E-ISSN: 1115 - 8425 P-ISSN: 3027-012X
MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 13 NO. 8 – JULY. 2026

EFFECT OF HERDERS-FARMERS' CONFLICT ON STUDENTS' LEARNING OUTCOMES IN BENUE SOUTH EDUCATION ZONE C, BENUE STATE

***AGBIKE JOHNSON OGWUGWU; &**
****HOSANNA ONYI AGBO**

*Department of English Language, Federal College of Education, Apa, Benue State, Nigeria. ogwugwujohnson@gmail.com **Department of General Studies Education, Federal College of Education, Apa, Benue State, Nigeria. abakpahossana@gmail.com

DOI: https://doi.org/10.70382/mejaee.v13i8.0142

Abstract

The study investigated the effect of herders-farmers' conflict on students' learning outcomes in Benue South Education Zone C, Benue State. The study was guided by three objectives and three corresponding research questions. Descriptive survey design was adopted for this study. The total population for the study was 396 teachers and school administrators. Multi-stage sampling technique was employed. Nine schools (one from each Local Government Area) were purposively selected. Questionnaires served as instruments for data collection. The data collected for this study was analysed with the use of descriptive statistics. Descriptive statistical tools in form of percentages, frequency, mean and standard deviation were used to answer the research questions. The findings of the study revealed among others that the herders-farmers' conflict significantly reduces student enrollment and negatively impacts academic performance due to displacement and constant disruptions. The study concluded that that the herders-farmers' conflict has a devastating impact on secondary education in the affected areas. The frequent clashes lead to a significant decline in student enrollment and academic performance, primarily due to the displacement of families and constant school disruptions. The study recommended among others that the government should prioritize the security of schools in conflict-prone areas by deploying specialized security personnel to protect students, teachers, and infrastructure.

Keywords: Farmers-herders conflict, Students learning outcome, Benue South Education Zone C

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Introduction

Learning is popularly said to be beginning from cradle to the grave. The phenomenon called life is too broad to be completely learnt in a single phase. Before we were yet conscious of the world we live in, we were enrolled in crèches. From there, we built up till we reach the desired apex of educational attainment. Education definitely goes beyond the teaching and learning that takes place within the four walls of the classroom (Speranza, 2015). Learning as an exercise takes place in the presence of teachers. We learn also when we read books and when we interact with our parents, brothers, sisters, siblings, friends and colleagues. Furthermore, we learn when we listen and observe events, and from interacting with technological gadgets and innovation.

Knowledge can be acquired and developed anywhere, learning is unavoidable and happens all the time. Lau (2017) defined learning as the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of knowledge and skills needed for employment and personal life fulfilment. Learning is an essential skill to be developed in every learner and to achieve this, the learner must be committed to learn the rapidly changing information and developments over time. This not only creates an environment of learning but also brings forth the abilities to teach others and contribute for a knowledgeable society. Herders-farmers' conflict has affected the learning outcomes of students especially in Benue State.

The Herders-farmers 'conflict which has remained persistent, is one of the major conflicts that have bedeviled so many states in Nigeria, including Benue state. This devastating phenomenon has taken a toll on the general wellbeing of the residents in the affected areas. It has resulted into loss of several lives, destruction of properties, displacement of residents and disruption of several worthwhile activities. Worthy of note is the fact that the herders-farmers' conflict exerts a negative effect on the learning outcomes of secondary school students, as educational activities are halted or hampered in affected areas. (Okoro and Agwu, 2020). The conflict involves clashes between farmers who rely on agricultural activities, and herders who depend on grazing lands for their livestock and has caused significant tensions and violence in many regions of the country (Ngbede et,al, 2018).

The Benue South Education zone of Benue State, comprising of nine local governments, (Ado, Agatu, Apa, Obi, Ogbadibo, Ohimini, Okpokwu, Otukpo, and Oju) located in the North-Central region of Nigeria, and whose major occupation is agriculture, has been plagued by recurring herders-farmers' crises, which have had, and still have devastating effects on the district and particularly, in the educational sector. Many secondary schools just like other educational institutions in the district have been severely affected by these

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

crises (Abah, 2020). The herders'/farmers crises in Benue State are fueled by disputes over land, resources, and cultural differences between the nomadic Fulani herdsmen and the indigenous farmers. These conflicts have resulted in loss of lives, destruction of properties, and displacement of people, leading to a humanitarian crisis.

