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MITIGATING EFFECT OF FARMERS-HERDERS CLASHES AND STUDENTS' SOCIAL INTERACTION ON ACADEMIC ACHIEVEMENT: IMPLICATION FOR SCHOOL COUNSELORS AND ADMINISTRATORS

ANHO, Roseline Okiemute[1], OKOGI, Anthony[2],
ENUDI, Omokenu Laura[3], EFE, Carol[4] & EBOM, Rosemary[5]
Department of Educational Management and Foundations, Delta State University, Abraka[1]
Department of Business Education, Delta State University, Abraka[2]
Department of Business Education, Delta State University, Abraka[3]
Department of Business Education, Delta State University, Abraka[4]
Department of Business Education, Delta State University, Abraka[5]

Corresponding author: *OKOGI ANTHONY
Phone: 08054811563 *Email*: tonydynastndidi@gmail.com

A B S T R A C T

This study examined the mitigating effect of farmers-herders clashes and students' social interaction on academic achievement in Edo and Delta States, Nigeria. Two research questions guided the study. The design of the investigation is the ex-post facto design. The population of the investigation consisted of 3750 respondents. The multi-stage sampling technique was employed to select one thousand, three hundred and ten (1310) students. Mean and standard deviation were employed in answering the stated research questions while the t-test statistics was used for the formulated hypotheses. The findings of the study revealed that farmers-herders' clashes have effect on students' academic achievement as students in the areas affected by the clashes performed lower than their counterparts in the areas not affected. The paper recommended that, in addition to the provision of adequate security to locations within both states prone to the clashes between farmers and herders, qualified and experienced counselors and administrators be stationed in at-risk schools to manage future occurrence and adequate measures be put in place to eradicate indices causing and fueling the clashes in the affected locations.

K E Y W O R D S

Education, Farmers, Herders, Clashes, Expost Facto.

Introduction

Education is perceived as an instrument for the enhancement of the individual and the generality of society. This is so because, it is via this medium that knowledge and skills are acquired by the schooled for the betterment of society. Hence, the imperative of education for the growth and development of society cannot be over stressed. As it brings about a positive transformation in the life of an individual that acquires it and society that subscribed to it and this goes on to advance development in the society. In the view of Okwori and Tor-Anyiin (2011), education is a means of social transformation which enables an individual and society that subscribe to it to obtain more knowledge, ideas, as well as imbibe appropriate experience which guides and directs the individuals to influence their physical and social environments; thus, it becomes a valuable tool that every society tries to strengthen and pursue in order to bring about transformative social and developmental changes. Implicit here is the fact that education helps to ensure that every individual in the society learns the virtue and respect for the dignity of human person and human life in their bid to pursue personal aspiration and benefits within and outside their society. The imbibing of these virtues will ensure that farmers and herders crisis are eradicated, curtailed or checked to the barest minimum in the state and country at large. Education helps to unite opposing views and harness individual strength towards a noble venture. Against this backdrop, school counselors and administrators should strive to ensure that students in their various domain of schooling who are primed to be leaders of tomorrow are groomed to be tolerant and the virtue of togetherness and positive interaction imbued in them that will help forestall clashes and clashes in the foreseeable future, if the situation arises.

The search for individual and societal satisfaction often resulted in clashes amongst faction vying for the limited resources of nature, land inclusive, which invariable leads to clashes between farmers and herdsmen in various parts of the country, Delta State inclusive. In the perception of Adenkunle and Adisa (2010), struggle for common, few and depleting natural resources often prompt vicious clashes across the world, Nigeria inclusive, which is in most cases, counter-productive to development of the individual and society. Hence, the clashes experienced in Edo and Delta States between farmers and herders can be traced to the past. Nevertheless, the unpredictability and force of 'resource-based' clashes are most times heightened when the clashing individual, groups or users of the said resources belongs to different ethnic, religious, socio-cultural, political and moral inclination; as in the case with farmers and cattle herders in Edo and Delta States in particular and Nigeria at large. Possibly, this shows why the reported farmers-herders' clashes in central Northern Nigeria are lesser – due to similar inclination, as against other parts of Nigeria, notably Southern Nigeria, where Edo and Delta States belongs to that has a vast dissimilarities in proclivities.

