

Educational Behaviour of Residents living in Inter-communal Conflicts Zones of Southwestern Nigeria

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Abstract

This paper examines the influence of inter-communal conflicts (IC) on the educational behavior of residents with focus on the children/wards' that were of school age in southwestern Nigeria. It purposefully selects eight communities with recurrent IC in the region for questionnaire administration, and systematically samples 593 (10%) household heads for questionnaire administration. Findings reveal that most of the respondents are literate but reflects a low level of educational interaction among those living in discrete neighbouring communities. Study further shows that there was no significant difference between residents' proximities to places where their children/wards schools' were located during and after the conflicts. In the contrary, about half of them claim that their children/wards could not gain access to their schools during conflicts. In addition, one third of them also claim that these schools were not functioning during this time. In both ways, the figure dropped to 10% and 27% respectively after conflict. An examination of the critical effects of conflicts on residents' education through attendance of children/wards' schools during conflict by the socio-demographic characteristics of respondents reveal that respondents' settlements, age and educational status of their children/wards are statistically significant at $P \leq 0.05$. The study establishes that conflicts do affects residents' educational interaction, children/wards' functionality of and accessibility to schools durinf and after conflicts in southwestern Nigeria. This is meaningful information to policy makers and international organizations who are interested children education in relation to conflicts in Africa and beyond.

Keywords: conflict, community, educational behavior, development, residents

1. Introduction

Conflicts in the built environment are characterized by many socio-spatial (Albert, 1999, Verwimpet al, 2010, Bundervoet et al, 2009), economic (Colleta, 2003) and physical (Abegunde, 2010) reactions from both the residents and the communities affected at large. Few of these that are educationally oriented are on conflicts and children education (Busrerio, et al, 2005), residents' education and health (Tamashiro, 2010), education of children and ammunition (Fountain, 2000), education and peace (Robert and Rathenow, 1988, Fountain, 1997, 1999) to mention but few. Specific ones on residents' educational behavior during conflict; particularly on communities that have passed through conflicts in Nigeria are not common in literature.

This study therefore centres on the educational behavior of residents during and after conflicts in southwestern Nigeria. It aims at understanding the educational status of the people before conflicts struck and seeks to establish the degree of residents' social interaction through attending educational institutions in discrete communities during conflicts. It also attempts to establish the relationships between socio-economic characteristic of respondents and their educational status. In addition, it examines the functionality of and accessibility to educational facilities available during conflict in the study area. In doing this, the study uses structural equation model to confirm the relationships existing between the former and children/students' attendances in educational institutions during the past conflict in southwestern Nigeria.

1.1 Education and Conflicts; a Discourse

It is difficult to measure the impact of conflict on residents and their children's education. This is because the issue of attaching number to school children/youths killed during conflict is far below the effects of conflicts on education of a region. Even when the number of school age people is available, its accuracy is doubtful. As noted by Nicolai (2003), detailed information in areas of conflict is rarely available, where presented, it should be treated with caution. Enrolment ratios are based on comparisons of registered children against often inaccurate figures of the numbers eligible for schooling. Moreover, they give a poor reflection of actual attendance patterns. Existing measures of the impact of conflict on education also say nothing about quality. Where children in areas of conflict are lucky enough to go to school, their learning is often hindered by trauma or hunger,

untrained or ill-prepared teachers, or the lack of sufficient learning materials and infrastructure. According to these authors (Nicolai and Tripleborn, 2003), even when officially open, schools can be closed down periodically, and days and terms can be shortened. All these reflect in the quality of education of people schooling in conflict area. That is why Machel (1996) criticised attacks on schools as one of the most easily quantifiable ways of gauging the effect of a conflict on education. He further noted that not only are large numbers of children killed and injured, but countless others grow up deprived of their material and emotional needs, including the structures that give meaning to social and cultural life, inclusive of educational facilities. In other words, conflicts do torn the entire fabric of societies to pieces. These include residents' homes, schools, health systems and religious institutions to mention but few (Sommers, 2002; Machel, 1996).

