

# Influence Of Farmers and Herders' Clashes on Psycho-Social Well-Being of University Students in North Central Nigeria

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**Abstract-** *This study investigated influence of farmers and herders clashes on psycho-social well-being of University students in North Central Nigeria. Two research questions were raised and answered and two hypotheses were formulated and tested at 0.05 level of significance for the study. The study adopted survey research design. University undergraduates formed the population of the study. A total of four hundred (400) undergraduates were sampled from a population of one hundred and ninety-eight thousand, eighty-six (198,086) undergraduates of Federal Universities in North Central Nigeria using Taro-Yamen's formula. A multi-stage sampling procedure which included purposive or judgmental sampling technique, proportionate stratified random sampling technique, and ballot simple random sampling technique were used at different stages in the study. A questionnaire structured by the researcher titled "Influence of Farmers and Herders Clashes on Psycho-Social Well-Being of University Students" (IFHCPSWBUS) was used for data collection. An overall instrument reliability coefficient of .81 was obtained using Cronbach's Alpha reliability coefficient in determining the internal consistency of the items. Descriptive statistics involving mean and standard deviation were used to answer the research questions while the inferential statistics of chi-square ( $\chi^2$ ) was used to test the hypotheses at 0.05 level of significance. The result revealed that farmers and herders clashes had significant influence on psycho-social well-being of university students in North Central Nigeria. The study concluded that security challenges including farmer and herders' clashes influence the psycho-social well-being of university students in North Central Nigeria. It was recommended that University also should be advised to take steps to ensure the safety of students by providing accessible services, and implement security measures to reduce stress and anxiety.*

(2020) is to ensure safety and security of staff, students and visitors, protecting the property and assets of the University, investigating and detecting crime, reducing incidence of reported crimes and the apprehension and prosecution of offenders. The security of university students is essential to ensure their academic success, mental health, social integration, and overall development during their stay in the university.

University students need to engage in academic activities under safe school atmosphere. There should be free movement in and around University environments, free engagement in academic functioning and other extra-curriculum activities such as sports, group discussions, among others without security risk or threat. Effective teaching-learning process depends among others, on a serene, secured and conducive school environment that will necessitate psychological stability, social connectedness and overall academic functioning of the University students. Promotion of well-being and resilience can heighten satisfaction with life and can support creative thinking as well as better learning. Overall well-being, including psycho-social aspect of it; enhances intrinsic motivation, decreases disciplinary problems, increases academic activities, improves school satisfaction and leads to flourishing of individuals, communities and nations. Simply put, those who feel better can learn better. The safety of university environment plays an important role in producing best quality of graduates who will become great human resources and manpower for the country thus, responsible for country's economic and social development.

## I. INTRODUCTION

Security is crucial for overall well-being of University students on campus. The main aim of security according to Tari in Ekpo, Edet and Ukpong

Security is the degree of protection against threat, danger, damage, loss, and criminal activities. It can be described as free movement of people or

community in carrying out their daily activities without constant threat to lives. This can be so, because an atmosphere devoid of fear, anxiety, or threat to students' lives and academic functioning is a sure way to bring about sound psycho-social well-being. According to Badiora (2017), "the spectra of crimes on the campuses of tertiary institutions in Nigeria have grown to an alarming rate and levels, that it has remained a permanent issue in national discourse" (p. 180). Unfortunately, this has adversely affected the academic, mental health and social life of both staff and students on campus. These waves of crises have brought additional responsibilities for the school authorities to provide adequate security. In corroboration, Beard (2010) notes that an open and proactive approach to identifying and mitigating risk is crucial in building a safety culture in which members' perceptions are positive. In the same vein, Lawrence (2007) posits that school security has changed, requiring well-developed security and safety plans, as well as, proper risk management, together with well-articulated strategies and procedures to protect schools from crimes and threats. As a way of finding solution to increasing security challenges in Universities, the Federal Government of Nigeria in a one-day workshop organized for Deans and Deputy Deans of Students Affairs of Federal Institutions in Nigeria in 2016, on the theme "Towards the effective security/safety on campuses", tasked the participants to take the issue of security seriously by fashioning out solutions to the seeming intractable security challenges facing the nation/universities. The workshop was part of the series of security/safety seminars to sensitize management officers in tertiary institutions about security management with a view to reducing security threats to the barest minimum in the campuses (Idoko, 2017).