The educational sector in Benue State has been severely affected, with schools and colleges being closed, students and teachers displaced, and learning materials destroyed. Several secondary schools in the Benue South district have faced significant challenges, including disruption of academic activities, decline in student enrollment, teacher absenteeism and morale, damage to infrastructure and facilities, increased insecurity and fear among students and staff (Aondowase, 2019).

Learning outcomes are measurable statements that articulate what students should know, be able to do, or value as a result of completing an educational activity or course. These outcomes encompass cognitive, affective, and psychomotor domains, reflecting a holistic development of the student (Salah & Saxena, 2025). In a stable educational environment, learning outcomes are carefully planned and assessed to ensure students acquire the necessary competencies. However, in conflict-affected regions, the achievement of these outcomes is severely compromised. The herders-farmers conflict in Benue State creates a challenging environment for achieving desired learning outcomes among secondary school students. The constant threat of violence, displacement, and the psychological distress associated with conflict directly impede students' cognitive functions, emotional well-being, and overall engagement in learning. When schools are closed, teachers are displaced, or students are traumatized, the continuity and quality of education suffer, leading to a decline in academic performance and the inability to meet expected learning objectives. This study assessed the effect of the herders-farmers' conflict on secondary schools students' learning outcomes in Benue South education zone C, Benue State.

Statement of the Problem

The Herders-Farmers' conflict in Benue South Education Zone C, Benue State, Nigeria, is so devastating and has resulted in loss of lives, destruction of properties, displacement of residents, and significant disruptions to the education sector, particularly in secondary schools, leading to decline in student enrollment and academic performance, reduced access to educational resources and infrastructure, increased dropout rates and trauma among students, as well as challenges in teaching and learning due to conflict-related stress. Education is essential for the transformation of individuals and the society at large. However, the herders-farmers crises in the district have not allowed the free flow of educational activities, and has therefore negatively impacted the learning outcomes of secondary school students in the zone.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Research works which focus on the effects of herders-farmers conflict on education in Benue state are inadequate and limited. It is against this background that this study will assess the effect of herders-farmers' conflict on students' learning outcomes in secondary schools in Benue South Education Zone C.

Aim and Objectives of the Study

The aim of this research is to assess the effect of herders-farmers' conflict on students' learning outcomes in secondary schools in Benue South Educational Zone C. The specific objectives were to:

3. investigate the impact of conflict exposure on students' access to educational resources (e.g., textbooks, infrastructure, teacher availability);
4. examine the effect of Herders-Farmers' conflict on student enrollment and academic performance in selected secondary schools;
5. identify coping strategies employed by teachers and school administrators to mitigate the impact of conflict on education

The Effect of Herders-Farmers Crises on Students' Learning Outcomes in Benue South Education Zone C

The negative effect of herders-farmers' crisis on Learning outcomes of secondary school students in Benue South educational zone C cannot be over emphasized. The crisis has led to the frequent closures of schools, disruption of academic activities, and loss of learning hours (Adebayo, 2020). It has been observed that the crisis has resulted in decreased students' enrollment, particularly in affected areas, as parents fear for their children's or wards' safety (Ogundipe, 2019). Psychologically, students in affected areas have repeatedly experienced violent attacks, leading to fear, anxiety, and as expected, decreased academic performance (Ibrahim, 2020). The punch Newspaper noted that teachers have fled or been displaced, leading to a shortage of qualified educators, particularly in crises' affected areas (Punch Newspaper, 2019).

It was reported on the Nigerian Tribune (2018), on the damage of the crisis to educational infrastructure. Schools' facilities have been destroyed or damaged, leading to lack of adequate learning facilities and materials. This affects the learning outcomes of students in the long run. The punch Newspaper (2019) addressed the challenge of shortage of qualified teachers. It is noted that teachers have fled or been displaced, leading to a shortage of qualified educators, particularly in rural areas.

Speaking on the economic impact of the crisis as it relates to education, the World Bank (2018) observed that the crisis led to economic hardship, making it difficult for parents to afford school fees, uniforms, and learning materials. In terms of the social impact of the crisis on education, the crisis has led to social tensions, community displacement, and

break down of social structures, affecting students' social and emotional well-being. (IDMC, 2020).

Effect of Herders-Farmers' Conflict on Student Enrollment and Academic Performance

The Herders-Farmers' conflict has been widely documented as a significant impediment to educational development, particularly affecting student enrollment and academic performance in conflict-prone regions. Studies in Nigeria have consistently shown a negative correlation between conflict incidence and student enrollment rates (Ajogbeje, 2024). The displacement of communities due to violence often leads to students dropping out of school or being unable to enroll, as families prioritize safety and survival over education (Jikeme et al., 2025).