On the other hand, some authors have also argued on the positive role of education to conflict {The United Nations Children's Fund (UNICEF), 1996; Touré, <http://www.fmreview.org/FMRpdfs/EducationSupplement/10.pdf>}. Not that they contended that conflicts do not negatively impact education, their position is that it can also serve as the brain behind conflict reconstruction and resolution. The fact that scholars contribute towards conflict prevention and eradication is an indication that education contributes positively to conflict in the society. Hence, education and schools have the propensity for re-defining and maintaining social change. It is clear that schools need to re-socialize children into new roles so that they can play a part in the changed conditions (Ntshoe, 2002). Education has the potential to promote the notion of unity in diversity, provided that multicultural education policies consider the socioeconomic contexts in which models are designed. Whichever the arguments, the position in this paper is that people of school age living in conflict area are systematically denied the right to education and this has resulted in educational behavior that is not common to other conflict free communities. As Vargas-Baron (2002) puts it, 'in every failed state there is a failed education system. In another dimension, conflicts impacts on education result in brain drain, collapse of continued education system, destruction of educational facilities and loss of interest in schooling. He further stressed that these make the teaching and acquiring of knowledge more difficult in areas affected by protracted conflicts. In other words, lack of educational opportunities to people during conflicts jeopardizes a generation's prospects and lays the ground for further instability. For instance, in Afghanistan, the 24 year long conflict resulted in a generation of young people who were largely deprived of gaining educational qualifications and other useful skills (Wardak, 2005). These young generations were so traumatized by the conflict that many of them lost their parents, homes, relatives and future. This situation turned them to social miscreants.

1.2 Residents' Erratic Conducts in Conflicts Times; the Planners' Concerns

The ultimate goal of urban and regional planning is the provision of an environment that makes people's life happier and wealthier (Keeble, 1972). In another dimension, planning creates environment that promotes good health, balanced social interaction, productivity and visual aesthetics for residents. Good as planning goal is, one of the debilitating factors against it is violent conflict, particularly in African communities (Short, 2003; Clover, 2005). This is because when conflict strikes, the immediate human environment is at the receiving end (Cohen, Davis and Aboelata, 1998; Collier, 1999; Collier and Hoeffler, 2000; United Nations Centre for Human settlement, 2001; Rotberg, 2003). The effects in many occasions distort workers' movements between residences and working places. These ultimately shut industries and negatively affect productivity, welfare and spatial organization of the environment both at immediate and in the long run (Baskin, 1993; Sumaye, 2003; Smith, 2003, Collier, Hoeffler and Patillo, 2002; Reuveny, 2005).

Arising from these is that the stress and distress of conflict create platform for residents' erratic behavior during and after its occurrence. Such characters range from mental breakdown that affects speech and actions, abnormal decision and unthinkable acts of conflict actors to fellow neighbours, and sometimes to themselves among others. As noted by the United Nations Children's Fund (UNICEF) (2005), conflicts results in malady, resentment, revenge, unimaginable willful prostitution and deviation from normal course of social interaction. This could be why Chaplin (1979) sees conflict as simultaneous occurrence of two or more mutually antagonistic impulses or motives resulting in catastrophic hurts against neighbours and sometimes selves, without feelings of sympathy.

Residents' behaviour, in relation to education, during crisis is in different folds. One, when conflicts influence education, it contributes to exacerbating and escalating societal conflicts. This is more so when education (re)produces socio-economic disparities and brings about social marginalisation or promotes the teaching of identity and citizenship concepts which deny the cultural plurality of society (Seitz, 2004). When this occurs, it leads to intolerance towards discrete opposing groups. In other words, education, when intercepted by ethnicity, mobilises for the escalation of conflicts. In another dimension, education has been seen as a tool for political inclusion and of political exclusion (Brown, 2010). This means that politicians can use the medium of conflicts to make people yield to their desires through formal education or informal system passed across traditionally, which ordinarily would have been impossible where peace is reigning. Of interest here is the behaviour of residents, arising from the role that education could play in disseminating political information and intentions

during conflicts is of significance in conflict studies.

