a mean score of 2.78 revealed that respondents agreed that fear of the frequent occurrence of crises makes one always sceptical about school. The result is that fear of the occurrence of crisis makes them always sceptical about school. The results further show that with a mean score of 2.87, respondents agreed always have divided attention in school due to fear of the unknown and also a mean score of 3.14 shows that respondents agreed that with a mean score of 2.87, respondents agreed that they always have a divided attention in school due to fear of the unknown and also a mean score of 3.14 shows that respondents agreed that their class attendance has reduced as a result of fear over farmer-herder clashes. With a grand mean of 2.96, the result it is indicated that the respondents agreed that anxiety influences the academic achievement of junior secondary school students in Benue State.

Research Questions 2: What is the influence of aggression on the academic achievement of Junior Secondary School students in Benue State?

Table 4: Mean and Standard Deviation of respondents Ratings on the Influence of Aggression among Secondary School Students in Benue State

S/N		SA	A	D	SD	\bar{X}	Std.D	Remarks
1	The thought of how to defend my environment to avoid future attacks from herders is the most pertinent task to me than anything else.	146	77	68	86	2.75	1.19	Accepted
2	I can abandon school to fight back against those who have made me homeless.	172	71	60	74	2.90	1.18	Accepted
3	Going to school is optional because I am always prepared to defend myself	168	85	61	63	2.95	1.13	Accepted
4	The level of anger and hatred I have for the herder causes me to be distracted seeing them around my school.	166	93	36	82	2.91	1.18	Accepted
Grand Mean						2.88		

Table 4 shows respondents' ratings on the aggression on academic achievement of Junior Secondary School students in Benue State. The result from the study reveals that with a mean score of 2.75, respondents agreed that the thought of how to defend their environment to avoid future attack from herders is the most prominent task for them and a mean score of 2.90 also reveal that they can abandon school to fight back those who have made them homeless. Findings from the study further show that with a mean score of 2.91 respondents agreed that the level of anger and hatred they have for the herders makes them be distracted seeing them around their school environment. With a grand mean of 2.88, the result it is indicated that the respondents agreed that aggression influences the academic achievement of Junior Secondary School students in Benue State.

Research Question 3: What is the influence of depression on the academic achievement of junior secondary school students in Benue State?

Table 5: Mean and Standard Deviation of Respondents Ratings on the Influence of Depression among Secondary School Students in Benue State.

S/N		SA	A	D	SD	\bar{X}	Std.D	Remarks
1	I am tired of school and feel like abandoning it for the sake of a crisis	177	51	76	133	2.40	1.25	Accepted
2	Am helpless and think less of school even when am in class.	157	65	62	93	2.76	1.23	Accepted
3	The farmer -herder conflict has made me to forget things especially academic.	167	67	50	93	2.82	1.24	Accepted
4	I am yet to recover completely from the shock of the last experience of the crisis between farmers and herders in my community.	176	70	57	74	2.92	1.18	Accepted
5	I have not been stable to approach the academic task with the much - needed attention it deserves.	168	46	87	76	2.81	1.21	Accepted
Grand Mean						2.74		

Table 5 shows the mean ratings of respondents on the influence of depression due to the farmer-herder crisis in Benue State. The results that with a mean score of 2.40, respondents agreed they are tired of school and feel like abandoning it due to incessant farmer-herder crisis. A score of 2.92 further reveals that respondents agreed that they are yet to recover from the shock or experience of the crisis between farmers and herders in their community. With the grand mean of 2.74, the result indicated that the respondents agreed that depression influences the academic achievement of junior secondary school students in Benue State.

Testing of Hypotheses

Hypothesis 1: There is no significant influence of anxiety on the academic achievement of Junior Secondary School students in Benue State.

Table 6: Chi-square Statistics on the Influence of Anxiety on Academic Achievement of Junior Secondary School Students in Benue State

Variables	X	Std.D	df	Alpha (a)	X ² cal	p-value	Decision
Anxiety*	14.80	2.54	376	0.05	227.11	.037	Reject Ho ₂
Academic Ach	11.02	1.23					

Level of Significance $\alpha < 0.05$ shows a significant influence.