Furthermore, the conflict disrupts the academic calendar, leading to frequent school closures and interruptions in learning. This instability directly impacts students' ability to attend classes regularly and complete their curriculum, consequently affecting their academic performance (Abeshi & Haruna, 2022). Research indicates that students in conflict-affected areas often exhibit lower academic achievement compared to their counterparts in peaceful regions, with frequent interruptions by conflict reducing their overall performance. The fear and insecurity generated by the conflict also create an unconducive learning environment, making it difficult for students to concentrate and engage effectively in their studies.

Several studies have consistently highlighted the negative impact of herders-farmers' conflict on school enrolment and attendance rates. Adeyi (2024) found that the conflict in Benue State significantly reduced school enrolment, as communities were displaced and schools became inaccessible or were converted into Internally Displaced Persons (IDP) camps. Similarly, Akaa (2025) observed a drastic decline in primary school enrolment and retention in Gwer West Local Government Area of Benue State due to the incessant clashes. The fear of attacks, destruction of educational infrastructure, and the reluctance of parents to send their children to school in insecure environments contribute to this decline.

In Agatu Local Government Area, a part of Benue South Education Zone C, a study revealed that school enrolment plummeted from 398 in 2012 to 104 in 2019, directly attributable to the Herders-Farmers' conflict. This drastic reduction underscores the severe disruption caused by the conflict, leading to a significant number of children being out of school. The displacement of families means that many students are forced to abandon their education, often seeking refuge in safer areas where access to schooling may be limited or non-existent (UNICEF, 2017). Even for those who remain in conflict-affected areas, irregular attendance due to fear and insecurity significantly hampers their learning progress.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Coping Strategies Employed by Teachers and School Administrators

In the face of persistent Herders-Farmers' conflict, teachers and school administrators in affected regions have developed various coping strategies to mitigate its impact on education and ensure some continuity of learning. These strategies often involve innovative and adaptive approaches to overcome the challenges posed by insecurity and displacement.

One common strategy is the relocation or merging of schools from highly volatile areas to safer locations, sometimes temporarily or permanently (Okere, 2022). This allows students to continue their education, albeit often in overcrowded or makeshift facilities. School administrators may also implement flexible school hours or alternative learning schedules to accommodate periods of heightened insecurity or to allow students and teachers to attend to other pressing needs arising from the conflict (ResearchGate, 2026). Enhanced security measures are also frequently adopted, including hiring local security guards, constructing fences, or collaborating with community vigilante groups to protect school premises and ensure the safety of students and staff (Olatinwo et al., 2025). In some instances, schools may also engage in peace education initiatives within the curriculum to foster understanding and peaceful coexistence among students from different backgrounds, thereby addressing the root causes of conflict at a local level.

Teachers, on their part, often employ psychosocial support techniques to help students cope with the trauma and stress associated with conflict exposure. This can include creating a supportive classroom environment, providing counseling services, or integrating play-based learning to help children process their experiences (Olatinwo et al., 2025). Additionally, some educators engage in community outreach and advocacy to raise awareness about the importance of education during conflict and to mobilize support for affected schools and students.

Methodology

Survey research design was adopted for this study. Descriptive survey research design was considered appropriate for this research because it served as an efficient way of gathering data to assist in handling research questions, just as it is also a useful tool for evaluating or assessing opinions. The total population for the study was 396 teachers and school administrators. Multi-stage sampling technique was employed. Nine schools (one from each Local Government Area) were purposively selected. Questionnaire served as instruments for data collection. The data collected for this study was analysed with the use of descriptive statistics. Questionnaire was used as instrument for data collection. The research instrument was validated by experts in the field of test and measurement. Errors pointed out were effected by the researcher. Descriptive statistics involving statistical tool (SPSS) version 23 was used for data analysis.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Table 1: Effect of Herders-Farmers Crises on Students' Learning Outcomes