Conflict also affects polarization of educational interactions among residents within a given neighbourhood. Rationally, no resident would like to attend or send children to regions where they are hated. The multiplier effect of this is that it further reduces future interaction among such concerned people. This is because it is unlikely for generations that fail to attend schools together to interact in other areas of life in the future. Arising from this is that conflict results in school attendance fluctuations, just before, during and even after it. What matters most during conflict is life. This makes students and children to flee for their lives, forgetting about the need to develop their education. Residents' behavior is then revealed in their decisions on where to school, how and why they should abandon school facilities, even when fully provided and funded. In other words, conflict can make residents to willingly write off education and prefer not to be educated in the modern world.

2. Methodology

The research methodology adopted for this study was through collection of primary data in communities that were found of inter-communal conflicts in southwestern Nigeria. Available literature on recent communal conflicts in the study area revealed that out of the thirty one (31) locations where inter-communal conflicts were very prominent between 1990 and 2008, four of them comprising eight (8) settlements are in Southwestern Nigeria {Global Internal Displacement Profile Database of the Norwegian Refugee Council on Nigeria, (IDP) 2008}. These are Iju and Itaogbolu (Ondo State), Emure and Ise (Ekiti state) Irawo-ile and Irawo-owode (Oyo State) Ife and Modakeke (Osun state) (Ali, 1999), Irobi, 2005). These eight settlements were selected for the purpose of the study.

Information revealed that there were 52 political wards in the selected settlements (Federal Republic of Nigeria, 2006). These include Iju (5), Itaogbolu (6), Emure (11), Ise (12), Irawo-Ile (2), Irawo-Owode (1), Ife (19) and Modakeke (4). The study selected 50% of the wards and 10% of household-heads across board for questionnaire administration, through systematic sampling method. Fifty percent of the wards in the study area were chosen because four out of the eight selected communities did not have more than three (3) political wards while Ife alone had 19 wards. The fifty percent (50%) selection across board would give allowance for well representation in every community and increase confidence level of the sample selected.

The choice of ten percent (10%) sample size of the household-heads for this study was informed by the view of Spiegel, Schiller and Srinivasan (2000) who suggested 3% sample size for empirical studies that are to be conducted within homogenous or semi-homogenous population (as the case is in Southwestern Nigeria where most of the residents are Yoruba speaking people). Past related research works of Tomori (1972), Vaughan (2003) and Adesoji (2005) conducted in the same region of Nigeria where this study is based also supported the view of the above mentioned author on sample size selection.

In conducting the survey, the streets in each of the selected settlements were located and one out of every ten residential buildings in each street was selected using random sampling method, based on house numbering. Where residential buildings were not accessible by road, minor roads or paths that served them were taken as accessible roads. Where these houses were not numbered, temporary numbers were attached to them for the purpose of this study.

To ensure a random start, the first building in every street was randomly chosen out of the first ten residential buildings. Where the chosen ones were not used as residential building, the next residential building was chosen in lieu. The interval took effect from the first sample. Household heads were targets of questionnaire administration in each of the sampled building. Where there were more than one household heads, the one with longest time of stay was chosen. In all, 721 questionnaires were administered out of which 593 (82%) were counted worthy for analysis in this study (see Table 1). This placed non-response rate at 18%. The rest 128 were either not returned or poorly attended to by sampled respondents who were either nursing the wounds of conflicts in their hearts or not willing to supply information related to past conflicts in the study area. Information obtained from the respondents were related to communal conflicts and the effects of residents' behavior in relation to their students/children education in the socio-spatial environment. Two analytical tools employed for this study were linear regression and structural equation model. Multiple regression technique was used on the assumption that there exist relationships between the socio-demographic variables and students/children education in the study area. The technique served as both descriptive and inferential tool of analysis. First, it operated as descriptive tool by summarising or decomposing the linear dependence of one variable on the other. It operates as inferential tool by evaluating the relationships in a population from examination of sample data. The multiple regression technique is used in this study as an inferential tool of analysis, in an attempt to explain relationship between respective dependent and independent variables. In this study, dependent variables were effects of conflicts on educational facility. The general form of the multiple regression equation is

$$Y = A + B_1X_1 + B_2X_2 + B_3X_3 \dots B_nX_n \text{ in which}$$

Y= Effects of conflict on dependent (educational facility).