In truism, the enthusiasm of tribal and political leaders to deal with the regular farmers-herders' clashes in a mutual way can curtail the increase of clashes whenever they occur in Edo, Delta and Nigeria at large. Several variables that prompt the continual farmers-herders' clashes in Edo, Delta and Nigeria at large are amongst others; water scarcity, desertification, porous and leaky national and state borders, intrusion into grazing routes, lack of knowledge about the grazing routes, ignorance of extant laws, arbitrary bush burning, fake news and media propaganda (Chukwuemeka, Aloysius and Enah, 2018).

Differing perception agreed that in as much as the root causes of farmers-herders clashes are not mitigated or purge by the relevant authorities, the desired peace that will spur sustainable socio-economic development of the respective states and country will remain a mirage (Okeke, 2014). The quest for peace has made key stakeholders, academics inclusive to bring forth several solutions to

lessen the clashes. Recommendations made in this direction in addition to the use of education to instill the spirit of togetherness and unity is ranching (preferred by the federal government) and anti-open grazing bill (preferred by most states in the country). Irrespective of the view one belongs to, whichever is adopted is solely meant for the curtailment of clashes amongst farmer-herders in the Nigerian state; suing for a more robust social interaction amongst every citizens of the respective states and country in general. Tenet of peaceful coexistence has the tendencies to make teaching and learning in schools seamless which by extension can enhance students' academic achievement; as the said learning occurs in a serene environment.

Social interaction is a significant aspect in the teaching and learning process that decides to a large extent students' academic achievement in the school setting. This is because students' achievement can be established by social interaction model that encompasses the psycho-social and physical environment that can only be made possible in an environment devoid of rancor and hostility. In the view of Shamija (2011), an environment can determine classroom behaviour, attitude and the degree of learning. Implicit here is the fact that students learn better when the atmosphere is peaceful and conducive. Also, social interaction in this context entails interpersonal relationship amongst teachers, students and host community which takes place at diverse levels. The society is composed of social structures which the school is included in, that takes care of the schooling facet of human life; which by extension involves individuals and groups, that if harnessed positively, makes for smooth social interactions amongst all parties in the school setting. Uever (2011) opined that social interaction is indispensable in the attempt to make the most of teaching and learning as the overall success of the school rests on the interactions and relationships existing amongst various stakeholders in the school environment. It is pertinent to state that, if these element in the school environment (farmer-herders actions) are not check, it is capable of spiraling into the school setting and disrupting academic achievement of students. Hence, it became necessary for school counselors and administrators to extend their services and personality beyond the school; and devices means of mitigating the effect of clashes or looming clashes between farmers and herders in the school environment. Issues of farmers-herders clashes are usually unpredictable and as such counselors and administrators in schools in area of Delta and Edo States prone to these clashes should be adequately grounded and prepared to tackle the fall-out for such clashes when it eventually occurs in order to mitigate the effect on students' academic performance.

In the perception of Uever (2011), social interaction entailed relation between persons and groups that influences behaviours and attitude. According to him, any form of social interaction can serve as education in as much as it positively modifies action as touted by the educationalist. Inferred from Uever postulation is that any relationship or association between different individuals or group of individuals (farmer-herders) can be termed as an education. Social interaction in school setting entails student-student, student-teacher and student/school-community association (Nugent, 2009). Nugent postulated that these relationships create the source of motivation to learning. Instance here is that, a student needs to feel a sense of belonging and safe in the learning environment for him or her to grasp the education being imparted in him or her; hence, the need for counselors and administrators to strive to assuage the anxieties of students, especially in an area of incessant clashes and struggle for land between farmers and herders. A sense of belongingness and safety is likely to build interactions and trust between students of differing ethnicity, affiliation and belief within and outside the school environment.