S/N	Statements	SA	A	D	SD	n	FX	$\bar{x}$	STD	Decision
		4	**3**	**2**	**1**	**261**				
1	Herders-farmers crisis has led to the frequent closures of schools	113	97	27	24	261	821	3.14	0.65	Agreed
2	Herders-farmers crises has led to disruption of academic activities	107	99	34	21	261	814	3.19	0.62	Agreed
3	Herders-farmers crises has led to loss of learning hours	109	73	42	37	261	776	2.97	0.47	Agreed
4	Herders-farmers crises has led to decreased students' enrolment	99	105	39	18	261	807	3.09	0.59	Agreed
5	Herders-farmers crises has led to shortage of qualified educators as a result of teachers displacement	88	106	38	29	261	775	2.97	0.47	Agreed
6	Herders-farmers crises has led to lack of adequate learning facilities and materials	33	45	91	92	261	541	2.07	0.43	Disagreed
7	Herders-farmers crises has led to increased drop-outs especially among girls, who are more vulnerable to abduction and sexual exploitation	88	120	37	16	261	802	3.07	0.57	Agreed
	Weighted mean							**2.92**		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), n = Number of Retrieved Copies of Questionnaire, $\underline{X}$=Mean and (Weighted mean = 2.92)

Table 1 showed the effect of herders-farmers crises on students' learning outcomes. Out of the seven items listed, six items listed produced high mean scores which were above the weighted mean of 2.92. These items include item 2: Herders-farmers crises has led to disruption of academic activities ($\bar{x}$=3.19; SD=0.62), item 1: Herders-farmers crisis has led to the frequent closures of schools ($\bar{x}$=3.14; SD=0.65), item 4: Herders-farmers crises has led to decreased students' enrolment ($\bar{x}$=3.09; SD=0.59), item 7: Herders-farmers crises has led to increased drop-outs especially among girls, who are more vulnerable to abduction and sexual exploitation ($\bar{x}$=3.07; SD=0.57), item 5: Herders-farmers crises has led to shortage of qualified educators as a result of teachers displacement ($\bar{x}$=2.97; SD=0.47) and item 3: Herders-farmers crises has led to loss of learning hours ($\bar{x}$=2.97; SD=0.47). On the other hand, one item produced low mean scores which were below the weighted mean of 2.92 which is item 6: I Herders-farmers crises has led to lack of adequate learning facilities and materials ($\bar{x}$=2.07; SD=0.43).

Above all, the highest mean score was discovered from item 2 on herders-farmers crises has led to disruption of academic activities. This is not far from the fact that crises generally disrupts school calendar and invariably the academic activities of students. From

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

the analysis, the study revealed that items 2, 7, 1 and 4 were strongly agreed, while items 3 and 5 were agreed by the respondents. On the other hand items 6 was strongly disagreed as the effect of herders-farmers crises on students' learning outcomes.

Table 2: Effect of Herders-Farmers' Conflict on Student Enrolment and Academic Performance

S/N	Statements	SA	A	D	SD	N	FX	$\bar{x}$	STD	Decision
		4	**3**	**2**	**1**	**261**				
1	The effect of herders-farmers crises disrupts the academic calendar, leading to frequent school closures	112	103	32	14	261	835	3.19	0.69	Agreed
2	The effect of herders-farmers crises interrupts students learning	111	89	42	19	261	814	3.12	0.61	Agreed
3	The students in conflict-affected areas often exhibit lower academic achievement compared to their counterparts in peaceful regions	112	71	50	28	261	789	3.02	0.52	Agreed
4	The effect of herders-farmers crises has led irregular attendance due to fear and insecurity significantly hampers their learning progress	71	83	64	43	261	704	2.69	0.19	Disagreed
5	The effect of herders-farmers crises has led to poor performance in external examinations such as WAEC, NECO and JAMB	101	79	58	23	261	780	2.99	0.49	Disagreed
	Weighted mean							**3.00**		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), n = Number of Retrieved Copies of Questionnaire, $\underline{X}$=Mean and (Weighted mean = 3.00)

Table 2 showed the effect of herders-farmers' conflict on student enrolment and academic performance. Out of the five items listed, three items listed produced high mean scores which were above the weighted mean of 3.00. These items include item 1: The effect of herders-farmers crises disrupts the academic calendar, leading to frequent school closures ($\bar{x}$=3.19; SD=0.69), item 2: The effect of herders-farmers crises interrupts students learning ($\bar{x}$=3.12, SD=0.61) and item 3: The students in conflict-affected areas often exhibit lower academic achievement compared to their counterparts in peaceful regions ($\bar{x}$=3.02, SD=0.52). On the other hand, two items produced low mean scores below the weighted mean of 3.00. These items include item 4: The effect of herders-farmers crises has led irregular attendance due to fear and insecurity significantly hampers their learning progress ($\bar{x}$=2.69, SD=0.19) and item 5: The effect of herders-farmers crises has led to poor performance in external examinations such as WAEC, NECO and JAMB ($\bar{x}$=2.99, SD=0.49). The weighted mean of 3.00 and above is considered as the

effect of herders-farmers' conflict on student enrolment and academic performance, while the weighted mean below 3.00 were not considered as the effect of herders-farmers' conflict on student enrolment and academic performance.