Security challenges are referred to as threat to safety and well-being that can disrupt daily life and hinder progress in various areas. In Nigerian Universities, these challenges are diverse and widespread challenges. Prevalent among them are: cult related activities, kidnapping, drug use and abuse, illegal possession of firearms, students' restiveness and demonstrations, student union election crises, room break-ins, stealing, armed robbery, sexual assault, inadequate security personnel and facilities

(Abdullahi & Orukpe, 2016; Enang, 2019). Some Universities in North Central Nigeria have experienced terrorists' attacks, abductions, murder and assassinations. Other security challenges emanate from host communities. For example, North Central Nigeria which is the host to many Universities is currently facing a lot of challenges like farmers and herders' clashes, communal clashes, bandits' activities, ethno-religious violence to mention but a few. These security challenges may have significant implications for the psycho-social well-being of university students and can impact on their overall academic environments and quality of life in and around the campuses.

Psycho-social well-being refers to the interconnection between psychological and social factors that contribute to an individual's overall health and quality of life (Adeboye & Beoku-Betts, 2019). It encompasses mental and emotional well-being, social relationships, and the ability to cope with stress, adapt to change, and engage with one's environment in a positive way. The psycho-social approach looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. For University students, the psycho-social well-being encompasses the overall state of their mental, emotional and social health during their time in university.

Human beings have thoughts, feelings and behaviours that are expressed differently depending on their interaction with the environment they live in and the situations in which they have found or find themselves. These social and psychological variables can be either positive or negative and an interaction of the mental or social situations that the individuals have experienced (Nwokwu & Ogayi, 2021). Invariably, many students do not understand that the way they behave is the function of the environment in which they find themselves. The attitude or behaviour of an individual is a result of the psychological and social factors at play within their environment. In the event of an attack or security threat, it is possible that University students may exhibit different behaviours based on how the event has affected them thereby bringing about a negative

impact on their thoughts, feelings and interactions with others.

Psycho-social well-being which encompasses psychological and social well-being is very important among and to University students. Majority of students in tertiary institutions are young men and women, best described as youths, and they constitute the most vibrant and resourceful group in society. They are valuable assets, indispensable and invaluable to the growth and development of the society. Youths are fragile, vulnerable and sensitive to stimulus and can be easily influenced positively or negatively.

Environmental security challenges are capable of affecting students' psychological (mental and emotional), social and overall well-being. The psycho-social well-being of university students depend among others on the security situation of the school and surrounding environments; if this is threatened, then the psycho-social well-being of university students is also threatened. When this happens, students' levels of anxiety build up, affecting their abilities to concentrate on academic task, some even withdraw from many activities. This is because security challenges are known to claim lives of people (students), deplete skills, erode productivity, decimate the workforce, undermine investment, erode sense of identity and belonging, and change structure of social cohesion, disrupt academic success and functioning.

The researcher observes that security challenges in host communities that can affect life or seep into campuses as well as campus related challenges, which may pose threat to psycho-social well-being of university students are prominent in North Central Nigeria, such as farmers and herders' clashes, communal violence, ethnic crisis, cultism, and kidnapping. With the rise in types of security challenges in the region, students may be facing increasing psycho-social burdens that may impact on their mental, emotional (psychological) and social well-being. The psychological and social impacts of these security challenges, such as anxiety, depression, stress, fear and social isolation are believed to undermine University students' mental health, social functioning, academic activities and general quality

of life. Some of these challenges is the farmers and herders' clashes:

Farmers and herders' clashes in North Central Nigeria. Conflicts between farmers and herders can be understood as a problem of access to land. According to McGregor in Dyege Agbe & Idoko (2022) for decades now, conflict between farmers and herders has been a reoccurring issue in Nigeria particularly in the North Central regions. Different communities in the North Central Nigeria have witnessed and suffered from attacks of herders which have led to loss of lives and property, with victims vacating their homes and taking refuge in peaceful neighbouring communities for safety. The incessant farmers and herders clashes may result to psycho-social disequilibrium. Psycho-social disequilibrium has the capacity to alter one's perception of the world and all aspects of it. University students living in such communities fear or panic because they are uncertain about when the farmer and herders may clash next. There is every tendency that the trauma experienced during the period of clashes may influence the psychological (mental and emotional), and social well-being of resident students. In other words, witnessing or experiencing the clashes between farmers and herders especially in Universities' host communities and University surroundings may have impact on psycho-social well-being of university students, affecting their mental health, academic activities, inter-personal interactions and social relationships. This may lead to fear, tension, depressive symptoms, post-traumatic stress and other psychological issues.

In the light of the foregoing, the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment (Lehr in Ojukwu, 2017). By implication, if there is a feeling of insecurity within and outside the school environment, both students and lecturers are likely to be deterred which in turn impedes academic functioning and other activities. This is to say that students who are in chronically stressful environment tend to have lower level of aptitude. However, an area that seems to have been neglected by researchers is the issue of security challenges and the influence they may have on psycho-social well-being of University students. This

may ensure they acquire the necessary social, psychological and academic skills to cope with demands of life and navigating in and outside the school environment safely.

From the foregoing, North Central Nigeria can be seen as one of the regions in Nigeria that has witnessed a myriad of security challenges. In view of these challenges and their attendant effect on educational institutions in general, one may be right to suggest that the psycho-social well-being of University students in North Central Nigeria may not be without threat from these challenges. What this means is that security challenges may put the University students in poor psycho-social state that can influence students' physical, emotional, mental, social, and academic well-being, which in turn, may influence their behaviour and impede learning. The focus of this study therefore is to examine security challenges such as farmer and herders' clashes, cultism, and kidnapping and the influence they may have on psycho-social well-being of university students. It is against this background that it becomes alluring to investigate influence of security challenges on psycho-social well-being of university students in North Central Nigeria: implications for counselling.

#### Statement of the Problem

In Nigeria, citizens including University students are scared of moving freely as a result of the present state of threat or danger posed by security challenges in the country especially in the North Central part of Nigeria. This region in Nigeria has been contending with several security challenges such as kidnapping, farmers and herders clashes and cultism.

Security challenges lead to fear, anxiety, depression, stress and other negative or unpleasant emotions in the affected citizens especially among undergraduates in the host communities. These students experience a sense of helplessness, apprehension, uncertainty, and vulnerability that may hinder their abilities to focus on their studies and engage in healthy social interactions. When students are preoccupied with concerns about their safety because of security threats, they may find it challenging to concentrate in class, complete assignments, or perform well in

examinations. This may result in either a reduction in their grades and/or overall educational outcomes. The threats related to ensuring the safety or protection of university students may lead to mental and psychological distress that may affect students' abilities to form and maintain positive relationships with their peers and others. Also, they may become withdrawn, socially isolated, or exhibit behavioral changes.

These factors can further exacerbate their psychological well-being and hinder their social and emotional development. Since these security issues have become a reoccurring issue in North Central Nigeria, Universities in Host communities are constantly troubled by the threat to their security vis-a-vis the effects on University students' psychological and social well-being. It is against this background that the researcher sets out to examine the influence security challenges may have on psycho-social well-being of university students in North Central Nigeria and implications for counselling.

#### Objectives of the Study

The purpose of this study is to determine influence of security challenges on psycho-social well-being of university students in North Central Nigeria and implications for counselling. Specifically, this study achieved the following objectives:

- i. to determine the extent to which farmers and herders' clashes influence psychological well-being of University students in North Central Nigeria.
- ii. to determine the extent to which farmers and herders' clashes influence social well-being of university students in North Central Nigeria.

#### Research Questions

The following questions are raised to guide the study:

- i. To what extent do farmers and herders' clashes influence psychological well-being of university students in North Central Nigeria?
- ii. To what extent do farmers and herders' clashes influence social well-being of university students in North Central Nigeria?