Vandenbeng (2012) in his study affirmed that student-student and students-community interactions are of significant value to learning as peer and community conversations help students in

higher institutions of learning discover solutions to their academic setbacks. The belief here is that with a robust and untainted relationship in school setting, students will be able to collaborate in solving a common academic problem for individual and societal betterment. In the light of this, Blatchford, Bassett and Brown (2005) noted that relationship as conceived by Vandenbeng is vital to an effective and efficient instructional environment where educational objectives can be swiftly achieved and mutual coexistence enshrined in the students.

School-community collaboration is necessary in a view to making the most of teaching and learning. According to Uever (2011), the community-school relationship can be promoted by the Parent Teacher Association (PTA); as it serves as a medium of interface between teachers, parents, stakeholders; and it equip and strengthens the authority of the school and enlists the co-operation of parents and stakeholders in the organization of social events which goes a long way in building collaboration within and outside the school. Uever posited further that, the school curriculum is derived from the community and if the schools are to relate educational content to the local needs and conditions, the community situation must be understood and incorporated into the school activities. Implicit here is the fact that when variables of the community is incorporated in the school curricula, it goes a long way in harmonizing the differing parties in the school setting thus reducing the incidence and effect of any clashes between herders and farmers, irrespective of whether their wards, ethnically-inclined students or sympathizers attends the school; thus giving credence to the trueness of the said collaboration. The essence of the community-school relation is captured by Adejo (2011) thus:

> School-community relation is a series of planned and coordinated activities and avenue in which the school seeks to learn about their community, to inform the community about, and interpret when necessary the purpose, programmes, problems and needs of the school, and to involve the community in planning and evaluating school policies and progress (p.1)

This collaboration makes for effective participation of members of the community in the affairs of the school. The implication here is that when members of the community take active participation in the affairs of the school, it goes a long way in reducing effect of clashes that has tendency to extend into the institution of learning. This can be made manifest in the sense that, clashes in the community between herders and farmers can affect the psyche of students, thus impacting their academic achievement. Hence, there is need to carry the community and stakeholders along in the decision making process of the school, and by extension building the thrust of social interactions which the study sought to investigate, taking cognizance of how herders farmers' clashes may impact on academic achievement.

Academic achievement of students is one of the parameters used in determining educational development, particularly in terms of the quality in education (Ghazarian and Buehler, 2008). Academic achievement is thus the level of ability and awareness demonstrated by an individual after undergoing learning. It encompasses the gaining of dexterity. It is said to be lofty when students excel a given academic task and vice versa (Ijoyah, 2014).

Academic achievement in the view of Steinmayr, Meibner, Weidinger and Wirthwein (2015) entails achievement outcomes that reflect the extent to which a student has accomplished specific objectives of instructional nature in the school. Steinmayr et al stated

further that, it is a multifaceted construct that is made up of the three domains of learning viz-a-viz affective, cognitive and psychomotor. Hence, academic achievement indicators include the students' results, certificates, skills and ability acquired, among others. Based on this, Steinmayr et al., stated that, among the many criteria that indicate academic achievement, there are general indicators such as procedural and declarative knowledge acquired in an educational setting with more curricular-based criteria such as grades or achievement in an educational attainment test as well as cumulative indicators of academic achievement such as educational degrees and certificates. One common thing among these criteria is that academic achievement signifies intellectual feat and it reflect the intellectual capacity of a person. It is pertinent to state here that feats achieve in institution of learning can only be possible when the school setting is devoid of tension and hostility like that being propelled in a situation of herders-farmers clashes within the academic community.

The education system is usually affected by incessant clashes between Fulani herdsmen and farmers, as the school will usually be forced to close down, thereby postponing academic activities. The environmental, socio-economic and the psychological impact of this clashes have been variously examined by scholars amongst whom are those of Zirra and Garba (2006), Tenuche and Olarewaju (2009), Ofem and Inyang (2014) in a bid to determine its effect on academic achievement of students. The impact of the said clashes on students' academic achievement and social interactions particularly in Edo and Delta States is yet to be examined. Hence, this study sought to examine specifically the impact of Fulani herdsmen's clashes with farmers on students' academic achievement and social interactions in Edo and Delta States.