A= The intercept of Y

$B_1, B_2, B_3, \dots, B_n$ = unit change in socio-demographic characteristics that served as independent variables, which in this study include age, monthly income and household size among others.

$X_1, X_2, X_3, \dots, X_n$ = Scores of the above listed independent variables.

The multiple regression coefficient r^2 that was obtained were categorised as very strong ($\geq 80\%$), strong (60%-70%), moderate (50%-59%), weak (10%-49%) and very weak ($\leq 9\%$). The coefficient could be positive (+) or negative (-), while the P value could be statistically significant or insignificant.

3. Findings and Discussion

3.1 Respondents' Education in the Selected Settlements of Southwestern Nigeria

Information on the educational status of respondents in conflict affected communities in Southwestern Nigeria is presented in Table 2. The table shows that most of the respondents were literate, with two-fifth (40.1%) of them having tertiary education while one-third (35.1%) had been to secondary school. Specifically, more than half of the respondents in Emure (54.5%), Ise (55.3%) and Iju (54.3%) had tertiary education. About half of respondents in Modakeke (48.9%), Irawo-ile (48.6%) and Irawo-owode (53.9%) had been to secondary school. Respondents who had no formal training in this study were less than one-fifth (14.3%) of the total sample. About one-tenth (10.3%) of them had primary education. This implies that most of the people in the conflict affected parts of Southwestern Nigeria were literates.

3.2. Respondents' Inter-community Social Interactions through attending Educational Institutions in Discrete Neighbouring Communities (EIs)

Generally, literature has shown that the level of potential interaction is measures of the frequency of inter communal conflict among the communities and vice versa (Reda, 2011). In other words, the higher the level of interaction, the lower the conflict. For instance, Table 3 reflects that less than one fifth of respondents, their spouses and children have enjoyed inter communal spatial interaction through attending educational institutions located in neighbouring discrete communities in Southwestern Nigeria. Exceptions to this was observed in Modakeke where significant number of the respondents indicated that they (40.6%), their spouses (42.11) and children/wards (61.65%) have attended educational institutions in Ife which is their neighbouring discrete community in times past. In the contrary, the former community had zero representative showed a low level of educational interaction existed between discrete communities on respondents, their spouses or children who had attended any educational institution in their neighbouring settlement-Modakeke. In other words, their inter-community spatial interaction relationship as regards attendance in educational institutions located in the discrete community was non reciprocal. In the same vein, less than 5% of respondents in Iju, their spouses (2.17%) or children (4.35%) had ever attended educational institutions in Itaogbolu, the neighbouring community. The import of this is that where spatial interaction is least, intensity of inter communal conflicts is expected to be high. This is because educational institution provides forum for enlightenment, friendship and socialisation. It is an environment where inter-community integration is expected to be strong and spread beyond school attendance. Communities that failed to interact educationally may scarcely be well integrated. This makes educational behavior of respondents in crises zones of the world to be very pivot in conflict studies.

3.3. Respondents' Proximity to Educational Facilities in the Conflict Areas of Southwestern Nigeria

Socio-spatial facilities are essentially located within space in proximity to residents for social satisfaction and convenience. In another dimension, they social facilities like schools are located within space for smooth running of the day to day activities of community dwellers. Specifically, schools are attended by young ones who lack the ability to travel very far from their parents' houses. This is very important in developing nations where mobility in tangential to social satisfaction. Schools are therefore bound to be located in strategic places in the built environment to promote interrelationship and interdependency among users. When these facilities are absent or wrongly located within residence, or residents are displaced from where they have proximity to them; life becomes boring, relationships are strained and social life is degraded.

In Table 4, most (64.1%) of the respondents in the study area reported that the distances between their homes and their children's schools remain the same both during and after the conflicts respectively. Information on this before conflicts is not very relevant here since conflict could not have displaced residents before its occurrence. The table further reveals that less than one-fifth of them claimed that they were located nearer to schools both during (15.4%) and after (14.5%) the conflicts than they were before it respectively. Those who were located far away from schools at these times were about one-fifth of the sample respectively. Although, there seemed not to be a significant different in the proximities to schools of the children of respondents during and after the conflicts, the little variation is an indication that the period of conflict slightly affected proximities to schools among some respondents.