## Hypotheses

The following null hypotheses are formulated for the study and would be tested at 0.05 level of significance.

- i. Farmers and herders' clashes have no significant influence on psychological well-being of university students in North Central Nigeria.
- ii. Farmers and herders clashes have no significant influence on social well-being of university students in North Central Nigeria.

## Review of Related Empirical Studies

Gwadabe (2018) conducted a study on the psycho-social impact of kidnapping on university students in Nigeria. The study focussed on the emotional and psychological consequences of kidnapping such as anxiety, depression and post-traumatic stress disorder (PTSD), and how these effects manifest in students' social interactions and well-being. The study raised two research questions and formulated two hypotheses. It made use of descriptive research design. The study involved undergraduates who were directly or indirectly affected by incidents of kidnapping. Purposive sampling technique was used for the study. Data were collected using questionnaire, interview and group discussions. The study used descriptive statistics of mean and standard deviation, and inferential statistics of t-tests for data analyses. Findings from the study revealed that kidnapping had a significant negative impact on the mental health of University students, leading to symptoms of anxiety, depression and PTSD. The study also high-lighted the social consequences of kidnapping including increased level of fear, mistrust, and social withdrawal among students who had experienced or witnessed kidnapping incidents. The reviewed study is relevant to the present study. It determined the psychological and social consequences of kidnapping on University students, though; it did not include counselling implications. Both studies employed descriptive statistics such as mean and standard deviation. University students were also used as the population in both studies. However, the study differs in total number of population and sample size, method of data collection and statistical tool for analysing hypotheses

formulated. The reviewed study had no exact population and sample size while the present study involved 198, 086 undergraduates for its population with sample size of 400 undergraduates. The reviewed study analysed data with inferential statistics such as t-tests while the present study used chi-square of goodness of fit for the analysis.

In 2019, Nwankwo, Ike, Officha, Obi and Peters investigated psychological implications of Fulani herdsmen religio-organizational terrorism in Eastern Nigeria. The study sought to find out the psychological and social implications of Fulani herdsmen attacks on the farmers in Eastern Nigeria. Three research questions and three hypotheses were used in the study. The research adopted analytical design. The population was individuals or inhabitants in the areas affected by Fulani herdsmen attacks. Data were collected through interview. The result of the study identified mental health challenge, withdrawal tendency, life frustration and trauma as the psychological implications of the herdsmen attacks in Eastern Nigeria. It also revealed that social anxiety, tribal hatred, high insecurity, crime, and family disintegration were the social implications of the Fulani herdsmen attacks in Eastern Nigeria. The study is related to the present study in that it identified the psychological and social implications of Fulani herdsmen clashes with farmers. However, the previous study used analytical design while the present study used survey research design. The reviewed study used inhabitants of areas affected by Fulani herdsmen attacks in Eastern Nigeria as the population while the present study used University undergraduates in North Central Nigeria as its population. The reviewed study did not indicate the sample size while the present study used sample size of 400 students. The previous study collected data through interviews while the present study made use of questionnaire for data collection. The previous study also did not show the statistical tool used for data analyses. The present study used descriptive statistics such as mean and standard deviation to answer research questions, and also used inferential statistics of chi-square of goodness of fit to analyze formulated hypotheses. The previous study was carried out in Eastern Nigeria. Eastern Nigeria is now the south-south and south-east socio political-cultural zones. The present study was conducted in North-

Central Nigeria. The present study determined the extent to which farmers and herders' clashes influence psychological and social well-being of university students in North Central Nigeria with implications for counselling.