Statement of the Problem

For almost a decade now, there has been an expressed concern about persistent crisis between herders and farmers. Students, parents, farmers, cattle rearers, government and the general public have expressed concern over the incessant hostilities and disruptions of activities – academic, economic and social, amongst others arising from clashes between herdsmen and farmers. There are indications that the clashes is as a result of the destruction of farmlands by cattle on one hand and the rustling of the cattle by the farmers in retaliation for farmland destroyed on the other hand. It is worrisome that the clashes in addition to its many negative effects disrupts schooling and injures the social fabrics of the community where it occurs.

The herders-farmers' clashes seems to have resist all solutions as attacks often break up despite series of peace meetings convened by relevant authorities and stakeholders to engender peace between both parties. The pillaging and obliteration of properties, displacement of people, disfigurement and even killing of innocent citizens are issues of concern that have continued to affect the society. It is very possible that these clashes may affect students' academic achievement and social interactions because of the likely disruption of education that may follow these clashes. In the light of these, the paper investigated the mitigating effect of farmers-herders clashes on students' academic achievement: Implication for school counselor and administrators. To effectively carry out this investigation, the following research questions were raised to pilot the study

Research Questions

i.   What is the mean academic achievement of students from farmers-herders' clashes areas and those from non farmers-herders' clashes areas?
ii.   What is the impact of farmers-herders' clashes on students' social interactions?

Concept of Education

Education is basically concerned with giving and acquiring knowledge. This knowledge so acquired is aimed at equipping the beneficiary with ability, attitudes, values and other forms of behaviour that have a positive value in the society in which he lives. Education is needed for a progressive society and targeted to bring overall prosperity to the individual by unfolding his potentialities. Ehiametalor (1985) defines education as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based. The Federal Republic of Nigeria (FRN, 2013) in her national policy on education accepts education as an instrument for effecting national development. It is highly rated as the most important instrument of change, since any definite change in the intellectual and social outlook of the people must be preceded by an educational revolution. In fact, the national philosophy of education in Nigeria is geared among other things, towards social, cultural, economic, political, scientific and technological progress. This philosophy can be attained if Nigerian citizens are properly equipped with the necessary knowledge, values, attitudes, and skills offered in the school, starting from the primary school. Education has different levels including primary, secondary and tertiary. The level of concerned in this study is the tertiary level. Thus, education on the other hand is seen by (FRN, 2013) as the education after primary education and before tertiary stage. The main aim of the education is to raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under the broad national goals and live as good citizens. Effective teaching and learning would only take place in a conducive and very enabling environment (Nasongu and Muola 2011). However, where the environment is always faced with different kinds of clashes or disagreement which render schools closed down for a long time with people displaced and school property destroyed there will be no meaningful teaching and learning. This underscores the relative degree of negative impact that clashes exerts on the education of students in the crisis ridden areas.

Education is basically concerned with giving and acquiring knowledge. The knowledge so acquired is aimed at equipping the beneficiary with ability attitudes, values and other forms of behaviour, that have a positive value in the society in which he lives (Agber, 2002). This gives credence to the fact that education is of significant importance to the individual and the society at large. It is deduced from Agber's view that the hallmark of education is knowledge acquisition which impacts on the abilities of the beneficiary, the social values and the general behaviour of humanity. In Nigeria, the importance attached to education was underscored in the National Policy on Education (FRN, 2013) wherein the Federal Republic of Nigeria describes academic excellence as a tool for effecting national development. This suggests that education is a veritable tool for social development which affects the nation positively. Stressing the importance of education, Kumar (2011) affirms that education has a great social importance especially in the modern, complex industrialized societies. Kumar makes a catalogue of the importance of education saying education completes the socialization process as much is left undone by the family; it transmits the cultural heritage of our nation; it molds the social personality, it reforms individuals, it is a means of occupational placement as well as a tool for the conferment of status on the individual. From the above ways depicting the importance of education, it is glaring that education trains in skills, encourages people to even participate in government, gives value orientation peculiar to various occupations, preserves and propagates our culture and above all reforms the individual's behavioural and attitudinal patterns.