Table 3: Coping Strategies Employed by Teachers and School Administrators

S/N	Statements	SA	A	D	SD	N	FX	$\bar{x}$	STD	Decision
		4	**3**	**2**	**1**	**261**				
1	The relocation or merging of schools from highly volatile areas to safer locations	86	105	57	13	261	786	3.01	0.51	Agreed
2	School administrators should implement flexible school hours or alternative learning schedules to accommodate periods of heightened insecurity	122	103	30	6	261	863	3.31	0.81	Agreed
3	Hiring local security guards	103	105	30	23	261	810	3.10	0.60	Agreed
4	Constructing fences surrounding the school premises	104	107	40	10	261	827	3.17	0.66	Agreed
5	Collaborating with community vigilante groups to protect school premises and ensure the safety of students and staff	82	83	78	18	261	751	2.88	0.37	Disagreed
	Weighted mean							**3.09**		

Key: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), n = Number of Retrieved Copies of Questionnaire, $\underline{X}$=Mean and (Weighted mean = 3.09)

Table 3 showed the coping strategies employed by teachers and school administrators. Out of the five items listed, four items listed produced high mean scores which were above the weighted mean of 3.09. These items include item 2: School administrators should implement flexible school hours or alternative learning schedules to accommodate periods of heightened insecurity ($\bar{x}$=3.31; SD=0.81), item 4: Constructing fences surrounding the school premises ($\bar{x}$=3.17; SD=0.66), item 3: Hiring local security guards ($\bar{x}$=3.10; SD=0.60) and item 1: The relocation or merging of schools from highly volatile areas to safer locations ($\bar{x}$=3.01; SD=0.51). On the other hand, one item produced low mean score below the weighted mean of 3.09 which is item 5: Collaborating with community vigilante groups to protect school premises and ensure the safety of students and staff ($\bar{x}$=2.88; SD=0.37). The weighted mean of 3.00 and above is considered as the coping strategies employed by teachers and school administrators and vice versa. Above all, the highest mean score was discovered from item 2 on the school administrators should implement flexible school hours or alternative learning schedules to accommodate periods of heightened insecurity. This will ensure that school activities are

not disrupted. From the analysis, the study revealed that items 2, 4, 3 and 1 were strongly agreed, while item 5 was disagreed by the respondents as the coping strategies employed by teachers and school administrators.

Discussion of Findings

The findings based on research question one revealed that the effect of herders-farmers crises on students' learning outcomes is very high. The respondents revealed that the herders-farmers crisis has led to the frequent closures of schools, disruption of academic activities, loss of learning hours, decreased students' enrolment, shortage of qualified educators as a result of teachers' displacement and increased drop-outs especially among girls, who are more vulnerable to abduction and sexual exploitation. This is in line with the findings of Adebayo (2020) who observed in his studies that crisis has led to the frequent closures of schools, disruption of academic activities, and loss of learning hours.

On the other hand, majority of the respondents disagreed that herders-farmers crises has led to lack of adequate learning facilities and materials. This is however, contrast with the findings of Nigerian Tribune (2018) who revealed that schools' facilities have been destroyed or damaged, leading to lack of adequate learning facilities and materials.

Based on research question 2, the effect of herders-farmers' conflict on student enrolment and academic performance was strongly agreed among the respondents. Findings revealed that the effect of herders-farmers crises disrupts the academic calendar, leading to frequent school closures, interrupts students learning and students' exhibit lower academic achievement compared to their counterparts in peaceful regions. This is in line with the findings of Jikeme et al. (2025) who posited that the displacement of communities due to violence often leads to students dropping out of school or being unable to enroll, as families prioritize safety and survival over education.

Similarly, majority of the respondents disagreed that the effect of herders-farmers crises has led to irregular attendance due to fear and insecurity significantly hampers their learning progress and poor performance in external examinations such as WAEC, NECO and JAMB. This contrast with the findings of Abeshi and Haruna (2022) who indicated that crisis directly impacts students' ability to attend classes regularly and complete their curriculum, consequently affecting their academic performance.