3.4. Functionality of and Accessibility to Children/Wards' Schools in the Selected Settlements.

Functionality and accessibility to educational institutions for this study were tested on nursery, primary and secondary schools in the study area. According to Table 5, many of the schools that were not easily accessible in

conflict affected areas in the studied settlements also seemed not to be functioning effectively. In the corollary, most facilities that were accessible and functioning before the conflicts in most of the studied settlements were also affected by the conflicts. However, after the conflicts, the degree of the functionality of and accessibility to most of these schools returned to the state they were before conflicts occurred.

It was evident in the study that a negligible number of the respondents' or their wards' schools in Southwestern Nigeria were not accessible or functioning before and after the conflicts respectively. In the contrary, during conflicts, about half (50%) of the respondents claimed that their children/students could not gain access to schools. This figure dropped to 33% after conflicts in the study area. Similar representation ran across board on accessibility to schools in the selected settlements, except in Irawo-owode ((64%) and Itaogbolu (82%). As expected, the same communities also had high representation on problem of functionality of schools during conflicts among others in the study area.

3.5. Effects of Communal Conflicts on Students' Education by their Socio-Demographic Variables in the Study Area.

An examination of the critical effects of conflicts on residents' education through attendance of children/wards' schools during conflict by the socio-demographic characteristics of respondents revealed that three of the variables tested were statistically significant at $P \leq 0.05$. As seen in Table 6, they are settlements ($P=0.00$), educational status of the respondents' wards/children (0.05) and age of their wards/children ($P=0.00$). In the contrary, respondents' wards'/children gender ($P=0.18$), marital status ($P=0.63$), state ($P=0.06$), occupation ($P=0.66$), income ($P=0.86$) and household size ($P=0.16$) were not statistically significant to measure the effect of communal conflicts on the wards'/children's attendance in schools during conflict in the study area.

The results of the test are understandable. This is because most students/pupils might not have married during conflict to have their own household sizes, and the household size of the immediate family where each student/pupil hailed from ought not to affect school attendance. In addition, school age children are not expected to be formally employed to secure tangible income or engaged with certain occupation. Similarly, the findings showed that sex/gender of the students/pupils were not significantly relevant to measure the effects of conflict on their degree of respondents' children/wards attending schools during conflict in the study area. Of relevance are the respondents' wards'/children's communities they hailed from, the educational status and the age of these young ones. First, conflict intensity varies from one community to another. Places where the intensity is high would likely prove hostile to school attendance, and vice versa. Second, it can be deduced that no rational parent would permit their children, particularly those of young age, to go to schools while there were crises in the studied communities. The old students could possibly be allowed. In another dimension, the higher the educational status of a ward, the more discreet she/he could be to maneuver their way to and from school during conflict. All these could be why the settlements ($P=0.00$) and age ($P=0.00$) of respondents' children were relevant in considering degree of school attendance during conflicts in the study area.

Among the significant independent variables, Table 6 reveals that settlements in Osun State (46.4%) {Ife (30.4%) and Modakeke (17.6%)} were more critically affected by communal conflicts in this study than other States. Responses also showed that those who were in secondary schools (35.2%) and tertiary institution (39.4%) at the time of conflicts, and were at the prime of their age {with parents within age range of 40-49 (31.9%) and 50-59 (21.3%)} were critically affected by the conflicts. While the class of students affected seems reasonable, the affected parents' age range can also be explained. Young parents are expected to have young children while old parents are expected to have grown up children, who would have climbed the ladder of education beyond elementary level as at the time the conflict struck in the study area. It should be noted that this study was dated back to periods between year 1995 and 2005 when communal conflicts struck the studied settlements. It is not on spot study. That is a study conducted while conflict is on. It is therefore possible that those parents who indicated that their wards/children were affected would have been about a decade less than the age range stated above as at the time their communities experienced communal conflicts and their wards whose education were recorded at the time of this study would have been in lower grade levels during the conflicts.

3.6. Regression Analysis Predicting the Association of Socio-demographic and Socio-spatial Variables of Respondents by Communal Conflicts Effects on School Attendance in Southwestern Nigeria.