Concept of Students' Academic Achievement

Schools and colleges have no worth without students since students are the most essential asset for any educational institution. The social and economic development of any country is directly linked with students' academic performance. The students' performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Angbing, 2014). It is students' academic achievement that determines their certificate acquisition, placement and social relevance in the future. Academic achievement refers to the behavior exhibited by the learner after a session of teaching and learning. Steinmayer, Meibner, Weidinger and Wirthwein (2015) have made the following postulations about academic performance that, academic achievement represents performance outcomes that indicate the extent to which a person has established specific goals that were the focus of activities in instructional environments, especially in school, college and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered as a multifaceted construct that comprises different domains of learning.

Learning has goals and the extent to which such goals are achieved, represents academic performance. It is more of outcomes of learning as exhibited by learners in various forms including assessment, certificates and capability to handle certain tasks. Spinath (2012) informs that the educational systems of different nations can be compared through academic achievement of students. This means that nations whose students excel in examinations or display mastery of certain acquired skills can be rated higher and above others whose learning outcomes are low. Spinath particularly identifies the quality of teaching as a major predictor of students' academic performance. Olugbode (2015) states that academic achievement has been seen as a term used for students based on how well they are doing in their studies and classes. This means that the students' performance is measured by the extent to which the students have achieved educational goals.

Atondo (2016) considers students' academic achievement to mean "the measurement of the extent of performance of students which is aimed at getting a quality result at the end of such programme or studies undertaken." This definition can be further expatiated to mean that students' academic achievement in a school system is measured mainly in terms of students' ability to pass or fail examinations that are either internal or external. Thus, the academic achievement of students is a crucial medium through which students' level of knowledge, skills, ideas and values acquired in school can be measured. According to Adiloju and Akem (2003), students' academic achievement refers to the ability of students to study and remember facts and being able to communicate their knowledge verbally or put down on a paper. To Akinboye (2006), academic achievement can be either positive or negative depending on how well or poor that students perform. It is also important to note that students' academic achievement is measured through a variety of ways including class work, continuous assessment, terminal examinations or other standardized external examinations. The good or poor performance exhibited by students in these examinations constitutes the totality of the concept of students' academic performance.

Academic achievement which is synonymous with academic achievement is defined by Ghazarian and Buehler (2008) as an accomplishment of set goals in a school system which is precursor to future academic and occupational endeavours. This implies that it is how well

students perform academically that determines their future academic placement or occupation. Aggarawal (2002) holds that academic achievement is the ability of pupils in school to efficiently utilize the instructional materials used by the teacher to perform well in both internal and external examinations. Audu (2007) notes that academic achievement is the measurement of knowledge gained in formal education usually by test scores, grade points, average and degrees. Matovu (2012) on the other hand explains academic performance to mean students' competencies exhibited after a session of learning and which is largely influence by self-concept. Going by this view, the paramount determinant of academic achievement is self-concept which varies according to gender level of study as well as area of study. According to Matovu (2012) therefore, it is the aggregate of academic confidence and academic effort that gives rise to academic achievement or achievement.

Students' academic achievement no doubt refers to learning outcomes or rather a positive or negative change in the behavior of learners after a period of learning. Thus, Gilman and Kiger (2003) are quoted in Vandenberg (2012) as positing that providing the best possible learning environment for all students is critically important to students' academic performance. This best possible learning environment could be a safe and secure school with adequate learning facilities and quality teachers. It becomes glaring that the characteristics of the school or school environment go a long way in determining students' academic performance.