Umaru, Yalle, Madueke, Chioma, Abiola and Dhikyilnan (2022) investigated traumatic and psychological implications of armed herdsmen invasion of southern Kaduna, Nigeria. The aim was to determine armed herdsmen activities and the traumatic and psychological implications of their attacks on the people of Southern Kaduna region of Kaduna state, Nigeria. Two research questions were answered and descriptive survey research design was adopted for the study. It involved all the people from five local government areas affected by the activities of armed herdsmen in Southern Kaduna as the population. Ninety (90) respondents were purposively sampled from the affected LGAs. Data were collected through questionnaire and interview, and analyzed using descriptive statistics such as frequency counts and percentage. The major finding showed by (61.10) of the respondents that the attacks by armed herdsmen have caused untold traumatic experiences on the people of Southern Kaduna. It was also revealed by a higher percentage (77.5) that the attacking herdsmen have caused psychological torture and undue fears on the people of Southern Kaduna. This evidence is empirically relevant to the present study because armed herdsmen invasion is part of security challenges. It pinpointed that herdsmen activities have psychological influence on the people of Southern Kaduna leading to torture and undue fears. However, the study differs in the areas of objectives, population, sample size, study design, instruments for data collection, use of statistical tools and area of study. The study under review was limited to only armed herdsmen activities and the traumatic and psychological implications of their attacks on the people of Southern Kaduna region of Kaduna state, Nigeria, whereas the present study determined the extent to which farmers and herders' clashes in North Central Nigeria influence the psychological and social well-being of university students. The reviewed study adopted descriptive survey design while the present study adopted survey research design. The study under review involved all the people from LGAs affected by activities of armed

herdsmen and a representative sample of ninety (90) respondents while the present study have a population of one hundred and ninety-eight thousand, eighty-six (198,086) with sample size of four hundred (400) undergraduates. The previous study made use of questionnaire and interview for data collection, while the present study used questionnaire for data collection. Also, descriptive statistics with reference to devices such as tables, frequency counts and percentage were used to answer research questions while the current study used descriptive statistics of mean and standard deviation to answer research questions and chi square goodness of fit was used to test hypotheses. The reviewed study was carried out in Southern Kaduna region of Kaduna state from local government areas affected by the attacks while the present study was conducted in Federal Universities in North Central Nigeria.

## II. METHODOLOGY

The study adopted survey research design. University undergraduates formed the population of the study. A total of four hundred (400) undergraduates were sampled from a population of one hundred and ninety-eight thousand, eighty-six (198,086) undergraduates of Federal Universities in North Central Nigeria using Taro-Yamen's formula. A multi-stage sampling procedure which included purposive or judgmental sampling technique, proportionate stratified random sampling technique, and ballot simple random sampling technique were used at different stages in the study. A questionnaire structured by the researcher titled "Influence of Farmers and Herders Clashes on Psycho-Social Well-Being of University Students" (IFHCPSWBUS) was used for data collection. It contained thirty-four (34) items. Five experts validated the instrument. An overall instrument reliability coefficient of 0.81 was obtained using Cronbach's Alpha reliability coefficient in determining the internal consistency of the items. Descriptive statistics involving mean and standard deviation were used to answer the research questions while the inferential statistics of chi-square ( $\chi^2$ ) was used to test the hypotheses at 0.05 level of significance.

III. RESULT AND DISCUSSION

To what extent do farmers and herders' clashes influence psychological well-being of university students in North Central Nigeria?

Table 1: Mean and Standard Deviation (SD) of Influence of Farmers and Herders' Clashes on Psychological Well-Being of University Students in North Central Nigeria (N=400)

S/No.	Items	N	$\bar{X}$	SD	Remark
1	Frequent clashes between farmers and herders make me feel anxious about my safety	400	3.75	.50	HE
2	Clashes between farmers and herders have affected my ability to focus on academic tasks due to tension	400	3.64	.54	HE
3	Clashes between farmers and herders in university surroundings agitate me while on campus	400	3.49	.55	HE
4	I feel traumatized by reports related to farmers and herders clashes around my' university community	400	3.50	.53	HE
5	I feel a sense of hopelessness about the prospects of peaceful coexistence in the university host community	400	3.49	.69	HE
Cluster Mean			3.57	.56	HE

N = Number of Respondents, X = Mean, SD = Standard Deviation, HE= High Extent

Result in table 1 shows that farmers and herders' clashes influence psychological well-being of University students in North Central Nigeria with cluster mean of 3.57 and Standard Deviation (SD) of .56 which the cluster mean value was up to the anchor point of 2.50 and above. This is further revealed by each of the items in this order: items 1 - 5 have Mean ( $\bar{X}$ ) of 3.75, 3.64, 3.49, 3.50 and 3.49 with Standard Deviation (SD) of .50, .54, .55, .53 and .69 respectively. The mean values were up to 2.50

and above which is the bench mark. This was interpreted as very high extent and therefore indicates that farmers and herders' clashes highly influence psychological well-being of University students in North Central Nigeria.