Table 7 considered the regression analysis of the association between socio demographic and socio-spatial (independent) variables that were categorical in nature with the dependent variables (School attendance) to express the critical effects of communal conflicts on the respondents' children/wards' education in the study area. Regression equation was simulated to examine the relationship between non-categorical variables considered in the cross-tabulation in Table 6.

As reflected in Table 7, the numeric variables in the cross-tabulation include income, age and household size in relation to wards/children of respondents. In general, the correlation between those who reported that their children education were critically affected across income, household size and age in the study area reflected a very weak value ($r^2 = 0.74$). The result further showed that age ($P=0.04$) and household size ($P = 0.5$) of

wards/children of respondents in this study were statistically significant while income ($P=0.7$), was not. The negative relationship between age of respondents and education of those affected by communal conflicts in the table confirmed the information contained in Table 6.

4. Concluding Remarks

The analysis in this paper has important implications on residents' education and conflict occurrence in the study area. First, it clearly showed that though the people in the southwestern Nigeria were literate, feared did not schooled or allowed their wards/children to attend educational institutions located in discrete communities that were at conflict with them. This provided basis for understanding low educational interaction among residents in the conflict zones of Africa. It also revealed the underlying bedrock behind those that were more affected by this interaction. This is because, though the educational facilities were not located far away from the respondents during and after the conflicts, about half of their children/wards could not gain access to their schools during conflicts. In addition, one third of them also claim that their schools were not functioning during this time. In both ways, the figure dropped to 10% and 27% respectively after conflict but these still shows that the aftermath effects of conflicts still linger on children education in the area, after its occurrence This was further justified by the results of regression analysis of the critical effects of conflicts on residents' education through attendance of children/wards' schools during conflict by the socio-demographic characteristics of respondents. The results revealed that respondents' settlements, age and educational status of their children/wards were statistically significant at $P \leq 0.05$. The study establishes that conflicts do affects residents' educational interaction, children/wards' functionality of and accessibility to schools in southwestern Nigeria. It can be deduced that discrete communities with recurrence conflicts would scarcely interact educationally. In addition, availability of many schools that are located closer to residents may at the beginning encourage close proximity between residents and these educational facilities but can in the long run, particularly in conflicts zones further reduce inter-community educational interactions; besides, this may not solve the problem of functionality of and accessibility to schools when conflict strikes. In this regards, to promote inter-community socio-spatial development, the policy makers of Nigeria need to focus on conflict prevention rather than making discrete communities to be independent of each other.

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Table 1. Sample Frame and Sizes in the Study Area

State	Selected settlement	Selected political wards	No of Questionnaire Administered	Total Administered	No of Questionnaires Analysed	Total Analysed				
Osun	Ife	Ilare1	17	163	10	134				
		Ilare3	13		12					
		Ilare4	13		10					
		More/ojaja	13		06					
		Akarabata	22		21					
		Okerewe	21		18					
		Iremo1	27		30					
		Iremo3	12		04					
		Iremo4	18		16					
		Iremo5	07		06					
		Osun	Modakeke		Modakeke1		71	147	67	133
Modakeke3	76			66						
Ekiti	Emure	Ogbontioro	15	107	13	77				
		Imola	21		16					
		Odo-emure1	17		10					
		Oke emure2	18		15					
		Ariyeisi	22		14					
		Idamadu	14		09					
		Ekiti	Ise		Figbo		13	124	10	85
					Oke-Odi		34		31	
					Ogbese-oko oba		28		16	
					Oraye		22		10	
					Kajola		14		08	
Oyo	Irawo ile	Irawo-Ile	49	49	35	35				
		Irawo-Owode	40		39					
Ondo	Iju	Iju1	20	47	20	46				
		Iju3	27		26					
		Itaogbolu	Itaogbolu1		27		44	27	44	
			Itaogbolu3		17			17		
Total		30 Political wards	721	721	593	593				

Source: Data from author's field survey, 2010.