Concept of Social Interactions

Every social institution has a pattern of relationships that exist among the various components of the institution so as to fit into the social structure. Uever (2011) explains social interaction as the name given to any relation between persons and groups, which changes the behavior of the participants. It is by social interaction that children acquire the culture of their group. The interaction between the teacher and student is an essential part of the teaching and learning process. Hollander and Gordon (2006) states that the structures of interaction between the teacher and student, student and student or student and learning material depends on the establishment by the teacher of a warm personal relationship with his/her students. This could be by exposing the problem for discussion which may be initiated by either the student or teacher. Shamija (2011) contends that classroom interactions optimally have a four dimensional character involving interaction between teacher and students, students-students, teacher and material and students and material.

Changnon (2009) explains that social interactions are of significant relevance thus, the opportunity for social interactions with others is very important for the development of all children. Through social interactions, children begin to establish a sense of "self" and to learn what others expect of them. Although social interactions for very young children primarily occur within the family as children grow and develop, they become more and more interested in playing and interacting with other children. When playing with others, children learn appropriate social behaviours such as sharing co-operating, and respecting the property of others. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills. This view underscores the importance of social interactions. It is apparent that during social interactions, learning takes place and the participants in the interactive process stand to benefit greatly. In the view of Mwakalinga (2012), social interactions in a school situation provide an avenue for both teachers and students to related freely and share experiences that are beneficial to one another. The collaboration between teachers and students goes a long way in assisting students to overcome certain challenges in school. This is also to give room for student motivation for

optimal academic performance. Marzano and Marzano (2008) state categorically that the quality of teacher-student relationships is the keystone for all other aspects of classroom management.

Varda, Retrum and Kuenzi (2014) posited that social interactions can range from simple exchanges of greeting to working collaboratively on assignments or forming friendship ties outside the classroom setting. The range and quality of these interactions may all have impacts on outcomes. According to Varda et al (2014), a healthy social life is often described as being filled with many relationships; that is, the more the better. People with few connections are often described as "hermits", 'antisocial', and "loners". Thus, a greater density of social interactions is believed to be associated with increased network effectiveness by facilitating communication and co-operation. Therefore, it can be noted here that it is social interactions that bring about synergy in a classroom, school or community as the case may be.

Scheinkman (2009) sees social interactions to refer to particular forms of externalities, in which the actions of a reference group affect an individual's preferences. The reference group depends on the context and is typically an individual's family neighbours, friends or peers. This implies that social interactions are actions or practices of two or more persons mutually oriented towards each other that try to take account of each other's experiences and intentions. It is a matter of mutual orientation where there is an interconnectivity of ideas and experiences which gives room for learning to take place. Based on this premise, Nugent (2009) affirms that, social interactions particularly among students and teachers constitute a precursor of students' motivation to learn.

Uever (2011) further points out the various social interactions within education setting to include student-student relationship, student-teacher relationship and school-community relationship. These relationships according to Nugent (2009) go a long way in motivating students to learn. Similarly, Stipek (2002) stresses the importance of social interactions among students and points out that many of the children who are not doing well academically are the same ones who have a poor relationship with their teachers since the more they lag behind academically, the more this relationship is weakened.

Okwori and Tor-Anyiin (2011) in a broader perspective consider social interaction to be the ability to members of a society to mix freely with one another. To these authors, the social institutions are simply socializing agents or areas through which individuals interact and learn about other aspects of society.

Clashes and Students' Academic Achievement

Clashes are likely to affect academic activities of secondary schools. Apart from the disruptive effect of clashes as noted by Nasongu and Muola (2011), it is worthy of note that if clashes are not resolved, the affected students are adversely affected in terms of poor performance and wastage of resources and productivity (Hotepo, Asokere, Abudul-Azeez and Ajemunigbohun, 2010). It becomes obvious that in a place where clashes is prevalent, the smooth running of academic activities in institution becomes impeded. For this reason of displacement of people during clashes, Oyelere and Wharton (2013) indicate that the Internally Displaced Persons (IDPs) show much lower academic attainment. Bruck, Di. Maio and Miaari (2014) submit that the higher the intensity of the clashes in the locality of the school the lower the probability that the student passes the exam. According to Giancaman, Shannon, Saab, Atya and Boyce (2007), the experience of clashe-related violence is a strong predictor of depressive-like states

which in turn may impact on academic performance. This suggests that a depressed person is not likely to produce a good academic performance.