Research question 2: To what extent do farmers and herders' clashes influence social well-being of university students in North Central Nigeria?

Table 2: Mean and Standard Deviation (SD) of Influence of Farmers and Herders' Clashes on Social Well-Being of University Students in North Central Nigeria (N = 400)

S/No	Items	N	$\bar{X}$	SD	Remark
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6	Farmers and herders' clashes have affected the level of social relationships existing among students and their peers in my university.	400	3.65	HE
7	Farmers and herders' clashes create atmosphere of social interaction in and outside surroundings of my university	400	3.54	HE
8	The tension of farmers and herders' clashes have affected my participation in extracurricular activities	400	3.34	HE
9	Disruption of host communities due to farmers and herders' clashes has made students in my school to be restricted in their movements.	400	3.42	HE
10	Displacement of host communities due to farmers and herders' clashes make some students in my school to avoid living off campus	400	3.43	HE
	Cluster Mean		3.48	HE

N = Number of Respondents, X = Mean, SD = Standard Deviation, HE= High Extent

Table 2 above; reveal that farmers and herders' clashes influence social well-being of university students in North Central Nigeria with cluster mean of 3.48 and Standard Deviation (SD) of .62 which the cluster mean value was up to the anchor point of 2.50 and above. This is further revealed by each of the items in this order: the Mean ( $\bar{X}$ ) responses are 3.65, 3.54, 3.34, 3.42 and 3.43 with Standard Deviation (SD) of .56, .60, .74, .58 and .64 starting from item 6 to 10 respectively. From the result, it has shown that each mean is above the anchor point of 2.50 which depicts that the extent to which farmers and herders'

clashes influence social well-being of university students in North Central Nigeria is very high. This means that the responses are of very high extent from the respondents that the farmers and herders' clashes influence social well-being of university students in North Central Nigeria.

#### Hypothesis 1

Farmers and herders' clashes have no significant influence on psychological well-being of university students in North Central Nigeria

Table 3: Chi-square Analysis of Influence of Farmers and Herders' Clashes on Psychological Well-Being of University Students in North Central Nigeria.

	OBSERVED Values	EXPECTED Values	N	X <sup>2</sup> -Values	Df	A	Asymp. Sig.	Remark
VHE	245	100.00						

HE	143	100.00	400	405.78	3	0.05	.000	Rejected
LE	10	100.00						
VLE	2	100.00						

N= Sample size, df = degree of freedom, A = Level of significance, Asymp. Sig. = P-value

Table 3 shows the result of chi-square of 405.78 with degree of freedom of 3 at 0.05 level of significant out of 400 respondents (N= 400). The Asymp sig. (P) value of 0.000 was obtained. Since P-value of 0.000 is less than 0.05 level of significance ( $P < 0.05$ ), the null hypothesis ( $H_0$ ) which states that farmers and herders' clashes have no significant influence on psychological well-being of University students in North Central Nigeria is rejected and the alternative

hypothesis ( $H_1$ ) is accepted. This implies that, farmers and herders' clashes have significant influence on psychological well-being of University students in North Central Nigeria.

#### Hypothesis 2

Farmers and herders clashes have no significant influence on social well-being of University students in North Central Nigeria.

Table 4: Chi-square Analysis of Influence of Farmers and Herders Clashes on Social Well-Being of University Students in North Central Nigeria.