Table 2: Respondents' Educational Status in the Selected Settlements of Southwestern Nigeria

States	Osun (n = 267)		Ekiti (n = 162)		Oyo (n = 74)		Ondo (n = 90)		Total
Settle-ments	Ife	Modakeke	Emure	Ise	Irawo-ile	Iraowo-owode	Iju	Itaogbolu	N= 593
	N =134	N =133	N =77	N =85	N =35	N =39	N =46	N =44	
Education									
No Formal Training	16(11.9)	8(6.0)	29(37.66)	11(12.9)	8(22.9)	7(18.0)	4(8.70)	2(4.55)	85(14.3)

Primary	16(11.9)	21(15.8)	01(1.30)	06(7.1)	04(11.4)	06(15.4)	2(4.35)	5(11.36)	61(10.3)
	Osun (N = 267)		Ekiti (N = 162)		Oyo (N = 74)		Ondo (N = 90)		Total N = 593
Settlements	Ife N =134	Modakeke N =133	Emure N =77	Ise N =85	Irawo - ile N =35	Irawo owode N =39	Iju N =46	Itaogbol u N =44	
Interactions through attending educational institutions (EIs) in the neighbouring Settlement before conflict									
Attended EIs in times past	0(0.0)	54(40.6)	16(20.7)	11(12.9)	4(11.4)	9(23.1)	2(4.35)	3(6.52)	99(16.7)
Spouses have attended EIs in time past	0(0.0)	56(43.41)	10(13.0)	12(14.1)	1(2.9)	8(20.5)	1(2.17)	7(14.9)	95(17.4)
Children have attended EIs in time past	0(0.00)	81(60.25)	12(15.6)	5(5.88)	1(2.86)	16(41.0)	2(4.35)	3(6.52)	121(19)
Secondary	48(35.8)	65(48.9)	05(6.49)	21(24.7)	17(48.6)	21(53.9)	15(32.6)	16(36.36)	208(35.1)
Tertiary	54(40.3)	39(29.3)	42(54.54)	47(55.3)	06(17.1)	05(12.8)	25(54.3)	20(45.45)	233(40.1)

Source: Data from author's field survey, 2010.

Table 3: Respondents Inter-community Social Interaction through Attending Educational Institutions (EIs) located in Discrete Neighbouring Communities.

Source: Data from author's field survey, 2010.

Table 4: Assumed Location of Students'/Children's Schools to Respondents' Residences in Conflict Communities of Southwestern Nigeria

Source: Data from author's field survey, 2010.

Independent Variables	Not Critically Affected		Critically Affected		Chi	P Value	Table 5: Respondents' Students'/Children Accessibility to and Functionality of Schools in the Selected		
	Osun (N=267)		Ekiti (N=162)		Oyo (N=74)		Ondo (N=90)		Total (N=593)
	Ife	Modakeke	Emure	Ise	Irawo-ile	Irawo-ooode	Iju	Itaogbolu	
	N=134	N=133	N=77	N=85	N=35	N=39	N=46	N=44	
During conflict									
Farther	20(14.9)	43(32.3)	11(14.3)	10(11.8)	04(11.4)	03(7.7)	11(25.00)	20(45.45)	122(20.57)
Nearer	13(9.7)	20(15.0)	06(7.8)	18(21.2)	06(17.1)	07(18.0)	08(17.39)	13(29.5)	91(15.4)
Same	101(75.37)	70(52.6)	57(77.0)	57(67.1))	25(71.4)	29(74.4)	25(56.8)	16(32.7)	380(64.1)
After conflict									
Farther	15(11.2)	38(28.6)	09(12.2)	15(17.7)	11(31.4)	04(10.3)	09(20.5)	26(53.1)	127(21.4)
Nearer	13(9.7)	22(16.5)	07(9.5)	11(12.9)	05(14.3)	03(7.7)	12(27.3)	13(26.5)	86(14.5)
Same	106(79.1)	73(54.9)	58(78.4)	59(69.4)	19(54.3)	32(82.1)	23(52.3)	10(20.4)	380(64.1)

ed Settlements.

Source: Data from author's field survey, 2010.