Nasongo and Muola (2011) posit that "when children undergo through traumatic experiences, their sense of the world order and safety becomes shuttered. This may definitely affect their concentration in school and their academic performance." For instance, a school child who is maimed or has lost a loved one in a clashe may definitely lose some sense of reasoning because of trauma. The traumatized individual has the likelihood of losing concentration and performing poorly.

Clashes and Students' Social Interactions

From the foregoing review, it is discerned that clashes disrupt socio-economic activities. This is to say that the students' social interactions can also not be spared. Social interactions are relationships that students tend to form that may affect their experiences, including their learning and understanding of classroom material (Varda, Retrum and Kuenzi, 2014). According to Lyam (2006), clashes tend to create an atmosphere of hatred, aggression and lack of co-operation which is an unfriendly and unconducive environment for community development. In such an unfriendly environment, social interactions may stand affected.

Olaosebikan (2006) contends that one of the attendant effects of wars and clashes is the emergence of numerous displaced persons. This displacement affects social interactions among people, since everybody flees for fear of being attacked. With this displacement of people it is likely that the social relationships existing among them may be truncated. This is because with the displacement of people, students inclusive, the various components of social interactions within educational setting-student/student, student/teacher and school community relations may have no room to flourish.

According to Dika and Singh (2002), positive teacher-student relationships can impact on students' social and academic outcomes and thus reduce drop-out rates. This implies that social interactions between teachers and students are very important because of the central role they play in the academic and social lives of the students. Utulu (2007) therefore advocates that the teacher's knowledge and perception of his learners enable him to design appropriate method and materials that can aid students' learning. This can only be achievable in an atmosphere of smooth teacher-student interaction. The position of the present study is that it is possible for the parties involved in the clashe between Fulani herdsmen and farmers to have wards and children in schools in the areas being affected by the crisis. It is also possible to have teachers who are either involved in the crisis or affected by it. Therefore, in a situation where a school has students and teachers drawn from each of the warring camps, social interactions including student-student, student-teacher and school-community relationships may become affected.

Ghazarian and Buehler (2008) also re-echo that social interactions play a significant role and that students perform in the academic setting and that clashe constitutes a risk factor for students' social interactions. This is because during clashes, academic activities do not go on well and the relationships among students, teachers and communities get bad. According to Asiyanbola (2007), due to the deployment of weapons in most of the clashes involving communities, the social interactions existing among communities get broken thereby making social integration and sustainable peace to elude the society. In such an atmosphere devoid of social cohesion and

peace, it is certain that social network and social interactions which are central to students' academic achievement may get encumbered.

Methodology

The study adopted the ex-post facto research design. The relevance of the ex-post facto research design to this investigation is that, the independent variable which is the Fulani herdsmen's clashe with farmers is presumed to have occurred and the study sets out to examine how it impacts on students' academic achievement and their social interactions. The population of the investigation consisted of three thousand, seven hundred and fifty-five (3755) respondents. The multi-stage sampling technique was employed to select one thousand, three hundred and ten (1310) students. The instrument for data collection was the questionnaire. It was titled Clashes and Students' Academic Achievement and Social Interaction (CSAASI). The questionnaire has a rating scale with a response style of Strongly Agree = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument for data collection was adjudged valid by experts in psychometrics from the Ministry of Education, Department of Curriculum from both states. The instrument achieve a reliability coefficient result of 0.90 after being subjected to test retest method from a sample population of 30 respondents outside the states under investigation. Data collected were analyzed using the Mean and Standard Deviation.