	OBSERVED Values	EXPECTED Values	N	X <sup>2</sup> -Values	Df	A	Asymp. Sig.	Remark
VHE	208	100.00						
HE	172	100.00	400	330.80	3	0.05	.000	Rejected
LE	14	100.00						
VLE	6	100.00						

N= Sample size, df = degree of freedom, A = Level of significance, Asymp. Sig. = P-value

Table 4 shows the result of chi-square of 330.80 with degree of freedom of 3 at 0.05 level of significant with the Asymp sig. (P) value of 0.000 out of 400 respondents (N= 400). Since P-value of 0.000 is less than 0.05 level of significant ( $P < 0.05$ ), the null hypothesis ( $H_0$ ) which states that farmer and herders'

clashes have no significant influence on social well-being of university students in North Central Nigeria is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This implies that, farmer and herders' clashes have significant influence on social well-being of university students in North Central Nigeria.

#### IV. DISCUSSION OF FINDINGS

The finding of this study based on research question one determined the extent to which farmers and herders' clashes influence psychological well-being of University students in North Central Nigeria, and related test of hypothesis one, states that farmers and

herders' clashes have no significant influence on psychological well-being of University students in North Central Nigeria. However, finding has shown that there is significant influence of farmers and herders' clashes on psychological well-being of University students in North Central Nigeria. Therefore, the null hypothesis which states that

farmers and herders' clashes have no significant influence on psychological well-being of University students in North Central Nigeria is rejected. The finding indicated that clashes between farmers and herders make some University students to be anxious about their safety; feel agitated while on campus; affect their abilities to focus on academic tasks due to tension; and feel traumatized by reports related to farmers and herders' clashes among others. This study is supported by Nwankwo *et al.* (2019) who identified mental health challenge, withdrawal tendency, life frustration and trauma as the psychological implications of the herdsmen attacks in Eastern Nigeria which is similar. This present finding is also agreed by Umaru *et al.* (2022) whose major finding showed by the respondents that the attacks by armed herdsmen have caused untold traumatic experiences on the people of Southern Kaduna. It was also revealed by a higher percentage (77.5) that the attacking herdsmen have caused psychological torture and undue fears on the people of Southern Kaduna. This finding is a clear indication that farmers and herders' clashes in host communities can have a lasting impact on psychological well-being of University students.

The finding of this study based on research question two and hypothesis two shows that farmers and herders' clashes have significant influence on social well-being of University students in North Central Nigeria. The null hypothesis which states that farmers and herders' clashes have no significant influence on social well-being of University students in North Central Nigeria is rejected. The study found that farmers and herders' clashes affect the level of social relationship existing between students and their peers; create atmosphere of suspicion which affect social interactions in and outside surroundings of students' University; the tension caused by farmers and herders' clashes affect students' participation in extracurricular activities; disruption of host communities due to farmers and herders' clashes have made some students to be restricted in their movements; and displacement of host communities because of farmers and herders' clashes made some students to avoid living off campuses. The study of Nwankwo *et al.* (2019) is similar to this study. The study identified the social implications of the Fulani herdsmen attacks to include social anxiety, tribal

hatred, high insecurity and crime, and family disintegration. The finding by Anho *et al.* (2023) is also in line with the present study, which revealed that farmers-herders' clashes impact on the students' social interactions from the affected tertiary institutions of learning in Edo and Delta states. It further, identified that the clashes exert a significant psychological trauma on the students thereby equally affecting their social interactions.

## V. CONCLUSION

Based on the findings of this study, the researcher concludes that security challenge in term of farmers and herders' clashes have significant influence on psycho-social well-being of University students in North Central Nigeria. In respect to implications for counselling, it is therefore, imperative to employ some counselling interventions and strategies or approaches to address the declining mental health state and promote psychological well-being that invariably exacerbate social well-being among the University students.

## VI. RECOMMENDATIONS

Based on the findings of this research, the following are some of the recommendations:

1. Prioritize effective educational policies on learning environments: Government through her policy makers should be more proactive in creating safer and more supportive learning environments which include implementing security measures, enhancing counselling services, and fostering a campus culture that prioritizes student well-being.
2. Mental health services: It is crucial for Universities to facilitate access to mental health resources, including counselling and support groups to help students cope with stress, tension, fear, trauma, and anxiety related to farmer and herder's clashes, cultism and kidnapping.

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