Table 6 above shows the Chi-Square test statistics (χ^2) on the influence of anxiety on academic achievement of Junior Secondary School students in Benue State. The result reveals that there is

significant influence of anxiety on academic achievement of Junior Secondary School students given at; $[N = 376, X^2 = 227.11, p < .05 (.037)]$. The formulated hypothesis was therefore rejected since the p-value is less than .05

Hypothesis 2: There is no significant influence of aggression on academic achievement of Junior Secondary Schools in Benue State.

Table 7: Chi-Square Statistics on the Influence of Aggression on Academic Achievement of Junior Secondary School Students in Benue State

Variables	\bar{X}	SD	df	Alpha (a)	x^2_{cal}	p-value	Decision
Anxiety*	11.51	2.39	376	0.05	187.96	.016	Reject Ho ₂
Academic Ach	11.02	1.23					

Level of Significance $\alpha < 0.05$ shows a significant influence.

Table 7 above shows the Chi-Square test statistics (X^2) on the influence of aggression on the academic achievement of Junior Secondary School students in Benue State; the result reveals that there is a significant influence of aggression on the academic of junior secondary school students given at; $[N 376, X^2_{cal} = 187.96, p < .05 (.016)]$. The formulated hypothesis was therefore rejected since the p-value is less than .05.

Hypothesis 3: There is no significant influence of depression on the academic achievement of junior secondary school students in Benue State.

Table 8: Chi-square Statistics on the Influence of Depression on Academic Achievement of Junior Secondary School Students in Benue State

Variables	\bar{X}	SD	df	Alpha (a)	X^2_{cal}	p-value	Decision
Anxiety*	13.71	3.01	376	0.05	210.62	.042	Reject Ho ₂
Academic Ach	11.02	1.23					

Level of Significance $\alpha < 0.05$ shows a significant influence

Table 8 above shows the Chi-Square test statistics (x^2) on the influence of depression on the academic achievement of Junior Secondary School students in Benue State. The result reveals that there is a significant influence of depression on the academic achievement of Junior Secondary School students given at; $[N 376, X^2 = 210.62, p < .05 (.042)]$. The formulated hypothesis was, therefore, rejected since the p-value is less than .05

Discussion of Findings

The study revealed that students are always being attacked to and fro schools and they flee from home on several occasion abandoning school to get safety outside their community which in turn affect their academic achievement. This is in agreement with the views of Fisiy, (2012) that the Farmer-Herder conflict over land ownership has been a contentious and perennial problem in the

north-central region, making legal protection against conflict over landownership imperative and having a detrimental impact on the achievement are numerous and complex, resulting from constraints in the supply of other demands for education, which include resource reductions, recruitment into armed groups, safety threats traumatic situation in and on the way to school, and the consequences of poverty and food insecurity (Justino, 2016).

The investigation also disclosed that students prefer to be isolated at home than to return to school where their safety is not guaranteed by being molested and intimidated by gunmen. Depression is a mental state in which one suffers sadness; it's a common but major cause of mental illness like depression and academic stress. Depression interrupts an individual's "thought processes, emotional response and daily life activities. Depressed students of any age may display depressive and negative thinking about their school achievement; meaning that they have pessimistic views of their abilities to produce quality work. Schools can begin building protective factors as early as elementary school that help children long-term in the area of positive behaviour, social skills, academic achievement and emotional well-being. At its worst, depression can lead to suicide. According to Elgard and Arlett, (2002), Depression could be smaller or deeper; in deeper cases, of depression, students show the symptoms of low self-esteem, self-blame, hopelessness, suicide thoughts, anger and peevishness. It can be inferred students may experience depression at the time of conflicts like the frequent clashes between farmers and herders in the area of study causing distractions to them and leading to poor academic work among students as stated by the respondents.

Conclusion

As a result of the findings of the study, it was concluded that Farmer-Herder conflict and Emotional Behaviour have a significant influence on the academic achievement of Junior Secondary School students in Benue State.

Recommendations

The following recommendations were made as a result of the findings of this study:

1. Students should take responsibility to seek anxiety and depression management help from teachers and older adults, who encourage them not to give up, but to keep hope alive in achieving their dreams despite the distraction caused by the farmers-herders conflicts.
2. There should be the availability of counselling and counselling services in all schools in the area as well as in strategic parts of the communities to counsel and give guidance to youths who may have abandoned school for other activities as a result of the traumatic situation.
3. Government should as a matter of urgency initiate a consultative forum for all parties involved to find a lasting solution to the conflict. The teacher should initiate motivational strategies that will provide incentives or rewards to students to ginger good attendance in classes.

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