Data Presentation

Research Question One

What is the mean academic achievement of students from farmers-herders' clashes areas and those from non farmers-herders' clashes areas? Result is presented in Table 1

Table 1: Mean and Standard Deviation Analysis of Academic Achievement Of Students

Extent of farmers-Herders Clashes	N	Mean	Std. Deviation	Mean Difference
Student directly Affected	653	51.30	5.90	
Student not directly affected	657	54.40	6.80	3.10
Total	1310	52.90	6.35	

Table 1 revealed the mean and standard deviation of students' academic achievement for those directly affected and those not affected by farmers-herders clashes. The Table shows that students directly affected has a mean of 51.30 and standard deviation of 5.90; while students not directly affected has a mean of 54.40 and standard deviation of 6.80 with a mean difference of 3.10. Indication from the finding is that the academic achievement of students from non farmers-herders clashes prone area is better than those from areas that experienced incessant farmers-herders clashes from both states. This finding aligned with the work of McGaha-Garnet (2004) who opined that violent environment contributes negatively towards academic progress due mainly to disruptions and displacement. Implicit here is the fact that areas prone to violence has high tendency of having academic disruptions and academic achievement setback. In agreement with the above findings is that study by Opiki and Adeleke (2015) who stated that academic achievement of pupils is usually low when there their studies is disrupted by clashes as against those without academic disruption occasioned by clashes and displacement.

Research Question Two

What is the impact of farmers-herders' clashes on students' social interactions? Result is presented in Table 2

Table 2: Mean and Standard Deviation Analysis of Impact of Farmers-Herders Clashes on Social Interaction

s/n	Item	N	Mean	Std. Deviation	Decision
1	Students' rapport are not affected during the clashes between farmers and herders	1310	2.1	.44	Disagree
2	The school-community collaboration remains cordial despite clashes	1310	2.0	.41	Disagree
3	During farmers-herders clashes, there is apprehension and suspicion amongst students, counselors and administrators alike thereby affecting social interaction	1310	2.9	.70	Agree
4	The trauma arising from farmer-herders clashes destabilizes students	1310	3.0	.73	Agree
5	The level of student intimacy with one another is hampered in time of clashes between farmer and herders	1310	3.1	.76	Agree
6	Parents prevent their wards from associating with fellow students during such clashes	1310	2.7	.64	Agree
7	In time of farmer herders clashes, student-teacher interactions are affected	1310	3.1	.76	Agree
8	Students rarely experience meaningful sporting activities in times of clashes between farmers and herders	1310	3.1	.76	Agree
9	The level of displacement during clashes between farmer and herder limit students interactions amongst themselves	1310	2.8	.67	Agree
10	School-community collaboration is affected during farmer-herders clashes	1310	3.0	.73	Agree

Table 2 revealed that most of the respondents agree to the fact that farmers-herders clashes affect students social interaction as reflected in their high mean from 2.7 – 3.1 and standard deviation from .64 - .76 as against the low mean of 2.0- 2.1 and standard deviation of .41-.44 respectively. The implication here is that respondents in tertiary institutions of learning in the states under investigation (Edo and Delta) agreed that farmers-herders clashes impacts students' interaction within and outside the school setting. Thus, clashes of this magnitude have great impact on students' social interactions in tertiary institutions in Edo and Delta States, Nigeria. This finding is corroborated by the views by Daru (2012) and Burton (2016). Daru on his part, stated that due to behavioural and psychological problems occasioned by violent clashes, the social interactions among peers are seriously hampered. While Burton found that clashes between farmers and herders can create an atmosphere of distrust and suspicion which has a way of affecting social interaction in and outside the school.

Conclusion

From the findings of the study, it was found that the farmers-herders' clashes negatively impacts students' academic achievement and social interactions. This is because the study has established that after a comparison of the mean and standard deviation of academic achievement of students in the locations affected by the clashes and those not affected by the clashes, it was discovered that the students in the clashes-free areas recorded a better achievement than the students in the areas prone to clashes. The implication here is that clashes distorts academic activities, exerts a significant psychological trauma on students thereby equally affecting their social interactions.

Recommendations

Arising from the conclusion, the following recommendations were made that; the herders should be encouraged to ranch their cattle so as to prevent unnecessary invasion of farms and destruction of farmlands and crops a situation that has always caused crisis, and that government should make efforts towards rehabilitating and replacing destroyed school facilities and infrastructure following the herders-farmers' clashe so as to provide an enabling environment for academic activities to thrive.

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