Settlements State	Osun State		Ekiti State		Oyo State		Ondo		
Total	Ife	Modakeke	Emure	Ise	Irawo-ile	Irawo-owode	Iju		
Itaogbolu	N=134	N=133	N=77	N=85	N=35	N=39	N=44		
N=49	N=593								
No accessibility to school									
Before	4 (03)	21 (16)	(32)25	7(08)	1(02)	1(02)	2(04)	1(01)	59(10)
During	56 (42)	68 (51)	29 (37)	44(52)	20(58)	25(64)	9(20)	40(82)	297(50)
After	12 (09)	8 (06)	8 (10)	13(15)	12(35)	4(20)	4(10)	2(03)	59(10)
Students/wards schools were not functioning									
Before	1 (01)	3 (02)	2 (02)	4(05)	2(05)	1(03)	9(21)	4(08)	18(03)
During	23 (17)	27 (20)	27 (35)	47(55)	14(40)	27(68)		31(63)	196(33)
After	4(03)	2(1.5)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	9(21)	1(2)	16(27)
							0(0.0)		

Table 6: Effects of Communal Conflicts on Children/Students' Education by their Socio-Demographic Variables in the Study Area.

Gender	Male	174(66.7)	238(71.7)	1.7365	0.18
	Female	87(33.3)	94(28.3)		
Marital Status	Single	69(24.4)	83(25.0)	0.9292	0.63
	Married	192(73.5)	248(74.7)		
	Divorced	0(0.0)	1(0.3)		
State	Ekiti	76(29.1)	83(25.0)	7.4418	0.06
	Ondo	48(18.4)	45(13.6)		
	Osun	113(43.3)	154(46.4)		
	Oyo	24(9.2)	50(15.1)		
*Settlement	Ife	33(12.6)	101(30.4)	133.8673	0.00
	Modakeke	80(30.6)	53(15.9)		
	Emure	35(13.4)	39(11.7)		
	Ise	41(15.7)	44(13.2)		
	Irawo-ile	18(6.9)	17(5.1)		
	Irawo-owode	6(2.3)	33(9.9)		
	Iju	1(0.3)	43(12.9)		
	Ita-ogbolu	47(18.0)	2(0.6)		
	Illiteracy	31(11.8)	57(17.1)		
Primary	37(14.1)	27(8.13)			
Secondary	91(34.8)	117(35.2)			
*Age	Tertiary	102(39.0)	131(39.4)	11.3748	0.04
	Below 20yrs	3(1.1)	1(0.3)		
	20-29yrs	13(4.9)	27(8.1)		
	30-39yrs	36(13.7)	64(19.2)		
	40-49yrs	79(30.2)	106(31.9)		
	50-59yrs	80(30.6)	71(21.3)		
Occupation	Above 59yrs	50(19.1)	63(18.9)	4.1431	0.66
	Civil servant	67(25.6)	87(26.2)		
	Trading	45(17.2)	61(18.3)		
	Farming	34(13.0)	53(15.9)		
	Artisan	34(13.0)	48(14.4)		
	Retired	10(3.8)	8(2.4)		
	Unemployed	32(12.2)	39(11.7)		
	Private formal job	39(14.9)	36(10.8)		
	Income (in Naira)	Below 10,001	186(71.2)		
10,001-20,000		36(13.7)	57(17.1)		
20,001-30,000		22(8.4)	24(7.2)		
30,001-40,000		4(1.5)	7(2.1)		
40,001-50,000		7(2.6)	7(2.1)		
Above 50,000		6(2.3)	8(2.4)		
Household Size	Below 3 people	22(8.4)	38(11.4)	5.2153	0.16
	3-4 people	107(41.0)	108(32.5)		
	5-6 people	79(30.2)	116(34.9)		
	Above 6 people	53(20.3)	70(21.0)		
	Total	261(100)	332(100)		

Source: Data from author's field survey, 2010.

Table 7: Regression Analysis Predicting Association of Socio-demographic and Socio spatial Variables Affected by Communal Conflicts in the Study Area.

Group	r ²	Adjusted r ²	coefficient	P-value	Confidence Interval	
Effect on education facility						
Income	0.74	0.24	0.0084486	0.65	(-0.0278835	0.0447806)
Household size			0.0156198	0.49	(-0.0284257	0.0596654)
Age			-0.036172	0.04	(-0.0707835	-0.0015622)
-Cons			0.6612166	0.35	(-0.0278835	0.8401444)

Source: Data from author's field survey, 2010.

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