The findings of the study based on research question 3 revealed that the coping strategies employed by teachers and school administrators was high. The respondents indicated that copies strategies such as: the relocation or merging of schools from highly volatile areas to safer locations, implementing flexible school hours or alternative learning schedules to accommodate periods of heightened insecurity by school administrators, hiring local security guards and constructing fences surrounding the school premises should be employed by teachers and school administrators. This is in line with the findings

by Research Gate (2026) that school administrators may also implement flexible school hours or alternative learning schedules to accommodate periods of heightened insecurity or to allow students and teachers to attend to other pressing needs arising from the conflict.

Conclusion

The study concluded that that the herders-farmers' conflict has a devastating impact on secondary education in the affected areas. The frequent clashes lead to a significant decline in student enrollment and academic performance, primarily due to the displacement of families and constant school disruptions.

Recommendations

1. Enhanced Security: The government should prioritize the security of schools in conflict-prone areas by deploying specialized security personnel to protect students, teachers, and infrastructure.
2. Infrastructural Rehabilitation: Immediate steps should be taken to rebuild schools destroyed during conflicts and provide necessary educational resources, such as textbooks and laboratory equipment.
3. Psychosocial Support: Schools should integrate trauma-informed care and counseling services to help students and teachers manage the psychological effects of conflict exposure.

References

Abah, J. (2020). Herdsmen-farmers conflict and educational development in Benue State, Nigeria. *International Journal of Educational Research.* 8(1), 1-10.

Abeshi, C. L., & Haruna, I. A. (2022). Influence of farmer-herder conflict and emotional behaviour on academic achievement of junior secondary school students in Benue State, Nigeria. *Journal of Professional Counselling*, 1(1), 27-38.

Adebayo, A. (2020). The impact of herders-farmers' conflict on education in Nigeria. *Journal of Education and Human Development*, 9(2), 1-12.

Ajogbeje, K. (2024). Differences across types of conflict in Nigeria abstract. African Forum for Economic Development.

Akaa, I. I. (2025). Effects of herders-farmers conflicts on primary school pupil's enrolment and infrastructural development in Gwer West Local Government Area of Benue State. *International Journal of Global Academic Research and Development*, 7(1), 86-95.

Aondowase, N. (2019). Effects of herdsmen-farmers conflict on education in Benue State. *Journal of Educational Research*. 13(2), 1-12.

Ibrahim, M. (2020). Psychological effects of herdsmen-farmers conflict on students in Nigeria. *Journal of Psychology and Education*, 53(2), 12-25.

IDMC (Internal Displacement Monitoring Centre). (2020). Nigeria: Conflict and displacement in the middle belt. Geneva: IDMC.

Jikeme, E., Kajo, D., & Tyokyaa, C. I. (2025). Influence of farmers/herdsmen clashes on school infrastructure and the protection of personnel and learners in rural secondary schools in North Central Nigeria. Aminu Kano Academic Scholars Journal.

Ngbede, E., Iorliam, A., & Ashiki, D. (2018). Herders-farmers conflict in nigeria: causes, consequences, and the way forward. *Journal of Sustainable Development*, 11(2), 143-158. doi: 10.5539/jsd.v11n2p143

Ogundipe, T. (2019). Herdsmen-farmers conflict and its impact on education in Nigeria. *Journal of Education and Human Development*, 8(1), 34-47.

Okere, N. (2022). Causes behind conflicts between herders and farmers in Nigeria, and perceived efficiency of institutions in managing the conflicts. Doria.fi.

Okoro, C.N., & Agwu, M.N (2020). Farmer-herder Conflicts and its Impact on Food Security in Nigeria. *Journal of Conflict and Social Transformation*. 8(1), 1-15.

Olatinwo, L. K., Komolafe, S. E., & Faronbi, K. O. (2025). Post farmer-herder conflict management and relief strategies of farmers in Nigeria. *Journal of Agricultural Sciences*, 20(1).

Punch Newspaper. (2019). Herdsmen-farmers conflict: Schools shut in Benue. January 15.

ResearchGate (2026). The role of peace education in addressing herders-farmers' conflict in Nigeria.

Salah, M. B., & Saxena, K. (2025). Violent conflicts and learning outcomes: Evidence from sub-saharan Africa. *World Development*, 180, 106645.

Speranza, A. (2015). Hacking student passions through genius hour. Retrieved from https://educationtechnologysolutions.com.au/2015/04/hacking-student-passions-through-genius-hour/

UNICEF. (2017). Education under attack. UNICEF.

World Bank. (2018). The human capital project. World Bank.